LCFF Budget Overview for Parents

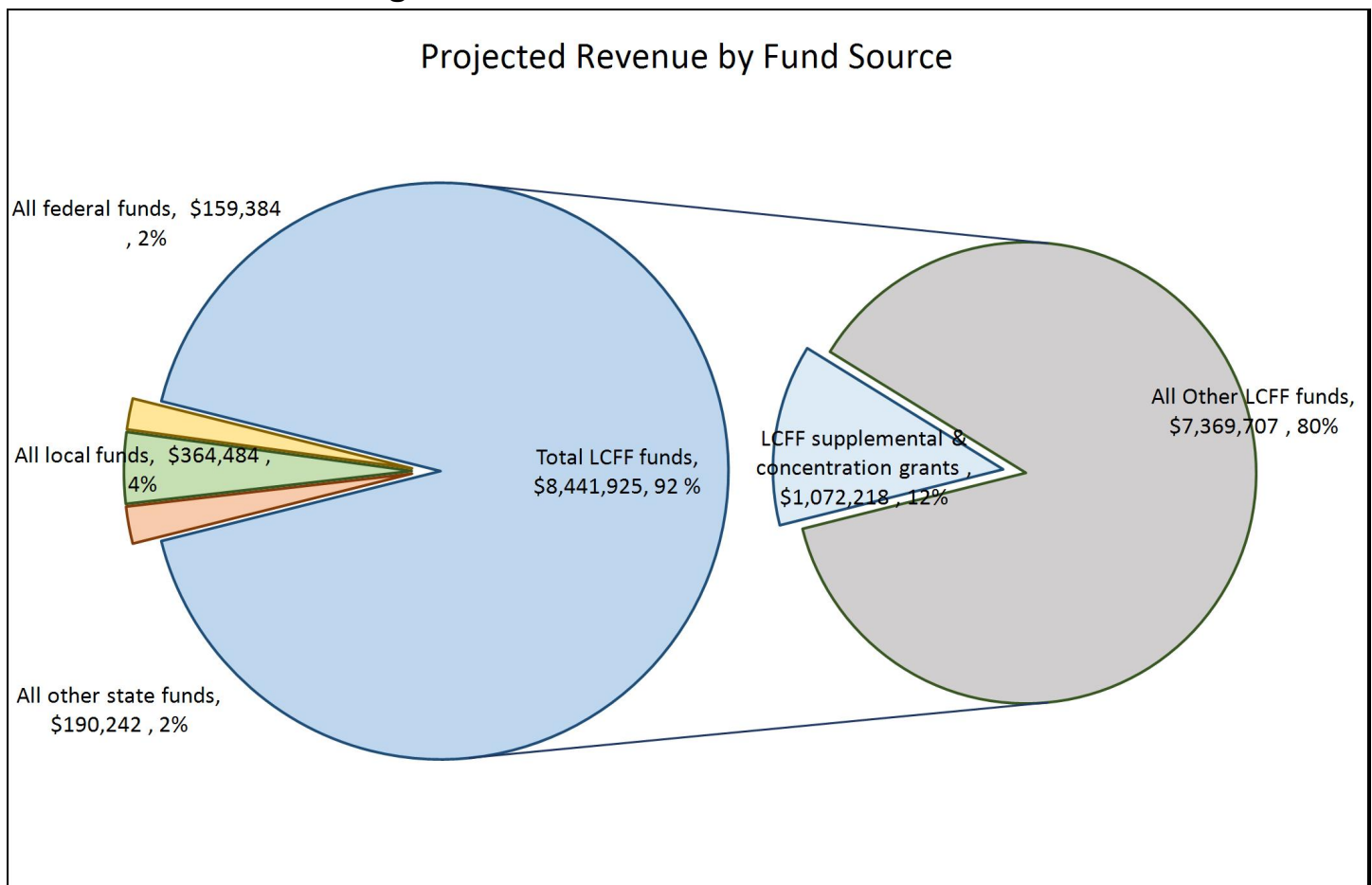Local Educational Agency (LEA) Name: Rio Valley Charter School

CDS Code: 39685850122580

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

LEA contact information: Leslie Leedy, Director

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $159,384, 2%

All local funds, $364,484, 4%

All other state funds, $190,242, 2%

Total LCFF funds, $8,441,925, 92 %

LCFF supplemental & concentration grants, $1,072,218, 12%

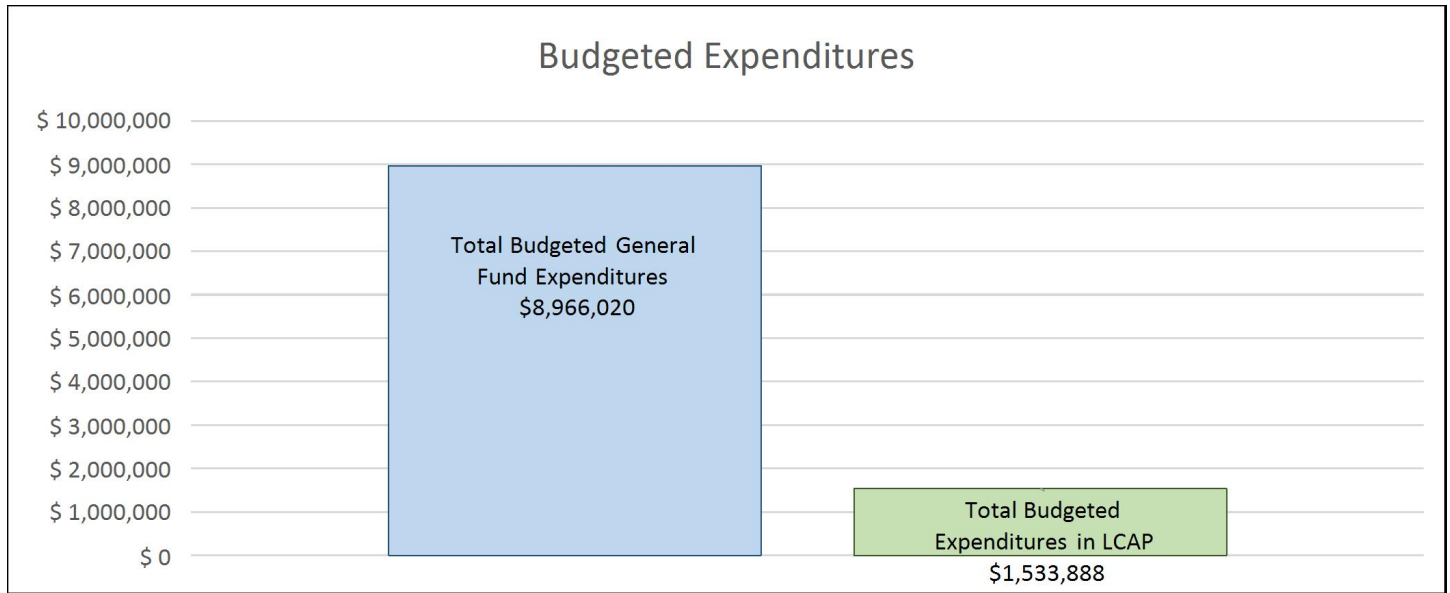All Other LCFF funds, $7,369,707, 80%

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

The total revenue projected for Rio Valley Charter School is $9,156,035, of which $$8,441,925 is Local Control Funding Formula (LCFF), $$190,242 is other state funds, $$364,484 is local funds, and $$159,384 is federal funds. Of the $$8,441,925 in LCFF Funds, $$1,072,218 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$8,966,020

Total Budgeted Expenditures in LCAP
$1,533,888

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

Rio Valley Charter School plans to spend $$8,966,020 for the 2019-20 school year. Of that amount, $$1,533,888 is tied to actions/services in the LCAP and $7,432,132 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
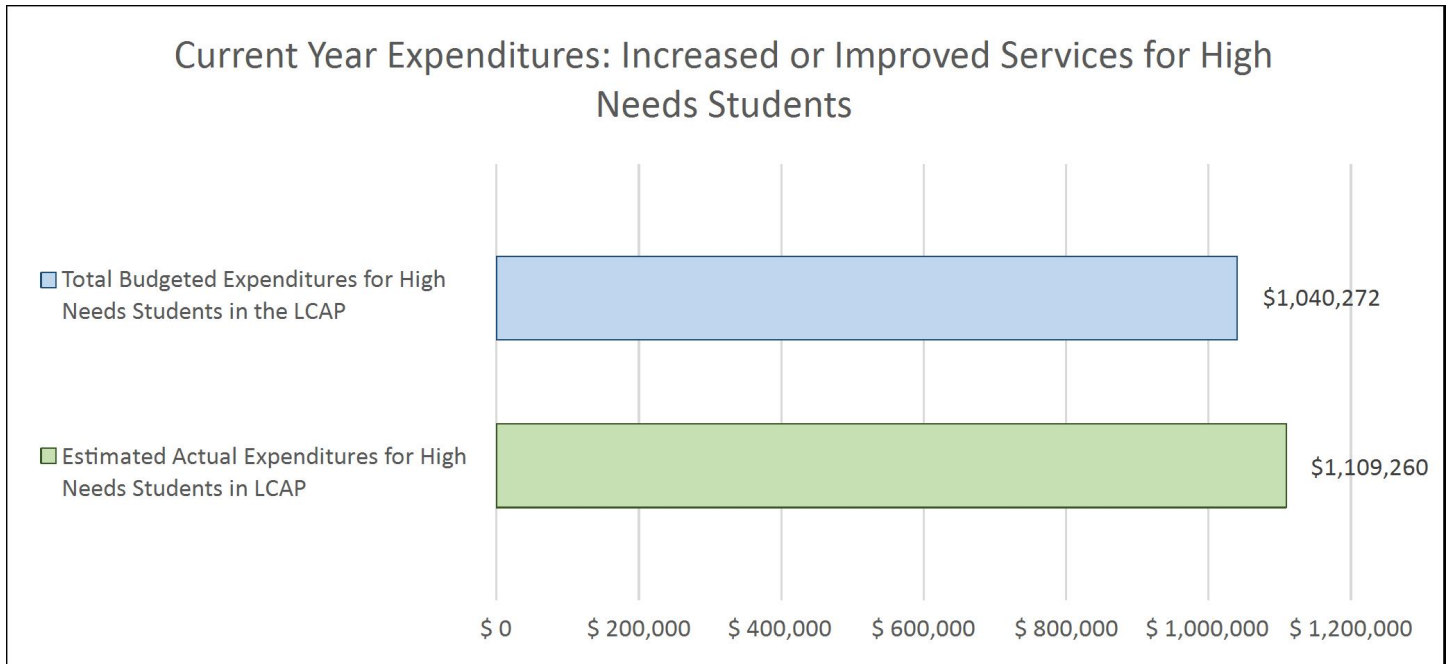
General Fund Budget Expenditures for the LCAP year not included in the LCAP include salaries for multiple subject credentialed teachers, support staff, and administrators.

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

In 2019-20, Rio Valley Charter School is projecting it will receive $$1,072,218 based on the enrollment of foster youth, English learner, and low-income students. Rio Valley Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Rio Valley Charter School plans to spend $$1,072,218 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the LCAP — $1,040,272

Estimated Actual Expenditures for High Needs Students in LCAP — $1,109,260

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

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

In 2018-19, Rio Valley Charter School's LCAP budgeted $$1,040,272 for planned actions to increase or improve services for high needs students. Rio Valley Charter School estimates that it will actually spend $$1,109,260 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Rio Valley Charter School	Leslie Leedy Director	leslie.leedy@riovalley.org 9165393306

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Introduction: Rio Valley Charter School is authorized under the Lodi Unified School District. The school was founded in 2010. Due to the Shasta v. Anderson ruling, the school's dynamics changed with the addition of 2 programs. We now support resource centers in Lodi, Elk Grove, and Sacramento. The current enrollment is 859 students. The Lodi center serves 595 students in San Joaquin county, Elk Grove 185 students and the Sacramento 'Broadway' location supports 79 students. The school operates as an Independent Study/Homeschool Charter program serving K-12th grades. The school is governed by Pacific Charter Institute's (a non-profit) Board of Directors. Rio Valley Charter is currently in year five of a 6 year WASC accreditation and recently received a positive 'mid-cycle' visit. Lodi Unified School District approved the extension resource centers in the spring of 2017. Our significant student demographics consist of 15% Special Education, 7% EL (predominantly Spanish speakers), 56% LI, and 2% FY/H group. We also have 39% Hispanic ethnicity as part of our total student populace. Our priorities focus is on EL and LI students with increasing cohort retention and graduation rates. Consistently these specific subgroups are the target of our school-wide learning goals for our Local Control Accountability Plan,Title 1 Plan, WASC, and individual Site Plans.

Demographic Snapshot
RVCS Spring of 2019
56% Low Income
42% White , 39% Hispanic , 20% Other
48% High School (9-12th grade)

7% ELL or RFEP

Operational Programs:

Rio Valley Charter School Lodi Resource Center
Rio Valley Charter School Elk Grove Resource Center
Rio Valley Charter School Broadway Resource Center
Rio Valley Charter School Homeschool Program

LCAP Highlights

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

The key highlights for this year's LCAP include an increase of 12.4 points in ELA cohort proficiency and a projected increase in our graduation rate from 84% to 90% . Actions planned from 2018-19 LCAP have shown the growth that we were seeking from the 2018-19 school year. Over a 2 year span, RVCS will have increased it's cohort grad rate by 18.2%. Finally, RVCS was able to reclassify 14 EL students of the 67 students that began the year in EL status.

All Students

All Students	State

Yellow

41.9 points below standard

Increased 12.4 Points ⊕

Number of Students: 263

Review of Performance

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

Greatest Progress

The greatest progress made for the 2018-19 school year would be two-fold. First, the total number of 9-12 students participating in Career Tech Education within all RVCS programs has increased to 95%. We are projecting an increase from 6.3% to 20% of students classified as prepared on the CA dashboard due to an increase in CTE participation, and the increase in students enrolled in community college courses. Due to this participation and the availability of programs, there is an overall projected gain of 14 percentage points on the 2018-2019 Cohort Graduation Rate. Ensuring that programs are available through CTE are paramount to student engagement and stakeholder input via survey information that indicated the same focus. Goal 3 of the RVCS LCAP plan provides assurances that CTE programs will be available for students in grades 8-12. This was also a key

indicator in brought forward in our positive certification of our Western Association of Schools and Colleges (WASC) mid-cycle review.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Shown below is the 5x5 matrix for Math. Math as measured by the 2018 CAASPP test was reported as low with White Students' grades 3-8th and 11 placing in Yellow and All students and those in low Socio-Economic placing in Red. This will be addressed in this LCAP Goal Area 1, through the use of ensuring that qualified content certified teachers and academic counseling are made available to provide instruction, monitoring, or intervention for students identified as needing the greatest assistance including those identified in the subgroups showing least growth. Full time tutors have been hired for all three sites to address the need for math instruction, and all teachers were trained in Exact Path intervention and monitoring during the spring semester. RVCS is using Exact Path, in conjunction with NWEA to target students' math needs.

EDUCATION

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support / School Dashboard Additional Reports and Data

Rio Valley Charter (Lodi, CA)
Lodi Unified

Q Return to Search
View the Dashboard Report ↗

Mathematics Indicator - Student Group Five-by-Five Placement

View District Five-by-Five Placement

Reporting Year: 2018 ▼   Select a Report: 5x5 Mathematics Placement Report (Grades 3-8 and 11) ▼

View Detailed Data

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
Medium	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low	Orange (None)	Orange (None)	Orange (None)	Yellow · White	Yellow (None)
Very Low	Red (None)	Red (None)	Red · All Students (School Placement) · Socioeconomically Disadvantaged	Orange (None)	Orange · Hispanic

View Mathematics Indicator Cut Scores

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
3	1	1	1	0	0

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

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Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Overall Math performance for CAASPP tested grades of 3-8th and 11th is shown as on 'alert' to work toward improvement. The use of state adopted materials, content delivery through direct instruction, math tutors all all sites, and the focused intervention of Exact Path will help students strive toward meeting proficiency. The Socio-Economic Subgroup declined from prior year, but English Learners, Hispanic, and White students showed an increase in scores. Goal 1 of the RVCS LCAP plan will continue to address the support for this identified need.

California DEPARTMENT OF EDUCATION

Rio Valley Charter (Lodi, CA)
Lodi Unified

Return to Five-by-Five Placement Grid

Mathematics Indicator - 2018

⬇ Download Data   View Layout

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method
All Students	Red	Very Low	Maintained	-109.7	-1.4	263	*	117	*	-108.4	*	*	*	*
English Learners	None	Very Low	Maintained	-167.8	2.1	27	*	15	*	-169.9	*	*	*	*
Homeless	None	*	*	*	*	1	*	1	*	*	*	*	*	*
Socioeconomically Disadvantaged	Red	Very Low	Maintained	-136.9	-2.6	160	*	63	*	-134.3	*	*	*	*
Students with Disabilities	None	Very Low	*	-144.6	*	43	37	9	9	*	*	*	*	*
African American	None	Very Low	*	-117.2	*	13	*	3	*	*	*	-0.5	*	*
American Indian or Alaska Native	None	*	*	*	*	2	*	0	*	*	*	*	*	*
Asian	None	Very Low	*	-130.3	*	12	*	8	*	*	*	-2	*	*
Filipino	None	*	*	*	*	1	*	0	*	*	*	*	*	*
Hispanic	Orange	Very Low	Increased Significantly	-128.7	18.6	97	*	31	*	-147.4	*	*	*	*
White	Yellow	Low	Increased	-93	3.3	117	*	71	*	-96.3	*	*	*	*
Two or More Races	None	Low	*	-72.6	*	15	*	3	*	*	*	*	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

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Sacramento, CA 95814
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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 supported 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.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

Goal 1: Students at Rio Valley Charter School, including those in numerically significant subgroups, will show measurable progress In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 3: Parental Involvement (Engagement)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator The use of NWEA-MAP Fall to Winter Scores for grades 3-8,11th. Spring 2018 CAASPP Scores, or internal Math Benchmarks aligned to State Standards will be used to monitor student progress. **18-19** The baseline would be to grow 10% on CAASPP or exceed 24% NWEA-MAP growth by 5% for all students grades 3-11th that take Winter (Spring) MAP testing.	

Baseline
As indicated by Winter NWEA- MAP 20% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient. Without Spring 2017 test results fully available, the baseline would be to grow 10% on CAASPP or exceed 22% NWEA-MAP growth by 5% for all students grades 3-11th that take Winter (Spring) MAP testing.

NWEA Assessment Summary

Site: **Rio Valley Charter**
Scores for: **Winter 2018-2019**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	8%	45
61 - 80	11%	67
41 - 60	18%	107
21 - 40	25%	146
1 - 20	38%	228
Total Students Tested		**593**

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.0 All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics. 1.1 Use of NWEA-MAP (for all 2-11th grade students) 1.2 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. 1.3 The use of content specialists will be used to provide math and science instruction for grades 6-12th grade students through direct instruction or via virtual classrooms. 1.4 Professional Development will be used to target and increase instructional outcomes for improving teachers ability to teach common core math standards.	1.0 All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics. 1.1 Use of NWEA-MAP (for all 3-11th grade students) 1.2 The use of content specialists will be used to provide math and science instruction for grades 6-12th grade students through direct instruction or via virtual classrooms. 1.4 Professional Development will be used to target and increase instructional outcomes for improving teachers ability to teach common core math standards. All teachers were trained on Exact Path intervention and implementation.	This will support 4 FTE Content Specialists in the areas of Math/Science. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $133,035.00	This will support 4 FTE Content Specialists in the areas of Math/Science. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 133,035.00
		Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $25,000.00	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Students will have access to technology that supports instruction in the Common Core. Students will have access to online	1.2 Students will have access to technology that supports instruction in the Common Core. Students will have access to online	Online programs support through Edmentum or Next Geneneration	Online programs through Exact Path. 4000-4999: Books And Supplies LCFF 109,225.00

| support programs that are fully CCSS aligned.
1.2.1 The use of Edmentum or Next Generation Mathematics products will be available for all students as deemed applicable.
1.2.2 Virtual learning classes that support A-G mathematics or NGSS Science courses will be encompassed as course offerings for RVCS 7-12th grade students | support programs that are fully CCSS aligned.
1.2.1 Intervention through Exact Path will be available for all students.
1.2.2 Virtual learning classes that support A-G mathematics or NGSS Science courses will be encompassed as course offerings for RVCS 7-12th grade students | Mathematics. 4000-4999: Books And Supplies LCFF $109,225.00 | |

Analysis

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

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

All incoming 9th grade students were assessed using NWEA and placed in 1 of 3 math courses based on their ability as indicated by the norm referenced score associated to NWEA-MAP. Six virtual math classes were made available to students in grades 6-12, depending on grade level and math need. Twice weekly on-site classes included 2-8, along with Integrated 1 and 2 and Real World Math. Science courses in PLTW, middle school science, Biology,Ecological Sustainability, and Earth Science were available to students on-site, while Chemistry was offered virtually.

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

As indicated by the table seen above, an overall growth of 20% of students testing proficient did not occur. Note that the overall testing group in grades 3-11 increased by 256 students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures as indicated in the actions described were spent as indicated.

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

Additional monies will be spent to incorporate PD for Exact Path. This is found in Goals, Actions, and Services Goal 1 of the 17-20 LCAP.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Goal 2. Students at Rio Valley Charter School including those in numerically significant subgroups, will show measurable progress in reading on state mandated assessments, NWEA-MAP or LEA Benchmark Assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 3: Parental Involvement (Engagement)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator The use of NWEA_MAP Fall to Winter Scores for grades 3-8,11th. Spring 2018 CAASPP Scores, or internal Readng Benchmarks aligned to State Standards will be used to monitor student progress. **18-19** Our baseline would be to grow 8% on CAASPP, or exceed 37% NWEA-MAP growth by 5% for all students grades 3-11th that take Winter (Spring) MAP testing.	

Expected

Actual

Baseline
35% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient. Without Spring 2017 test results fully available, the baseline would be to grow 5% on CAASPP, or exceed 35% NWEA-MAP growth by 5% for all students grades 3-11th that take Winter (Spring) MAP testing.

NWEA Assessment Summary

Site: **Rio Valley Charter**
Scores for: **Winter 2018-2019**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
🔵 81 - 99	19%	113
🟢 61 - 80	21%	122
🟡 41 - 60	20%	121
🟠 21 - 40	18%	106
🔴 1 - 20	22%	132
Total Students Tested		**594**

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 All students grades K-11th will be assessed 2x yearly 2.1.2 Use of NWEA-MAP (for all 2-11th grade students) 2.1.3 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to ELA classes or grade levels. 2.1.4 Additional tutoring available for designated students identified as falling at or below the 35%ile on NWEA-MAP testing. 2.1.5 Aligning standards based curriculum usage of either Journeys or Study Sync to those students in the testing group that show 'Does Not Meet' in either CAASPP or NWEA ELA (Reading)	2.1 All students grades K-2th were assessed 3x yearly through Dibels. 2.1.2 Use of NWEA-MAP (for all 3-11th grade students) 2.1.4 Additional tutoring available for designated students identified as falling at or below the 35%ile on NWEA-MAP testing. 2.1.5 Aligning standards based curriculum usage of either Journeys or Study Sync to those students in the testing group that show 'Does Not Meet' in either CAASPP or NWEA ELA (Reading)	Covered in Goal area 1 4000-4999: Books And Supplies Supplemental and Concentration $50,000.00	Covered in Goal Area 1 4000-4999: Books And Supplies Supplemental and Concentration $50,000

Analysis

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

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

K-3 grade students were assessed using Dibels. However all 3-11 grade students were assessed using NWEA-MAP, and 40% of students tested meets or exceeds proficient, which was a growth of 5% over the 2017-2018 winter MAP results.

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

Standards based curriculum, in addition to reading intervention classes and online programs have increased the percentage of students testing meets or exceeds proficient.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no budget assigned to support services in this goal area.

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

No specific changes will be made to the overall goal of 5% growth towards proficiency.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Goal 3: RVCS will reduce drop-out rate, and increase cohort graduation rate along with students eligible for four year college acceptance. An increase of 3 additional CTE offerings will be implemented for the RVCS resource centers and its 9-12th grade student population.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
       Priority 2: State Standards (Conditions of Learning)
       Priority 3: Parental Involvement (Engagement)
       Priority 4: Pupil Achievement (Pupil Outcomes)
       Priority 5: Pupil Engagement (Engagement)
       Priority 6: School Climate (Engagement)
       Priority 7: Course Access (Conditions of Learning)
       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator The dropout rate associated to cohort matched 9-12th graders will decrease by 5% annually. The cohort matched graduation rate for seniors will increase by 5% annually. 100% of our graduating students enrolled with us for more than 2 years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.	

Expected	Actual
18-19 The dropout rate associated to cohort matched 9-12th graders will decrease by 5% annually. The cohort matched graduation rate for seniors will increase by 5% annually. 100% of our graduating students enrolled with us for more than 2 years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college. **Baseline** The 2015-16 final report on cohort graduation rate was reported at 49.2% of eligible seniors graduation on time. We believe our rate for 2016-17 will exceed 80% . Therefore we are striving to meet or exceed 80% for the 2017-18 school year. For the 2016-17 school year 0 students were accepted to four-year colleges. CTE 'completers' equalled=_____.	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 1.00 F TE Counselor. 3.2 Provide counseling and career technical education outreach to families- providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars. Increase the number of externally recognized CTE Certificate	3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 2.00 F TE Counselor. 3.2 Provide counseling and career technical education outreach to families- providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars. Increase the number of externally recognized CTE Certificate	3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 1.00 FTE Counselor. 3.2 Provide counseling and career technical education outreach to families- providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars. Increase the number of externally recognized CTE Certificate	3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 2.00 FTE Counselor. 3.2 Provide counseling and career technical education outreach to families- providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars. Increase the number of externally recognized CTE Certificate

programs to a minimum of 3 options for 9-12th grade students. 3.3 A 1.0 FTE CTE Medical Teacher will be utilized to instruct Career Pathways aligned medical courses that are aligned to State recognized Health and Careers certifications. 3.4 Facilities for student learning access will be made available.	programs to a minimum of 3 options for 9-12th grade students. 3.3 A 1.0 FTE CTE Medical Teacher will be utilized to instruct Career Pathways aligned medical courses that are aligned to State recognized Health and Careers certifications. 3.4 Facilities for student learning access will be made available.	programs to a minimum of 3 options for 9-12th grade students. 3.3 A 1.0 FTE CTE Medical Teacher will be utilized to instruct Career Pathways aligned medical courses that are aligned to State recognized Health and Careers certifications. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $131,012.00	programs to a minimum of 3 options for 9-12th grade students. 3.3 A 1.0 FTE CTE Medical Teacher will be utilized to instruct Career Pathways aligned medical courses that are aligned to State recognized Health and Careers certifications. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $200,000
		3.4 Facilities for student learning access will be made available. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $462,000.00	3.4 Facilities for student learning access will be made available. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $462,000.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The availability of technology as improvements for students needing 1-1 devices and support materials allowing for access to learning platforms will be implemented.	The availability of technology as improvements for students needing 1-1 devices and support materials allowing for access to learning platforms will be implemented.	150 Microsoft Surfaces, increased bandwidth capability and remote security access will be purchased 4000-4999: Books And Supplies Supplemental and Concentration $130,000.00	150 Microsoft Surfaces, increased bandwidth capability and remote security access will be purchased 4000-4999: Books And Supplies Supplemental and Concentration $130,000

Analysis

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

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

Counseling services were made available at all resource programs associated to RVCS. 2 CTE medical programs with articulated courses to Delta Community College and American River College were implemented at all of the RVCS resource centers for 11-12 grade students. Students identified as EL were provided services through document translations, parent nights, and special support

information. For the 2018-2019 school year 67 students were identified as EL and 14 students met reclassification standards, allowing for 20% of EL students to be reclassified as Fluent English proficient. This is an improvement over the prior year reclassification 14%.

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

Numbers of students taking and completing CTE classes have increased at all RVCS resource centers. For the 2018-2019 134 seniors, or 95%, participated in either a virtual or on-site CTE course. In addition all 9th grade students took UC A-G level core classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All budgeted expenditures were met.

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

Available counseling services will increase from 2 FTE to 3 FTE. This is identified in the Goals, Actions, and Expenditures for Goal 3 for 2017-20.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Director of Rio Valley Charter School (RVCS) and her designee's have shared a description of the LCAP process, and have provided to stakeholders the template that needed to be completed. Annually Rio Valley School Surveys all its stakeholders. A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities aligned with the LCAP. An example of this is (My child feels safe at school. Our webpage and resource center provide access links to the surveys. Data from the survey and stakeholders meetings (staff and School Site Council) was reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, school climate, and course offerings was taken regarding the school's needs and areas for growth. Rio Valley Charter School site administrators for the 2018-19 school year worked with the School's Director and PCI Leadership team to review priority goals for the 2019-20 LCAP.

This information was compiled and the district LCAP was written based from these identified needs.

Utilizing stakeholders to assist in the development of the LCAP along with utilizing a survey aligned to the Basic 8 State priorities and having it available online allowed site leaders and homeschool staff the opportunity to direct stakeholders to weigh in on the forming of the LCAP.

A total of 83 surveys were collected and answers to the 15 key questions with 17 open responses were analyzed.

The survey asked stakeholders to identify a 'priority' status to the Basic 8 State priorities. This included Conditions of Learning (Basic), Implementation of State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes, Parental Involvement, Pupil Engagement, School Climate. Seven of the 8 priorities received High to Extremely High ranking status. Overall the school received a favorable set of responses in regards to the school's implementation or accounting for the 8 State priorities. However areas that still showed concern were school climate, broad course options and the ability for students and families to have access to technology when not a campus.

These rankings and comments were all taken into account while developing the LCAP Plan. Key responses for the following questions had great impact on the LCAP planning. The following are responses that provided high impact:

- Students at our school are progressing on state standards as

indicated by state test scores, NWEA-MAP, progress reports and/or college readiness assessments.73% respondents 'Agreed' or 'Strongly Agreed'. This is equal to the prior year's responses.
  - Based upon my student's current grade level in school, I feel he/she will be college and career ready upon graduation. 87% of respondents 'Agreed' or 'Strongly Agreed'.
  - My schools policies and programs reflect respect for families and diversity. 100% responded affirmatively.
  - My school provides specific supports that are tailored to my student's needs. 88% of respondents 'Agreed' or 'Strongly Agreed'.
  - My student(s) currently have 'At Home' access to technology that supports his/her learning. 93% of respondents 'Agreed' or 'Strongly Agreed'.
  - Teachers at our school are highly qualified and effectively deliver instruction that increases learning. 95% of respondents 'Agreed' or 'Strongly Agreed'. This is an increase of 7% affirmative from the prior year survey.

Overall the survey information indicates we are in alignment with the services our students, families and staff prioritize as academic goals through programs we support in our LCAP goals and services.

The PCI Board of Directors reviewed the initial draft during an open Board Meeting on June 13, 2019 and provided input.

Adjustments to the draft LCAP were made and the final plan was provided to the Board of Directors for approval at a regularly scheduled Board meeting on June 17, 2019.

Impact on LCAP and Annual Update

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

Based on the input from the survey, we will maintain and find ways to increase CTE course options, prioritize graduation cohort rate, support Mathematics with Exact Path intervention and commit funding to professional development on common core math instruction and universal understanding of math instructional practices that lead to student learning. We will continue the support of subject content specialists that will provide high quality instruction for subject content areas.

Using both the survey with stakeholders, schools leadership teams, and attention to the State Accountability Dashboard, Rio Valley Charter School's 3 Resource Centers will focus on 3 priority goals for the 2019-20 school year. These will be found in the LCAP for 2019.

The use of supplemental instructional programs that assists students and staff with intervention options will be utilized. This includes both online resources and offline staff driven resources.

A commitment to improving our current level of technology will be a provided. Particularly student devices and resource center facilities upgrades will be a high priority focus.

An annual update that review progress on the previous year's LCAP was provided to the Board of Trustees. Highlights from this updated included the following:
- Growth of participation in CTE programs
- Student performance data in reading associated to NWEA
- Preliminary reporting on SBAC performance
- Drop out rates
- Graduation rates

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 1

Goal 1: Students at Rio Valley Charter School, including those in numerically significant subgroups, will show measurable progress In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 3: Parental Involvement (Engagement)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Currently the overall math scores indicating proficiency for grades 3-11th remain below the State average. Indicated by NWEA-MAP only 19% of students are meeting or exceeding proficiency.

NWEA Assessment Summary

Site: **Rio Valley Charter**
Scores for: **Winter 2018-2019**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (05-02-2019)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
🔵 81 - 99	8%	45
🟢 61 - 80	11%	67
🟡 41 - 60	18%	107
🟠 21 - 40	25%	146
🔴 1 - 20	38%	228
Total Students Tested		**593**

Average RIT Score

	RIT
District N=2079	218
Group N=620	215

100   200   300

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The use of NWEA-MAP Fall to Winter Scores for grades 3-8,11th and Spring 2019 CAASPP Scores will be used to monitor student progress.	As indicated by Winter NWEA- MAP 19% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient. Without Spring 2019 test results fully available, the baseline would be to show measurable growth on NWEA-MAP or CAASPP.	The baseline would be to grow 10% on CAASPP or exceed 22% NWEA-MAP growth by 10%for all students grades 3-11 that take Winter (Spring) MAP testing.	The baseline would be to show measurable growth on CAASPP or NWEA-MAP.	The baseline would be to show measurable growth on CAASPP or NWEA-MAP.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: 6-12th grade students
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.0 All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics. 1.1 Use of NWEA-MAP (for all 2-11th grade students) 1.2 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. 1.3 The use of content specialists will be used to provide math and science instruction for grades 6-12th grade students through direct instruction or via virtual classrooms.	1.0 All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics. 1.1 Use of NWEA-MAP (for all 3-11th grade students) 1.2 The use of content specialists will be used to provide math and science instruction for grades 6-12th grade students through direct instruction or via virtual classrooms. 1.3 Professional Development will be used to target and increase instructional outcomes for improving teachers ability to teach common core math standards. 1.4 All teachers were trained in Exact Path for math intervention.	1.0 All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics. 1.1 Use of NWEA-MAP (for all 3-11th grade students) 1.2 The use of content specialists will be used to provide math and science instruction for grades 6-12th grade students through direct instruction or via virtual classrooms. 1.3 Professional Development will be used to target and increase instructional outcomes for improving teachers ability to teach common core math standards. 1.4 All teachers trained in Exact Path for math intervention. 1.5 Use of Unified Classroom to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$312,617	$312,617	$312,617
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries This will support 4 FTE Content Specialists in the areas of Math/Science.	1000-1999: Certificated Personnel Salaries This will support 4 FTE Content Specialists in the areas of Math/Science.	1000-1999: Certificated Personnel Salaries This will support 4 FTE Content Specialists in the areas of Math/Science.
Amount			50,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies Edmentum, (Exact Path), Avid

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1.2 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.
1.2.1 The use of Edmentum or Compass Learning products will be available for all students as deemed applicable.
1.2.2 Virtual learning classes that support A-G mathematics or NGSS Science courses will be encompassed as course offerings for RVCS 7-12th grade students.

1.2 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.
1.2.1 The use of Exact Path to target intervention.
1.2.2 Virtual learning classes that support A-G mathematics or NGSS Science courses will be encompassed as course offerings for RVCS 7-12th grade students

1.2 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.
1.2.1 The use of Exact Path to target intervention.
1.2.2 Virtual learning classes that support A-G mathematics or NGSS Science courses will be encompassed as course offerings for RVCS 7-12th grade students.
1.2.3 Unified classroom will be utilized to provide standards based instruction and assessment for students in grades K-12.
1.2.4 Approximately half of the RVCS teachers will be trained in AVID, which helps students overcome obstacles and achieve success in academic areas in both high school and college.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$109,225.00	$109,225.00	$109,225.00
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Online programs support through Edmentum or Compass-Odyssey Learning.	4000-4999: Books And Supplies Online programs support through Edmentum, (Exact Path).	4000-4999: Books And Supplies Online programs support through Edmentum, (Exact Path)

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 2

Goal 2. Students at Rio Valley Charter School including those in numerically significant subgroups, will show measurable progress in reading on state mandated assessments, NWEA-MAP or LEA Benchmark Assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Identified Need:

40% of 3-11th grade students met or exceeded proficiency standards for reading on the winter 2018-19 NWEA-MAP testing. However only 34% met or exceeded standards in the 2017-18 school year on the winter NWEA-MAP. That is an increase of 6% for the 2018-19 school year.   This increase took place in spite of a growth in student population from 378 to 594,

NWEA Assessment Summary

Site: **Rio Valley Charter**
Scores for: **Winter 2018-2019**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (05-03-2019)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
● 81 - 99	19%	113
● 61 - 80	21%	122
● 41 - 60	20%	121
● 21 - 40	18%	106
● 1 - 20	22%	132
Total Students Tested		**594**

Average RIT Score

District N=2046	216
Group N=620	214

Scale: 100, 200, 300
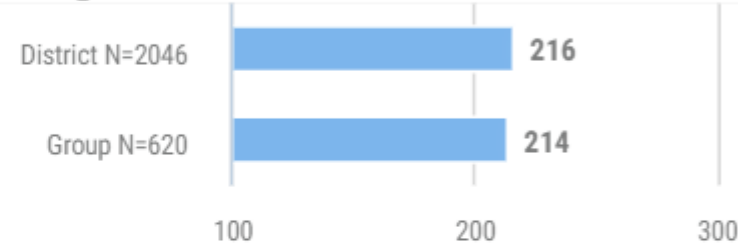
Note: The district average is not reflective of any grouping and represents the overall average. If grouping is applied, please note a direct comparison may not be applicable.

Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	10%	60
2-3	450-769	19%	115
4-5	770-954	20%	118
6-8	955-1079	15%	91
9-10	1080-1214	16%	96
11-CCR	1215-1355	27%	161

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The use of NWEA-MAP Fall to Winter Scores for grades 3-8,11th and Spring 2019 CAASPP Scores will be used to monitor student progress.	40% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient on the winter NWEA-MAP. Without Spring 2019 test results fully available, the goal is to show measurable growth on NWEA-MAP or CAASPP.	Our baseline would be to grow 5% on CAASPP, or exceed 35% NWEA-MAP growth by 5% for all students grades 3-11th that take Winter (Spring) MAP testing.	Our goal is to show measurable growth on the NWEA-MAP or CAASPP.	Our goal is show measurable growth on the NWEA-MAP or CAASPP.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 All students grades K-11th will be assessed 2x yearly 2.1.2 Use of NWEA-MAP (for all 2-11th grade students) 2.1.3 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to ELA classes or grade levels. 2.1.4 Additional tutoring available for designated students identified as falling at or below the 35%ile on NWEA-MAP testing.	2.1 All students grades K-2 will be assesses 3x yearly through Dibels. 2.1.2 Use of NWEA-MAP (for all 3-11th grade students) 2.1.3 Additional tutoring available for designated students identified as falling at or below the 35%ile on NWEA-MAP testing. 2.1.4 Aligning standards based curriculum usage of either Journeys or Study Sync to those students in the testing group that show 'Does Not Meet' in either CAASPP or NWEA ELA (Reading)	2.1 All students grades K-2 will be assesses 3x yearly through Dibels. 2.1.2 Use of NWEA-MAP (for all 3-11th grade students) 2.1.3 Additional tutoring available for designated students identified as falling at or below the 35%ile on NWEA-MAP testing. 2.1.4 Aligning standards based curriculum usage of either Journeys or Study Sync to those students in the testing group that show 'Does Not Meet' in either CAASPP or NWEA ELA (Reading) 2.1.5 Use of Unified Classroom to monitor student progress on district benchmarks or assessments associated to ELA classes or grade levels. 2.1.6 The use of content specialists will be used to provide English instruction for grades 6-12 students through direct instruction or virtual classrooms. 2.1.7 Approximately half of the RVCS teachers will be trained in AVID, which helps students overcome obstacles and achieve success in academic areas in both high school and college.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$50,000.00	133,034
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Covered in Goal area 1	4000-4999: Books And Supplies Covered in Goal area 1	1000-1999: Certificated Personnel Salaries This will support 2 FTE Content Specialists in the area of ELA.
Amount			27,000
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies AVID supplies and ELA curriculum

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 3

Goal 3: RVCS will reduce drop-out rate, and increase cohort graduation rate along with students eligible for four year college acceptance. An increase of 3 additional CTE offerings will be implemented for the RVCS resource centers and its 9-12th grade student population. A FTE Academic Dean will be hired to provide support to students, counselors, and teachers. An academic community college course will be taught at the Lodi site to increase the number of students completing concurrent enrollment classes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                          Priority 2: State Standards (Conditions of Learning)
                          Priority 3: Parental Involvement (Engagement)
                          Priority 4: Pupil Achievement (Pupil Outcomes)
                          Priority 5: Pupil Engagement (Engagement)
                          Priority 6: School Climate (Engagement)
                          Priority 7: Course Access (Conditions of Learning)
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

RVCS graduation rate has increased across all students and sub-groups, see below graphic. The need for the 2019-2020 is to continue to increase the graduation rate, and also increase the % of College and Career ready graduates.

California DEPARTMENT OF EDUCATION

Rio Valley Charter (Lodi, CA)
Lodi Unified

Graduation Rate Indicator - 2018

⬇ Download Data   View Layout

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2017-18 Graduation Rate	CHANGE - Difference between 2017-18 graduation rate and 2016-17 graduation rate	Number of graduates in the 2017-18 graduation cohort	Number of students in the 2017-18 graduation cohort	Number of graduates in the 2016-17 graduation cohort	Number of students in the 2016-17 graduation cohort	PRIOR STATUS - 2016-17 graduation rate
All Students	Green	Medium	Increased	86.5%	14.7%	96	111	33	46	71.7%
English Learners	None	Medium	*	81.3%	*	13	16	*	9	*
Foster Youth	None	*	*	*	*	*	1	*	1	*
Homeless	None	Medium	*	80.0%	*	12	15	*	3	*
Socioeconomically Disadvantaged	Green	Medium	Increased	84.9%	16.5%	79	93	26	38	68.4%
Students with Disabilities	None	High	*	91.7%	*	11	12	*	6	*
African American	None	Medium	*	83.3%	*	10	12	*	2	*
American Indian or Alaska Native	None	*	*	*	*	*	2	*	0	*
Asian	None	*	*	*	*	*	8	*	2	*
Filipino	None	*	*	*	*	*	1	*	0	*
Hispanic	None	Medium	Increased	80.0%	5.0%	32	40	15	20	75.0%
Native Hawaiian or Pacific Islander	None	*	*	*	*	*	2	*	0	*
White	None	High	Increased	90.0%	12.7%	36	40	17	22	77.3%
Two or More Races	None	*	*	*	*	*	6	*	0	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

California Department of Education
1430 N Street
Sacramento, CA 95814
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Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The dropout rate associated to cohort	The 2015-16 final report on cohort graduation	The dropout rate associated to cohort	The dropout rate associated to cohort	The dropout rate associated to cohort

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
matched 9-12th graders will decrease by 5% annually. The cohort matched graduation rate for seniors will increase by 5% annually. 100% of our graduating students enrolled with us for more than 2 years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.	rate was reported at 49.2% of eligible seniors graduation on time. We believe our rate for 2018-19 will exceed 90% . For the 2016-17 school year 1 students was accepted to a four-year colleges. CTE 'completers' equalled= 28.	matched 9-12th graders will decrease by 5% annually. Currently with the completion of the 2018 school year, we believe the cohort rate will exceed 80%. This shows an overall increase of (+/-) 30% possible. We will continue to focus on achieving at or above the State and County levels for cohort rate success. 100% of our graduating students enrolled with us for more than 2 years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.	matched 9-12th graders will decrease annually. The cohort matched graduation rate for seniors will increase annually. 100% of our graduating students enrolled with us for at least two years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.	matched 9-12th graders will decrease annually. The cohort matched graduation rate for seniors will increase annually. 100% of our graduating students enrolled with us for at least two years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Specific Student Groups: 8-12th grade students

[Add Students to be Served selection here]

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

All Schools

Specific Grade Spans: 9-12th

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

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

All Schools

Specific Grade Spans: 8-12th grade students

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 1.80 FTE Counselors.
3.2 Provide counseling and career technical education outreach to families-providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars.

2018-19 Actions/Services

3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 2.00 F TE Counselor.
3.2 Provide counseling and career technical education outreach to families-providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars.

2019-20 Actions/Services

3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 3.00 FTE Counselor.
3.2 Provide counseling and career technical education outreach to families-providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars.

	Increase the number of externally recognized CTE Certificate programs to a minimum of 3 options for 9-12th grade students. 3.3 A 1.0 FTE CTE Medical Teacher will be utilized to instruct Career Pathways aligned medical courses that are aligned to State recognized Health and Careers certifications. 3.4 Facilities for student learning access will be made available.	Increase the number of externally recognized CTE Certificate programs to a minimum of 3 options for 9-12th grade students. 3.3 A 1.0 FTE CTE Medical Teacher will be utilized to instruct Career Pathways aligned medical courses that are aligned to State recognized Health and Careers certifications. 3.4 School will provide a FTE Academic Dean to provide support to students, counselors, and teachers. 3.5 Approximately half of the RVCS teachers will be trained in AVID, which helps students overcome obstacles and achieve success in academic areas in both high school and college. 3.6 Delta Community College will supply a teacher to the Lodi site to teach an academic class.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$119,076.00	$131,012.00	$375,012.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 1.80 FTE Counselors. 3.2 Provide counseling and career technical education outreach to families- providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars.	1000-1999: Certificated Personnel Salaries 3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 2.00 FTE Counselor. 3.2 Provide counseling and career technical education outreach to families- providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars. Increase the number of externally recognized CTE Certificate programs to a minimum of 3 options for 9-12th grade students. 3.3 A 1.0 FTE CTE Medical Teacher will be utilized to instruct Career Pathways aligned medical courses that are aligned to State recognized Health and Careers certifications.	1000-1999: Certificated Personnel Salaries 3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 3.00 FTE Counselor. 3.2 Provide counseling and career technical education outreach to families- providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars. Increase the number of externally recognized CTE Certificate programs to a minimum of 3 options for 9-12th grade students. 3.3 A 1.0 FTE CTE Medical Teacher will be utilized to instruct Career Pathways aligned medical courses that are aligned to State recognized Health and Careers certifications. 3.4 School will provide a FTE Academic Dean to provide support to students, counselors, and teachers 3.5 Approximately half of the RVCS teachers will be trained in AVID, which helps students overcome obstacles and achieve success in academic areas in both high school and college. 3.6 Delta Community College will supply a teacher to the Lodi site to teach an academic class.

Action 2

Specific Student Groups: EL Students [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

English Learners [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools Specific Grade Spans: 9-12th [Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	The availability of technology as improvements for students needing 1-1 devices and support materials allowing for access to learning platforms will be implemented.	The availability of technology as improvements for students needing 1-1 devices and support materials allowing for access to learning platforms will be implemented.

Budgeted Expenditures

Amount		$130,000.00	$65,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies 150 Microsoft Surfaces, increased bandwidth capability and remote security access will be purchased	4000-4999: Books And Supplies 75 Microsoft Surfaces, increased bandwidth capability and remote security access will be purchased

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners		

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1.072,218.00	14.55%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

RVCS is estimating approximately 58% unduplicated student count identifying 498 students. All of our expenditures will serve all unduplicated students:

- Counselor 3.0 FTE= $224,000.00
- Academic Dean FTE = $100,000
- CTE 1.0 FTE= $45,500.00
- 4 FTE Math/Science Content Specialist Teachers= $312,617.00
- 2 ELA Content Specialist Teachers= $156,308
- Available Online Supports= $135,000.00
- Technology Supports = $65,000.00
- Facilities = $250,000.00

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

| $1,049,763.00 | 13.5% |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Prior year LCAP 2017-18 provided 8.50% increase in services for un-duplicated pupils. With the increase of both technology assisted devices and a 1.0 FTE Medical CTE instructor, the use of NextGen mathematics program with Professional Development support the overall services have increased by 4.91%.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,050,000.00	15.3%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

RVCS is estimating an approximately 63% un-duplicated student count identifying 382 students. All of our expenditures will serve all unduplicated students:

- Counselor 1.0 FTE= $76,000.00
- CTE 1.0 FTE= $45,500.00
- 4 FTE Content Specialist Teachers= $312,617.00
- Available Online Supports= $135,000.00
- Technology Supports = $130,000.00
- NextGen Math Support and Professional Development= $4,280
- Facilities = $250,000.00

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
     a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
     b. Mathematics – CCSS for Mathematics
     c. English Language Development (ELD)
     d. Career Technical Education
     e. Health Education Content Standards
     f. History-Social Science
     g. Model School Library Standards
     h. Physical Education Model Content Standards
     i. Next Generation Science Standards
     j. Visual and Performing Arts
     k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

        (i) are enrolled in a Non-Public School

        (ii) receive instruction through a home or hospital instructional setting

        (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

    (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

    (1) For a 4-Year Cohort Graduation Rate:

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

    (B) The number of students in the DASS graduation cohort.

    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

	Total Expenditures by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	1,040,272.00	1,109,260.00	540,918.00	1,194,854.00	1,533,888.00	3,269,660.00
LCFF	109,225.00	109,225.00	109,225.00	109,225.00	462,000.00	680,450.00
Supplemental and Concentration	931,047.00	1,000,035.00	431,693.00	1,085,629.00	1,071,888.00	2,589,210.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,040,272.00	1,109,260.00	540,918.00	1,194,854.00	1,533,888.00	3,269,660.00
1000-1999: Certificated Personnel Salaries	264,047.00	333,035.00	431,693.00	443,629.00	820,663.00	1,695,985.00
4000-4999: Books And Supplies	289,225.00	289,225.00	109,225.00	289,225.00	251,225.00	649,675.00
5000-5999: Services And Other Operating Expenditures	487,000.00	487,000.00	0.00	462,000.00	462,000.00	924,000.00

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,040,272.00	1,109,260.00	540,918.00	1,194,854.00	1,533,888.00	3,269,660.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	264,047.00	333,035.00	431,693.00	443,629.00	820,663.00	1,695,985.00
4000-4999: Books And Supplies	LCFF	109,225.00	109,225.00	109,225.00	109,225.00	0.00	218,450.00
4000-4999: Books And Supplies	Supplemental and Concentration	180,000.00	180,000.00	0.00	180,000.00	251,225.00	431,225.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	462,000.00	462,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	487,000.00	487,000.00	0.00	462,000.00	0.00	462,000.00

* Totals based on expenditure amounts in goal and annual update sections.

						Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	267,260.00	267,260.00	421,842.00	421,842.00	471,842.00	1,315,526.00
Goal 2	50,000.00	50,000.00	0.00	50,000.00	160,034.00	210,034.00
Goal 3	723,012.00	792,000.00	119,076.00	723,012.00	902,012.00	1,744,100.00
Goal 4			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

	Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

2019-20 Local Control and Accountability Plan (LCAP) Budget Overview for Parents Input Form

Required Prompts(s)	Response(s)
Local Educational Agency (LEA) Name: Enter the LEA name	Rio Valley Charter School
CDS Code: Enter the County District School (CDS) code for the LEA (14 digits)	39685850122580
LEA Contact Information: Enter the name, phone number, and email of the LEA's contact	Leslie Leedy, Director
Coming LCAP Year: Enter the upcoming fiscal year for which the LCAP will be adopted using this format: 20XX-XX	2019-20
Current LCAP Year: Enter the current fiscal year for which the previous LCAP was adopted using this format: 20XX-XX	2018-19

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF Funds Enter the total amount of LCFF funds the LEA estimates it will receive in the LCAP Year.	$$8,441,925
LCFF Supplemental & Concentration Grants Enter the total amount of LCFF supplemental & concentration grants the LEA estimates it will receive	$$1,072,218
All Other State Funds Enter the total amount of other state funds (excluding LCFF funds) the LEA estimates it will receive	$$190,242
All Local Funds Enter the total amount of local funds and entitlements the LEA estimates it will receive	$$364,484
All Federal Funds Enter the total amount of federal funds (including all Every Student Succeeds Act Title funds)	$$159,384
Total Projected Revenue There is no entry required as the total is calculated for you	$9,156,035

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures Enter the total budgeted General Fund expenditures for the Coming LCAP year	$$8,966,020
Total Budgeted Expenditures in LCAP Enter the total amount of budgeted expenditures included in the LCAP for the Coming LCAP Year	$$1,533,888
Total Budgeted Expenditures for High Needs Students in LCAP Enter the total amount of budgeted expenditures for planned actions and services included in the LCAP for the Coming LCAP Year that contribute to increasing or improving services for unduplicated students	$$1,072,218
Expenditures Not in the LCAP	$7,432,132

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP Enter the total of the budgeted expenditures, from all fund sources, that are identified as contributing to the increased or improved services for unduplicated students included in the current LCAP year	$$1,040,272
Estimated Actual Expenditures for High Needs Students in LCAP Enter the total of the estimated actual expenditures (from all fund sources) associated with the actions/services that are identified as contributing to increasing or improving services for unduplicated students as reflected in the Annual Update in the current LCAP year	$$1,109,260

Funds for High Needs Students	Amount
2019-20 Difference in Projected Funds and Budgeted Expenditures	$0
2018-19 Difference in Budgeted and Actual Expenditures	$68,988

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	General Fund Budget Expenditures for the LCAP year not included in the LCAP include salaries for multiple subject credentialed teachers, support staff, and administrators.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rio Valley Charter School
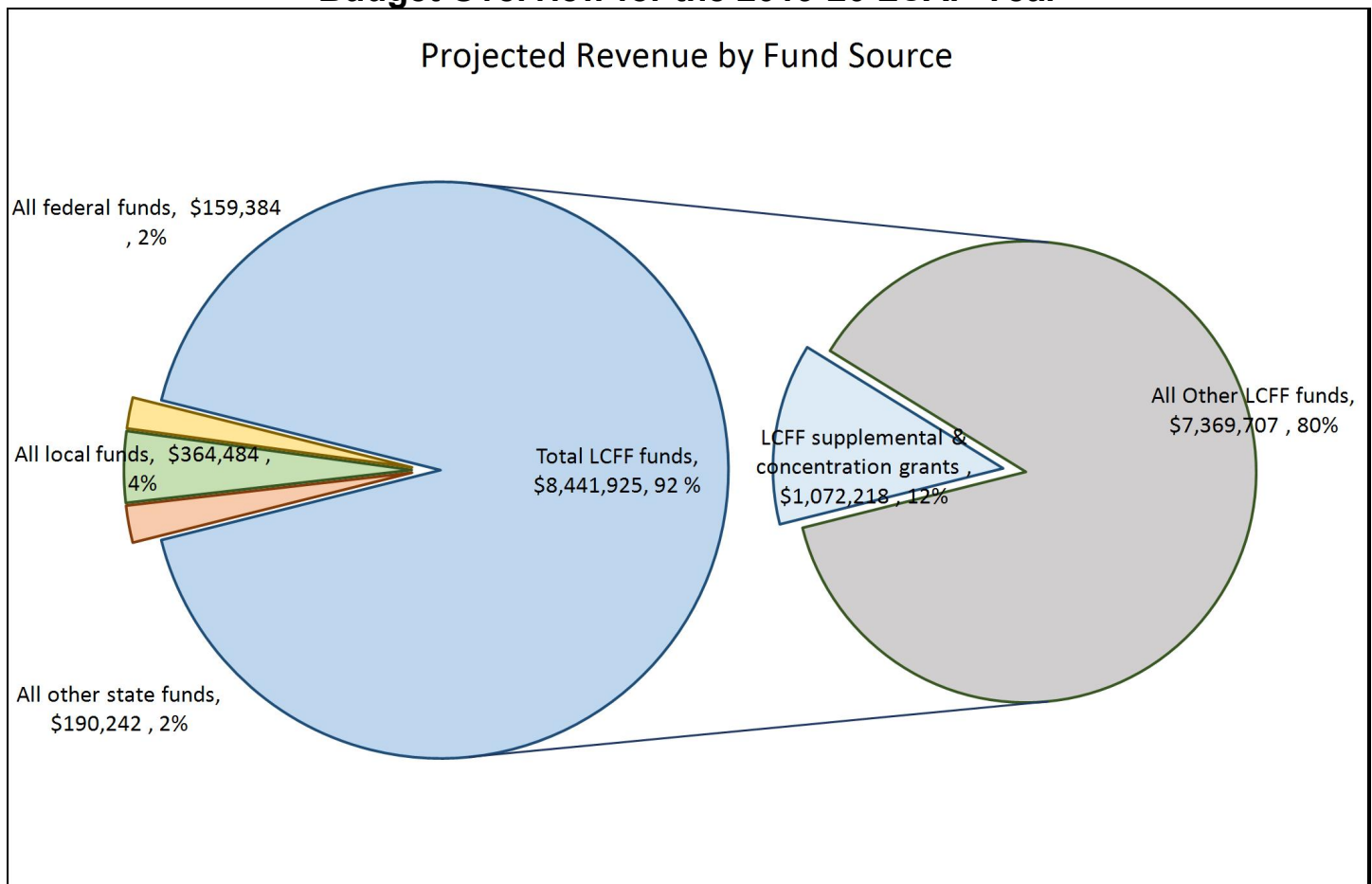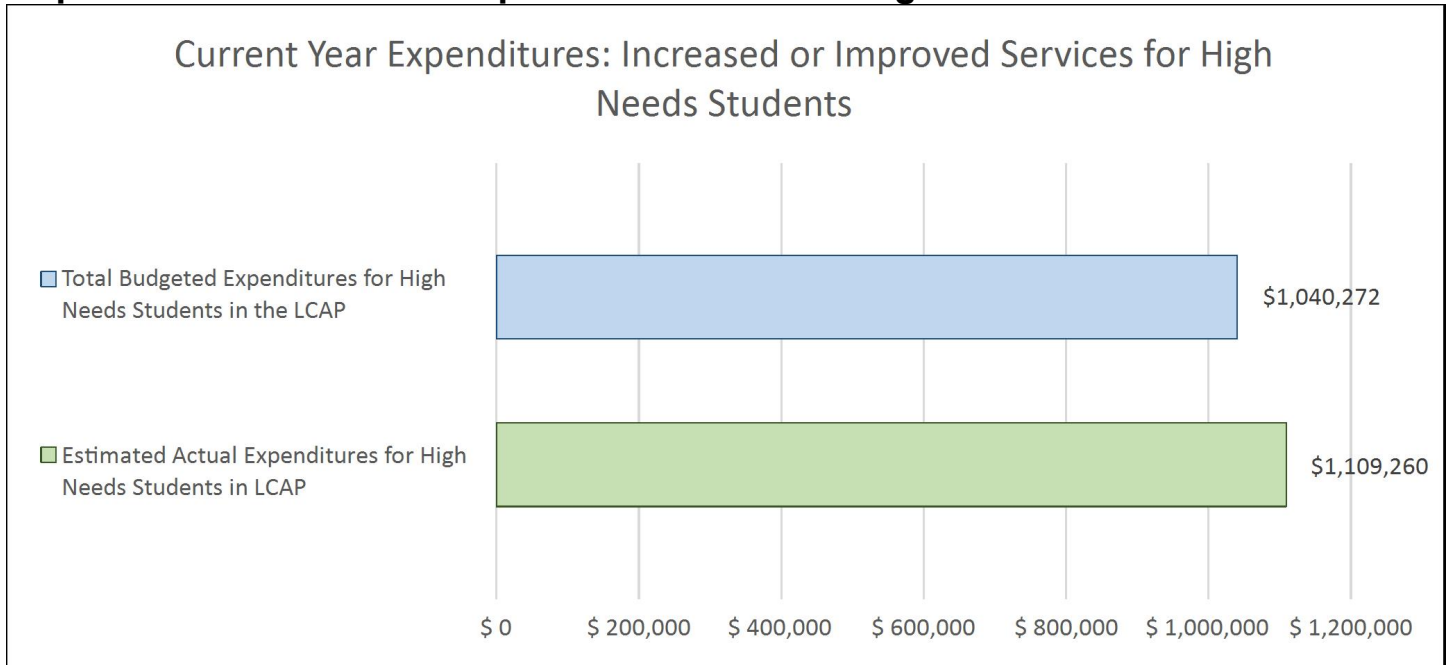
CDS Code: 39685850122580

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

LEA contact information: Leslie Leedy, Director

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $159,384, 2%

All local funds, $364,484, 4%

Total LCFF funds, $8,441,925, 92 %

All other state funds, $190,242, 2%

LCFF supplemental & concentration grants, $1,072,218, 12%

All Other LCFF funds, $7,369,707, 80%

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

The total revenue projected for Rio Valley Charter School is $9,156,035, of which $$8,441,925 is Local Control Funding Formula (LCFF), $$190,242 is other state funds, $$364,484 is local funds, and $$159,384 is federal funds. Of the $$8,441,925 in LCFF Funds, $$1,072,218 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

Total Budgeted General Fund Expenditures $8,966,020	
	Total Budgeted Expenditures in LCAP $1,533,888

Y-axis: $ 0, $ 1,000,000, $ 2,000,000, $ 3,000,000, $ 4,000,000, $ 5,000,000, $ 6,000,000, $ 7,000,000, $ 8,000,000, $ 9,000,000, $ 10,000,000

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

Rio Valley Charter School plans to spend $$8,966,020 for the 2019-20 school year. Of that amount, $$1,533,888 is tied to actions/services in the LCAP and $7,432,132 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the LCAP year not included in the LCAP include salaries for multiple subject credentialed teachers, support staff, and administrators.

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

In 2019-20, Rio Valley Charter School is projecting it will receive $$1,072,218 based on the enrollment of foster youth, English learner, and low-income students. Rio Valley Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Rio Valley Charter School plans to spend $$1,072,218 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the LCAP	$1,040,272
Estimated Actual Expenditures for High Needs Students in LCAP	$1,109,260

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

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

In 2018-19, Rio Valley Charter School's LCAP budgeted $$1,040,272 for planned actions to increase or improve services for high needs students. Rio Valley Charter School estimates that it will actually spend $$1,109,260 for actions to increase or improve services for high needs students in 2018-19.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name

Rio Valley Charter School

CDS Code:

39685850122580

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

> Rio Valley's goals are to continue to assist all students moving toward proficiency in ELA and
> mathematics as measured by NWEA-MAP, CAASPP, ELPAC and other district assessment instruments.
> The school has chosen to direct federal funds towards:
> 1. Support the intervention program: Tutoring staff at all three sites to provide academic supports to individual students.
> 2. Support for homeless and foster youth: Transportation, school supplies, basic clothing, and food during the school day are provided for our at-risk students.
> 2. Support for Professional Development for Project Lead the Way.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

> Rio Valley's LCAP goals are to improve student achievement. The school strives to align the use of federal, state, and local funds to help
> students grow academically, and to increase their college and career readiness. The LCAP describes the following efforts that contribute to this:
> 1. Single-subject teachers for math, ELA, and science.
> 2. Increased access to technology
> 3. Increase in academic counselors and the addition of an academic dean.
> 4. Professional Development in AVID and Exact Path, (Goals 1 and 2).
> 5. A FTE CTE instructor

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

We use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP.

Funding is used for the salaries of single subject teachers in math, English, and science. Because many of our students cannot afford technology or access to the internet a portion of our LCAP is used for hardware and internet, to allow students access to a-g courses taught by our Rio Valley staff and by vendors offering high quality instruction in the core classes. Online and classroom interventions are provided to all students also.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Students at Rio Valley attend small classes twice weekly. No students were suspended or expelled during the 2018-2019 school year.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

The Rio Valley LCAP is used to fund the salaries of three academic counselors, an academic dean, a FTE CTE instructor, and online CTE curriculum.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rio Valley Charter School has met all highly qualified teacher requirements. All Title One sites have fully credentialed teachers on staff.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Director of Rio Valley Charter School (RVCS) and her designee's have shared a description of the LCAP process, and have provided to stakeholders the template that needed to be completed. Annually Rio Valley School Surveys all its stakeholders. A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities aligned with the LCAP. An example of this is (My child feels safe at school. Our webpage and resource center provide access links to the surveys. Data from the survey and stakeholders meetings (staff and School Site Council) was reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, school climate, and course offerings was taken regarding the school's needs and areas for growth. Rio Valley Charter School site administrators for the 2018-19 school year worked with the School's Director and PCI Leadership team to review priority goals for the 2019-20 LCAP.

This information was compiled and the district LCAP was written based from these identified needs.

Utilizing stakeholders to assist in the development of the LCAP along with utilizing a survey aligned to the Basic 8 State priorities and having it available online allowed site leaders and homeschool staff the opportunity to direct stakeholders to weigh in on the forming of the LCAP.

A total of 83 surveys were collected and answers to the 15 key questions with 17 open responses were analyzed.

The survey asked stakeholders to identify a 'priority' status to the Basic 8 State priorities. This included Conditions of Learning (Basic), Implementation of State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes, Parental Involvement, Pupil Engagement, School Climate. Seven of the 8 priorities received High to Extremely High ranking status. Overall the school received a favorable set of responses in regards to the school's implementation or accounting for the 8 State priorities. However areas that still showed concern were school climate, broad course options and the ability for students and families to have access to technology when not a campus.

These rankings and comments were all taken into account while developing the LCAP Plan. Key responses for the following questions had great impact on the LCAP planning. The following are responses that provided high impact:

- Students at our school are progressing on state standards as

indicated by state test scores, NWEA-MAP, progress reports and/or college readiness assessments.73% respondents 'Agreed' or 'Strongly Agreed'. This is equal to the prior year's responses.
- Based upon my student's current grade level in school, I feel he/she will be college and career ready upon graduation. 87% of respondents 'Agreed' or 'Strongly Agreed'.
- My schools policies and programs reflect respect for families and diversity. 100% responded affirmatively.
- My school provides specific supports that are tailored to my student's needs. 88% of respondents 'Agreed' or 'Strongly Agreed'.
- My student(s) currently have 'At Home' access to technology that supports his/her learning. 93% of respondents 'Agreed' or 'Strongly Agreed'.
- Teachers at our school are highly qualified and effectively deliver instruction that increases learning. 95% of respondents 'Agreed' or 'Strongly Agreed'. This is an increase of 7% affirmative from the prior year survey.

Overall the survey information indicates we are in alignment with the services our students, families and staff prioritize as academic goals through programs we support in our LCAP goals and services.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rio Valley Charter School has two counselors who work to identify homeless youth, and to determine their needs. Funding from Title 1 is used to provide bus passes, food while at school, clothing, hygiene supplies, and school supplies.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
(A) coordination with institutions of higher education, employers, and other local partners; and
(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

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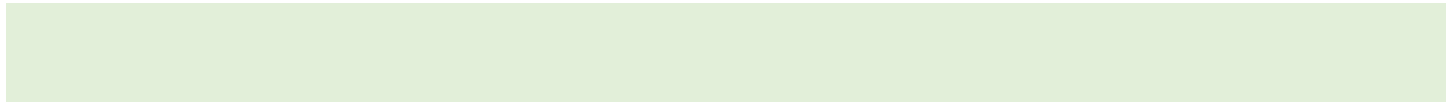
Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
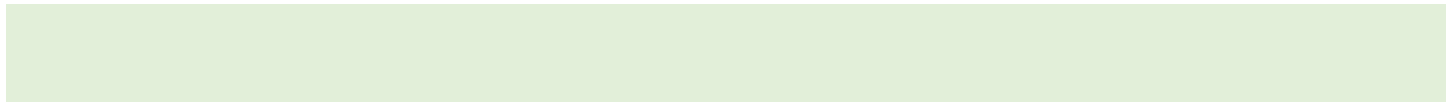
Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

  (A) LEA; and
  (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
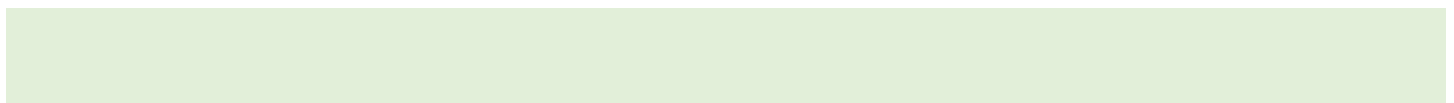
Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

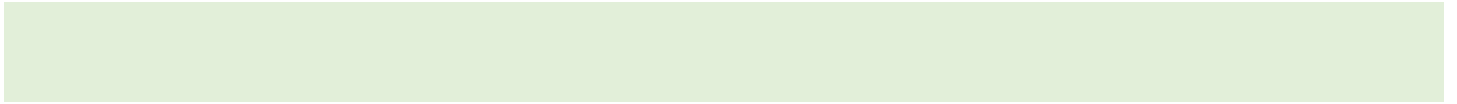**THIS ESSA PROVISION IS ADDRESSED BELOW:**
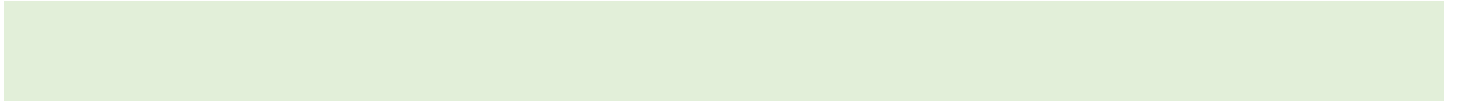
Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
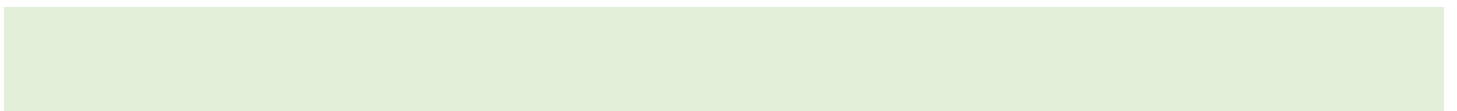
Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

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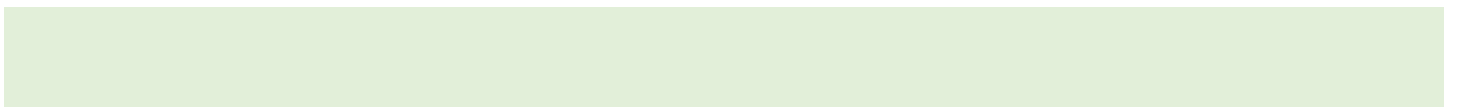
TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

   (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
   (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW: