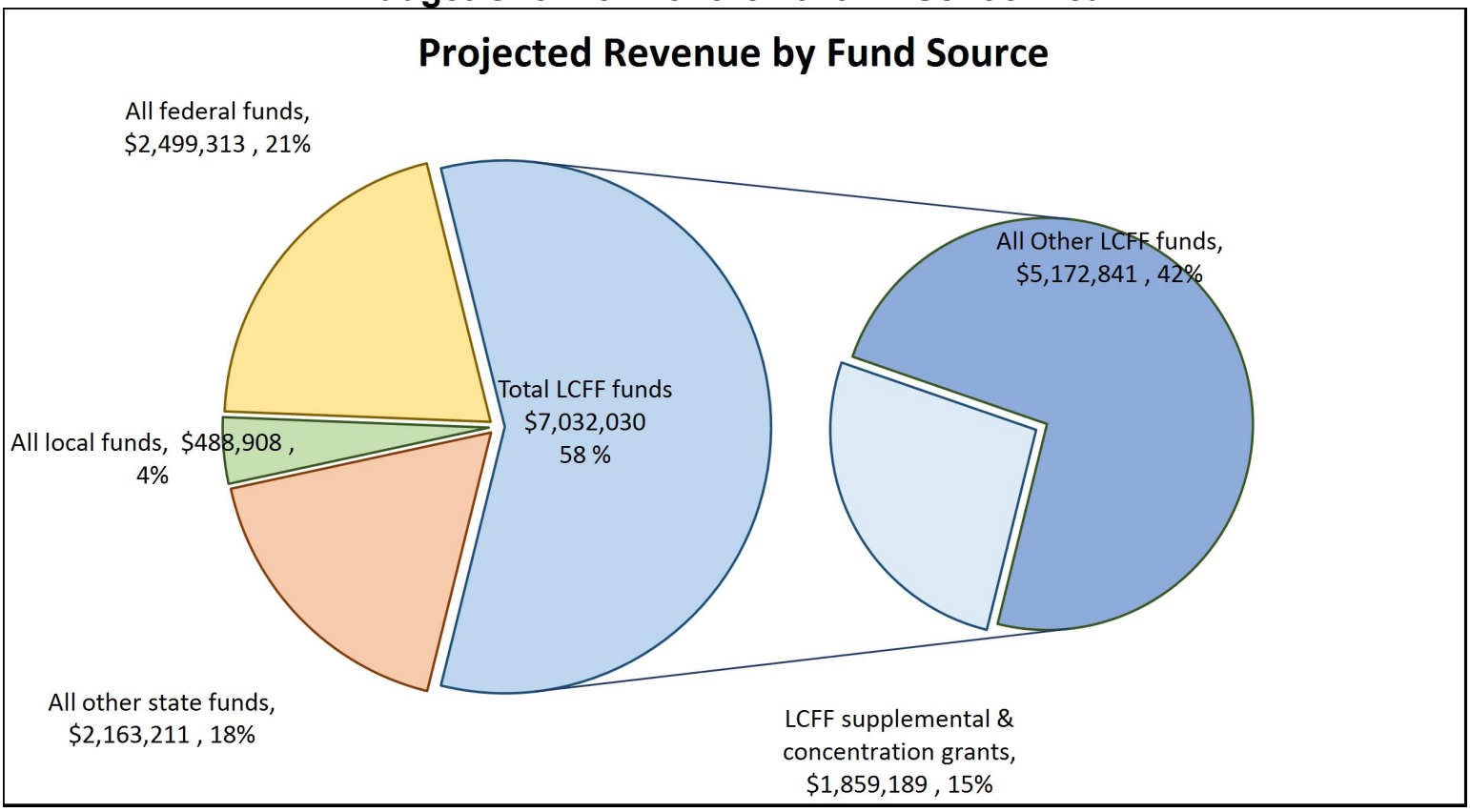
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Round Valley Unified School District (RVUSD)
CDS Code: 23-65607-0000000
School Year: 2026-27
LEA contact information:
Stephanie Steffano-Davis, Ed.D.
RVUSD District Superintendent
supt@rvusd.us
707-983-6171

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

Budget Overview for the 2026-27 School Year

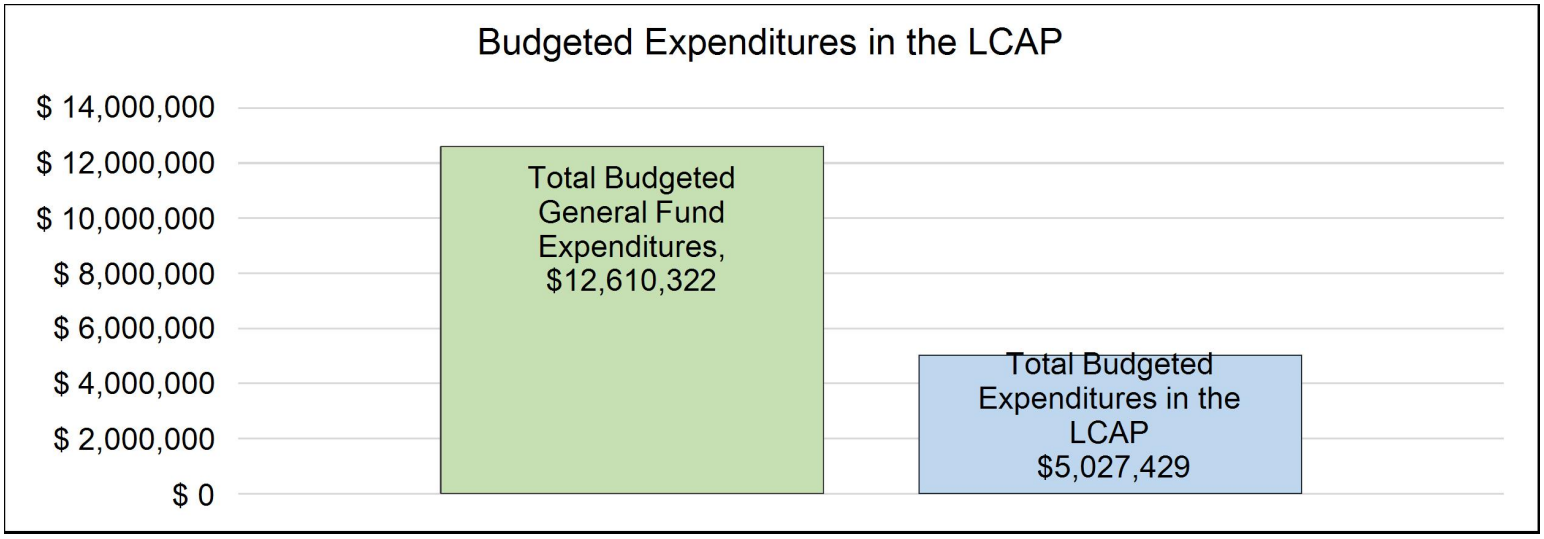


This chart shows the total general purpose revenue Round Valley Unified School District (RVUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Round Valley Unified School District (RVUSD) is $12,183,462, of which $7032030 is Local Control Funding Formula (LCFF), $2163211 is other state funds, $488908 is local funds, and $2499313 is federal funds. Of the $7032030 in LCFF Funds, $1859189 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.



This chart provides a quick summary of how much Round Valley Unified School District (RVUSD) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Round Valley Unified School District (RVUSD) plans to spend $12610322 for the 2026-27 school year. Of that amount, $5027429 is tied to actions/services in the LCAP and $7,582,893 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

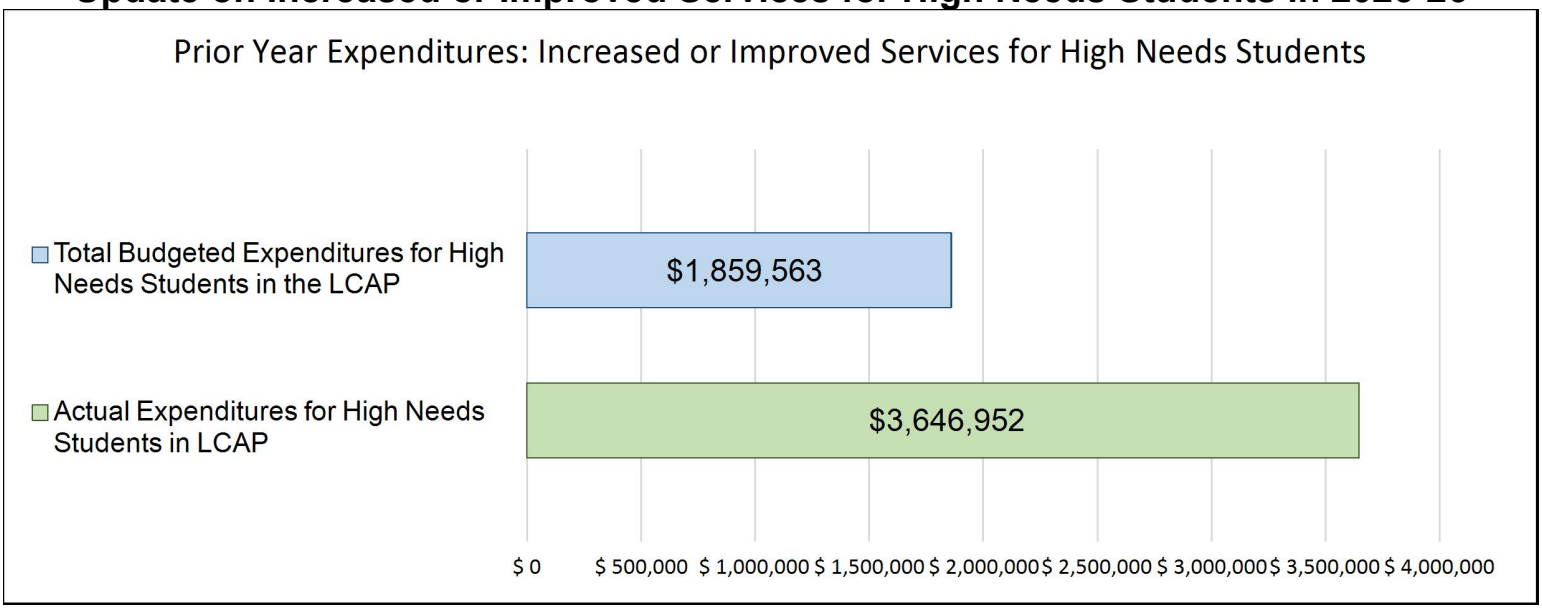
All expenditures in the General Fund Budget that are not included in the LCAP are needed to provide all students with the best education experience RVUSD can afford.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Round Valley Unified School District (RVUSD) is projecting it will receive $1859189 based on the enrollment of foster youth, English learner, and low-income students. Round Valley Unified School District (RVUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. Round Valley Unified School District (RVUSD) plans to spend $2158821 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Round Valley Unified School District (RVUSD)'s LCAP budgeted $1859563 for planned actions to increase or improve services for high needs students. Round Valley Unified School District (RVUSD) actually spent $3646952 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Round Valley Unified School District (RVUSD)	Stephanie Steffano-Davis, Ed.D. RVUSD District Superintendent	supt@rvusd.us 707-983-6171

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Round Valley Unified School District is a small, rural K-12 district in Mendocino County serving 447 students. We have one K-8 school, Round Valley Elementary School, which is the largest school in the district with 313 students. Round Valley High School is our only comprehensive high school and it currently serves 113 students in grades 9-12. We also have one Continuation High School that currently serves 21 students in grades 10-12. The school district is located in the community of Covelo, a small town in the northeast corner of Mendocino County. Covelo is an agricultural community, with ranching and agriculture being predominant. The Round Valley Indian Tribes (RVIT) lands are also located in Covelo and surrounding areas. Round Valley Unified School District has a 55.9% American Indian population, 33.6% Hispanic population, and 8.1% White population. 90.4% of our elementary school students are socio-economically disadvantaged while 96.7% of our high school students are socio-economically disadvantaged. 25.5% of our students are English learners,44.5% are designated Homeless, and 4.9% are Foster Youth.

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

Because of the high number of Native American students that attend schools in Round Valley Unified School District, we have worked closely with the RVIT, American Indian parents and students, and the community to develop courses that support understanding of the culture and heritage of our Native American student population. At the high school, we provide four A-G certified Wailaki language courses and one Yuki

language course that represent two languages from the RVITs. White Bison, Native American Cultural Arts, Native American History and our Native American Club are representative of the courses we offer that are culturally responsive to our student population. Native American Cultural Arts and Native American History have been approved for a-g certification. At the elementary school, we provide an Indian Land Tenure Curriculum for all students and are providing language instruction at some grade levels. Districtwide, we bring cultural events to our students, including supporting the Round Valley Feather Dancers, many of whom are our students, and play stick games, etc. High School students work with staff to plan a yearly Big Time, where Native American Indian dancers from around the state share their dancing, traditions, native foods, and crafts. Our parents and community members participate with the students throughout our district at the Big Time and it is well attended. Traditional stick games are played in our schools and we have begun competition with other local schools. We are very proud of our accomplishments in providing more cultural experiences in our schools.

Due to the many social-emotional issues that are seen in our students, the district has determined that counseling is a high priority. We currently have three full-time counselors who provide social-emotional counseling individually and in small groups at both school sites. Tapestry, a community based mental health program, also provides 3 days/week of counseling to target students. At Round Valley Unified School District, we have made a commitment to have small class sizes, especially in grades K-2, so that our students are able to more easily access quality teacher instruction. In grades K-2, we have an average of 18 students per classroom. We have also expanded the number of teachers in our middle school program to decrease class sizes. Additionally, our high school has small class sizes in most core academic classes.

Round Valley Unified is committed to providing research-based intervention programs for students at Round Valley Elementary School who are struggling with learning to read. We have Title I personnel who provide specific intervention services, and we also have begun implementing the 95% intervention reading program to be used with all students grades K - 5. We provide intensive intervention through IXL supplementary ELA curriculum for students in grades 6-8. We have developed a mathematics intervention program, and identified a research-based program to provide specific, additional instruction in mathematics. IXL is currently being used in grades 6-8 for mathematics intervention. Athletics is a huge part of our community and the middle school provides an excellent athletic program. At the Tier 1 level in mathematics, the district will adopt a new math curriculum to use starting in 2026 that spans TK-12 grade from a single publisher to address the new standards with a unified approach.

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

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Round Valley Unified has made substantial improvements in the three areas where Round Valley Unified School District was in need of improvement last year: Chronic Absenteeism, Suspensions, Mathematics. District-wide, chronic absenteeism rate improved by 11.8% over baselinee and is now 37.% putting the district in the yellow. At the district level as a whole, suspensions have continued to decline band are at 10.9% suspended at least one day which moves the district into the yellow in suspensions overall. Round Valley Elementary is still 8.3% lower in suspensions than at baseline, although the percentage increased by 3.4% over last year's LCAP numbers. Suspensions at Round Valley High School decreased to 12.3%--essentially equal to baseline-- from the 2023-24 high of 37.2% suspended at least one day. Looking deeper into the suspension numbers at RVHS, 11.7% of American Indian students had been suspended at least one day which is a decrease from baseline of 2%; 14.3% of Hispanic students have been suspended, an increase over baseline of 2.5%; and 12.1% of socioeconomically disadvantaged students have been suspended at least one day, a decrease of 1%. RVUSD still has a long way to go in preventing the behavior that leads to suspension, pointing to a need to focus on school climate and other means of correction. School climate, especially at the high school, is an area to focus on in the coming years.
Mathematics is also an area of growth for Round Valley. With intensive targeted intervention, the mathematics scores at RVEMS increased, which moved them up out of the red and into the orange, but again the dashboard places math in the red at 107.7 points below standard even though it is an improvement of 26.6 points over the prior year. when the scores were 134.3 points below standard. Nevertheless, the elementary made substantial gains, improving by 42.8 points over baseline by using targeted intervention practices in What I Need (WIN) groups. In WIN, students are identified and placed in small learning groups that meet daily for additional instruction focused on improving mathematic skills. Due to this improvement in math scores, the elementary school exited CSI, which had provided the funding for the mathematics intervention program; yet at the same time, the district recognizes that interventions are still necessary so this highly effective program will continue. At the high school, testing season had a technical failure to record any mathematics tests in the CAASPP system leading to a red level on the dashboard. At the high school level, math scores improved phenomenally on the 24-25 assessment to only 95.2 points below standard; an improvement of 252.8 points over the 2023-24 scores of 348 points below standard in CAASPP testing. Meetings to work with DTA planning were held with MCOE and CCEE on Jan. 21, Feb. 26, March 16, April 1, April 2, April 16, May 4, May 28, June 30, 2026. In the RVUSD Differentiated Technical Assistance plan, the district is planning, implementing, and improving our Multi-Tiered System of Supports (MTSS) in concert with our Community Engagement Initiative. The high school is currently receiving support for planning interventions in math. They also are providing a mathematic credit recovery class that is taught by a math teacher which uses the Bright Thinker platform. Coaching in mathematic instruction is being provided through MCOE. New math curriculum will be purchased in the 2026-27 school year so that the textbooks will be aligned with the standards that are currently being tested in the Smarter Balanced standardized tests. This is expected to improve test scores in the coming years. We recognize our need to improve in multiple areas, but the above listed areas are going to be a major focus for the 26/27 school year.

Every student sub-group in Round Valley shows higher suspension rates than we want to see, but there are some improvements. In particular suspensions of Hispanic students moved out of the red and into the orange, due to the decrease to 14.3% from the high level in 2023-24 of 50%. The district is focused on providing professional development to implement systems to improve school climate, in particular Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP) embedded in a Multi-Tiered System of Supports (MTSS) framework while utilizing on site Behavior Analyst Intern district wide who provides direct services to students and also supports staff in using evidence based behavioral interventions that are appropriate to the individuals and age levels at each site. A Calming Corner has been implemented at the elementary school and is showing great promise for supporting our students in learning how to regulate their emotions. At the elementary school, physical violence both with and without injury (fighting) continues to be a significant issue, but has decreased over this past year. Although it is a small number of suspensions, illicit drug related suspensions accounted for 9 at the elementary /middle school level in 23/24 school year. At the high school, physical violence without injury (fighting) and vaping have become major players in the high suspension rates. We continue to have anti-vaping education classes provided by our district counselors, Tapestry Family Services, licensed contracted therapists, and Yuki Trails counseling. Vape detectors have been installed at the school this year. The HS is implementing an SEL curriculum within the school as has the elementary/middle school. Our school PPSC counselor at the high school is also planning a Calming Corner for counseling services that will serve to enhance adolescents' capacity to manage emotions, understand perspectives of others, establish goals, and use interpersonal skills. The Core components of SEL programs include addressing social skills, identifying feelings, and learning coping and relaxation skills. The elementary school continues to implement PBIS, a research-based, positive behavior recognition program, and will receive updated training and training for the many new staff members that will become a part of the school community in the upcoming year. The elementary school will also be provided services for students through collaboration with Tapestry, Yuki Trails and Mindful Warriors for counseling services. The district will implement research-based and effective school based prevention programs to educate students for substance abuse prevention utilizing the BRIC grant funding.

Graduation rate was 77.1% graduated which is an decrease in our graduation rate from 23-24 but still a good increase over the baseline of 64.9%. This leaves us room still for improvement, since our rate is still well below Mendocino County's rate of 83.6% and California's state rate of 87.5%.

Growth was seen in some ELA scores, however, this is still an area that needs significant improvement. The district improved 16.7 points over baseline, with the homeless student subgroup decreased by 36.4 points, the low income student subgroup dropped by 11.7 points and the American Indian student subgroup decreased 8.2 points; the Hispanic group was in the red, along with English Learners. The elementary school does a great job using the 95% reading intervention program and has three full-time Title I employees that provide a daily reading intervention program for students who are struggling with understanding ELA concepts and skills. The High School has an on-line ELA intervention program embedded in the daily ELA classes, three extra periods of ELA classes (decreasing class size) and a daily ELA credit recovery course.

Students at Level 4 on the ELPAC assessment was 8.42% of the EL population; this showed an increase of 6.17% over the baseline of 2.25%. EL Learner progress increased 13.3% (% of students who grew at least one level) at RVEMS to 43.9% of EL students increasing by one level. This was a huge increase from baseline. High school growth was a 1.7% decrease from baseline with 31.6% of EL making one level of growth. The district has made it a priority to hire more EL assistants to support the ELD teachers. The ELD teachers are tasked with collaborating and providing more specific PD opportunities for all staff so they better understand their roles and responsibilities when working

with EL students. Both schools have reviewed EL data and are modifying their curriculum to more closely meet the needs of their students, with a specific focus on providing more targeted instruction to long-term EL students.

The district has had a few successes. Our chronic absenteeism rate continues to decline from a high in 2022 of 57.1% in our baseline year, to 2024-25's rate of 37% putting the district in the yellow on the Dashboard. In prior years, the schools have improved in attendance. Our homeless student sub-group improved 18% and students with disabilities improved 26% We attributed this to our outreach consultants. Our plan for next year is to have an outreach consultant at the high school level to maintain our gains in attendance, as well as an outreach liaison at the elementary/middle school. The improved climate and culture that each school has provided has also increased attendance. The elementary school provides multiple family nights, monthly awards to celebrate attendance and special breakfasts that recognize students and their parents for positive student attendance. The High School has started quarterly awards nights, recognition programs for positive behavior and academic growth, and has a good athletic program that promotes good attendance. All of these programs help facilitate an environment where students want to come to school. Our Native land, culture, and language programs have also helped facilitate a sense of belonging that improves school climate and culture. Our collaborative work in PBIS, MTSS, and RP are promising for the future continued improvement in school climate. California Commission on Teacher Credentialing awarded RVUSD a 5-year grant to fund aTeacher in Residence program, called Na-nak-lamek (Yuki for "Learning in progress now") has already been very successful as a teacher training program in partnership with Sonoma State University; over these 5 years, we expect to recruit and retain highly qualified teachers from within Round Valley. In addition, the district has been awarded a 5 year grant from the Office of Indian Education to promote literacy at the elementary school, and college and career readiness at the high school. As we develop these programs, we expect to see gains in literacy, college and career readiness, and a sense of belonging and continuity for our students as we tame the teacher turnover by "growing our own" teachers right here.Another bright spot is RVHS's Dual Enrollment program, where students earn college credits while still in high school. The number of classes has increased from 3 to 5 classes offered and enrollment has increased 135% from the baseline year 2022-23 when there were 20 students enrolled to 47 enrolled in 2025-26.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The LEA has participated in self assessment and review of areas where the district shows low performance on the District and School CA dashboards. Areas of need for Differentiated Technical Assistance in RVUSD include suspension rate (especially for Hispanic students at RVHS), English Language Arts and Math (especially at RVHS). Based on review of student schoolwide data, RVES is continuing a highly effective WIN intervention program for students struggling with mathematics concepts/skills using Title I funding and an intervention program for students struggling with ELA concepts and skills through Title I funding. Monitoring of student progress in the intervention programs is being completed through on-going assessment and continuous review of implementation schoolwide. RVHS is developing enhanced outreach using an outreach liaison and other evidence-based interventions, previously funded through CSI. The district is collaborating with MCOE and CCEE due to being identified for Differentiated Technical Assistance in the areas of student achievement and school climate, in particular for Hispanic students. We intend to focus on professional development in the implementation of Multi-tiered System of Supports (MTSS), including Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP). All students will benefit from an improved school climate through PBIS and RP and through a system of interventions for academic needs (MTSS-academics).

Comprehensive Support and Improvement

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

Schools Identified

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

Round Valley High School was identified for Comprehensive Support and Improvement (CSI). RVHS exited CSI based on results from the 2025 CA Dashboard.
At that time on the Dashboard, RVHS was identified as RED in the area of suspension rate. RVHS further did not receive any rating in either ELA or mathematics due to small numbers of students completing assessments.
RVHS will address their plans to intervene in the targeted areas and identify Goals/Actions within their School Plans for Student Achievement 2025-26.

Support for Identified Schools

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

The District has provided data to RVHS that is needed to develop their CSI plan. The District has further provided a process for RVHS to follow when planning that include input from school staff and input from parents (ELAC and SSC), as well as a timeline for completion of planning for 2025-26 so that the CSI plan can be included in school's SPSA and the district LCAP. The Business Manager will work with site principal to determine how each CSI plan will be funded.
The District will provide early release one day/week in order to facilitate staff discussions focused on review of implementation of the CSI Plan contained in the school's SPSA and the LCAP. Staff will share progress towards implementation and the school staff will determine next steps. At one meeting per month, staff will bring data on student growth towards meeting the goals/actions in the CSI Plan and will share in their PLC meetings.

Monitoring and Evaluating Effectiveness

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

The District Superintendent will meet twice monthly with principals at the admin meeting and one item on the agenda will be implementation of the CSI Plan at the high school site. The District Superintendent will further meet with site principal and school staff at the beginning of the school year, after the completion of the first semester, and at the end of the school year. The site Principal will review the CSI Plan with staff and will review pertinent academic growth data, as outlined in the LCAP, that will show progress towards meeting the goals/activities outlined in the school's CSI Plan (incorporated into the SPSA and the LCAP Plan). Staff will provide information regarding student progress based on their observations and informal data that denotes student growth. The data collected by the school site (formal data and informal data) will be recorded and will be shared with the Board of Trustees. The school staff will review data that is collected at the beginning of the year, mid year, and towards the end of the school year. The Superintendent and the site Principals will keep documented records of these site discussions and the identified outcomes. At the end of each year, the school Principal, the Superintendent and the staff will determine modifications to the CSI actions to implement in the upcoming school year. Minor changes to implementation of the actions may also occur throughout the school year, as deemed appropriate by the site Principal and the school staff, in order to increase student achievement. Any modifications will be shared with the SSC.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Principals/Administrators	Bimonthly, the Superintendent and principals met and reviewed progress and actions. On May 18, 2026 the admin team reviewed the LCAP goals and actions, discussed in detail how implementation had occurred this year, and discussed why some actions/elements of actions were only partially or not implemented. Discussion followed on changes that school sites would want to have occur in goals/actions and identified actions to be removed and new actions to be included. Follow-up conversations occurred at regularly scheduled twice monthly admin meetings to review site needs to inform goals/actions and provide additional input. Topics included funding sources for needs including Equity Multiplier funds. Highlights of these discussions included ways to address the following identified needs: student engagement, school climate, academic rigor at all sites including Yolla Bolly, additional social-emotional counseling (HS, YB, ES), coordinating support (personnel and programmatic) for EL students, especially those who are at beginning stages of English acquisition or who are not showing progress, additional teaching staff, student intervention programs for students struggling in ELA and math, and expanded learning opportunities. Focused attention of a bilingual instructional aide at Yolla Bolly was strongly supported by administration.
Teachers and Teacher Bargaining Unit	Bargaining unit leaders frequently met with the superintendent to voice concerns and express RVTA priorities. Superintendent received input on assets and needs for RVUSD. In a spring 2025 LCAP survey reviewing the current LCAP goals/actions and progress

Educational Partner(s)	Process for Engagement
	towards implementation, using data from the mid-year review of progress, the teaching staff's priorities were assessed. Teachers continued to prioritize the following actions: Round Valley High School/Yolla Bolly Continuation- 1. Need someone to help with discipline and would like to see a return of the part-time Dean of Students position 2. Additional direct services to EL students at RVHS and Yolla Bolly Continuation 3. Develop an incentive program that recognizes improvement on CAASPP and ELPAC 4. Effective social-emotional counseling, recommendation for collaboration with Yuki Trails for providers. 5. Bright Thinker on-line classes, but with additional in person focus for teaching skills to students 6. Maintain Native classes and experiences 7. Parent outreach coordinator is strongly recommended Round Valley Elementary School- 1. More support and direct instruction for EL students, especially those students who are at beginning stages of English acquisition and those who are not showing yearly growth and who are "stuck" at Levels 2 & 3 on the ELPAC 2. Additional intervention systems 3. Effective counseling in collaboration with Yuki Trails providers 4. Maintain Native classes and experiences 5. Continue with parent outreach coordinator Additional priorities include: To prioritize cleanliness, especially at the elementary school. Increased supervision and academic rigor at Yolla Bolly Continuation, with a goal of WASC accreditation. EL actions: Teaching staff should as a group plan and implement ELD strategies that will promote English language acquisition. Learning experiences such as lessons in students' home languages and oral reading in English. Listening and speaking need to be practiced more for our EL students. More training for teachers in supporting EL students in the general

Educational Partner(s)	Process for Engagement
	education classroom, especially needed for teachers who are not bilingual. Positive school climate: The school should actively pursue outreach with in-person opportunities in the community to open positive lines of communication. High school teachers would like to see more communication with elementary for special activities and speakers, such as Maggie Steele. Standardized discipline matrix with a single behavior tracking form. Consistent communication system so teachers know student consequences after misbehavior. Broad course of study: Community members can help broaden offerings by teaching electives like photography, auto repair, and forestry. Update and modify ag shop. More funding for materials and supplies. Positive Academic Growth: Need a Multi-Tiered System of Supports for academic intervention starting at the lowest grade levels and continuing up through high school so students aren't playing "catch-up" for years. More reading and writing tutors at the high school level. Clear evaluation metrics for student growth in academics at the high school level. High school students assessed for academic intervention needs early in the year.
Other school Personnel and Classified Bargaining Unit	On April 21, 2026 the Superintendent met with the classified union (CSEA). Management and labor partners discussed the school district's goals and actions and CSEA provided input. Classified staff shared the following priorities: The primary concern was that positions are maintained and compensation be fair.
Parents/School Site Councils	As input for writing the three year LCAP, Superintendent Gorman met on April 10 and April 16, 2024, with the RVHS/Yolla Bolly and the RVES School Site Councils. He reviewed the current LCAP goals/actions and progress towards implementation. He shared with them proposed 2024-25 goals/actions and requested input from the School Site Council Members.

Educational Partner(s)	Process for Engagement
	SSC members shared the following priorities: Incentives for students with no suspensions, implementation of Restorative justice program, fund a position for in-house suspension, more extracurricular involvement other than sports, fund outreach coordinator positions, hire more tutors, counselors, provide more intervention programs for students who are struggling to meet standards in ELA and math, revise SARB process so that it works, add vape detectors in bathrooms, focus on unity between Latino and Native students, additional support for EL students. In 2026 updates to Site Council input include: At May 27, 2026 RVHS Site Council recommended revisiting strategies to address chronic absenteeism. Members discussed the importance of being present for instruction, and involving families in addressing the issues. Kathy Britton emphasized the first recommendation to provide professional learning and student instruction to reduce/prevent community violence. She recommended Steve Sawyer as the trainer/presenter. Agustin Garcia shared information about California law that requires schools and district to have cell phone policies in place by July 1, 2026. Jobe Thompson commended the action of Maintenance and Operations to resurface the gym floors. He recommended purchasing gym covers to keep the condition of the floors. Lastly, Jared Amalong recommended that RVHS prioritize hiring a part-time staff member or stipending a person to lead Family and Community Engagement efforts. Elementary Site Council discussed LCAP priorities at the February 3, 2026 meeting. Parents and teachers indicate that it is critical for our students to increase their understanding of and proficiency with ELA and mathematics standards in order to ensure that they are able to meet challenges they will face in post- secondary learning and in their everyday lives. Parents also indicate that they believe the intervention programs being provided during the school day and afterschool tutoring provided by teachers has a positive effect on student learning. Teachers express significant concerns about how best to work with our EL students and how we can increase EL

Educational Partner(s)	Process for Engagement
	students' understanding and use of English, while simultaneously helping students learn how to read and write in English and use mathematics in their classrooms. Site Council parents and community members have emphasized the importance they place on providing students with experiences that will prepare them for success in high school and beyond and the need for our students to obtain skills that can be applied in everyday living. Students also communicate their desire for hands- on learning experiences. Parents, students and teachers voice concern about student behavior within classrooms, indicating that a few students make it difficult for all others to focus on learning. Parents and students further indicate that they believe the mental health counseling and the student social learning groups through LCAP funding are having positive effects on individual students and on the school as a whole and want to see these services continue due to a lack of community services closely available. Career Day, Vape detector installation, Parent engagement plan, and college field trips were priorities at the high school. Other priorities for RVHS/YB Site Council include sign for Yolla Bolly building to promote a sense of belonging for students, PBIS implementation for school climate, Challenge Day or motivational speakers. Parents responded to the February 13, 2026 Custom Insight Survey with an overall positive perception for 60% of RVEMS parents and 45% of RVHS parents who responded. Out of the 51 parents who responded, 43 were RVEMS parents and 8 were RVHS parents. Bright spots for parents at RVEMS included discipline at 88%, Learning Environment at 75%, Staff-Student Relationships at 62%, and Belonging and Community at 50%. With so few parents responding at RVHS, percentages of response can be skewed, since for example 2 parents would equal 25% of the respondents. The responses from parents are valuable, so increasing parent response to surveys will be a priority overall, and in particular for RVHS and Yolla Bolly in the coming years.

Educational Partner(s)	Process for Engagement
Indian Parent Committee / Native Parents	On May 11, 2026, the Indian Parent Committee (IPC) reaffirmed their previous priorities for the LCAP and Indian Education Plan. The IPC reaffirmed the following priorities: Expand the athletic programs to add soccer and wrestling, more hands-on activities like culinary classes and personal finance classes, provide afterschool program (currently working with RVIT Health Center/FRC so ELOP funds can be used by them for afterschool programs), maintain Native Language classes, Indian Land Curriculum, Native History, Native Art, and White Bison, continue to provide cultural events, guest speakers, etc. On April 2, 2025, the new superintendent met with the Indian Parent Committee. Updated input from the committee: Priorities are Wailaki Language teacher, Indigenous Peoples Day and Big Time events, continuing the Stick Games. Native American Heritage Month activities and to continue to provide professional development for our staff in history of the Native people of Round Valley, and in using trauma-informed practices to help move into the future in a good way.
DELAC/ELAC parents	As input for writing the three year LCAP, Superintendent Gorman met on April 22, 2024, with DELAC/ parents of English learners. He reviewed the current LCAP goals/actions and progress towards implementation. He shared with them proposed 2024-25 goals/actions and requested input. The EL parents shared the following priorities: On April 4, 2026, DELAC met and began discussions on LCAP. On May 20, 2026 the DELAC met and reaffirmed their priorities for staffing. DELAC also emphasized the value of coordinating high school and elementary school ELD support to maximize the effectiveness across grade levels. EL Director will plan for monthly early release Wednesday meetings that will include high school ELD teacher(s), EL support staff as well as elementary EL and ELD staff. EL learning experiences might include lessons in their home language. This would be especially beneficial at the high school level where we still have students who are classified as newcomers and who struggle to access the curriculum. The previous LCAP strictly delineates the grade levels that our instructional assistants will work

Educational Partner(s)	Process for Engagement
	with, but as our population fluctuates, these strict delineations do not serve our needs. There needs to be more flexibility in who the assistants can serve. All members present agreed. Continue to fund aide positions providing direct support to students, allowing push-in support to classes with a large number of ELs, especially when there are many newcomers, provide more academic intervention programs for students having difficulty meeting standards, have support at summer school for newcomers. In informal conversations, members of the DELAC discussed the success of Seal of Biliteracy expanding to include Spanish and English bilingual seniors, and discussed the potential to include a Pathway to Biliteracy for the 8th graders to recognize and encourage biliteracy in the future. The superintendent met with DELAC in school year 2025-26 at least twice as well as informally with individual members of the committee. ELAC and DELAC committees meet regularly and share their priorities and ideas for the future including the possibility of future dual immersion classes at the elementary level.
Round Valley High School/Yolla Bolly Continuation High School School Site Council - Equity Multiplier	In preparation for writing the three year LCAP, on April 10, 2024 the site principal for RVHS and YB Continuation HS met with the School Site Council to review each school's needs that could be funded through the Equity Multiplier funds that each school will be allocated in 2024-25. The SSC for RVHS and YB Continuation High School shared the following priorities for Equity Multiplier funds: A large number of ELL students need to recover credits at both schools and need additional support within classrooms as they work to complete assignments. An ELL assistant to help students understand and complete assignments and support for credit recovery is a top need. Both school sites have found a great need for additional social-emotional support for students to address students' physical and emotional needs and teach them how to process and live with the traumas in their lives, helping them be able to focus and learn in the classrooms.

Educational Partner(s)	Process for Engagement
	Yolla Bolly SSC members addressed the need for new furniture that would be used with the new technology that is being put in place so that students have adequate room to work with Bright Thinkers on-line learning systems. RVHS/Yolla Bolly Site Council in 2026 updated their input on the use of Equity Multiplier Funds: Continue to fund Outreach position to promote better attendance which will be done in the coming year. Training of teachers, staff, and mentor students in restorative practices which has begun and will be ongoing. Academic rigor, behavioral and disciplinary support for Yolla Bolly students will be accomplished through the Teaching Principal position.
Student Voice	In preparation for writing the three year LCAP, input from students was sought. In Spring 2024 RVEMS, 88 students answered a survey about their school experience. Issues that RVEMS students feel the school needs to address include: better food, new toys, a better playground, longer recesses, longer music periods, a music class every day, longer art periods, and longer PE periods. Many students would like more opportunities to choose classes such as Yuki language, music, and Wailaki language, and some students requested no homework. One concern expressed by a number of students was that girls have a girls group, but the boys don't have a boys group. Students requested Daughters of Tradition again. Students requested that the school be painted, gutters cleaned, and new swings put in on the Middle School playground. Some students are annoyed by the locked gates when they come back from the gym for PE and others wanted the office to be locked. On May 3, 2024, high school age students were interviewed and prioritized more college classes, classes over the summer, honors classes, academic support--teacher help or after school, and SEL support. They also gave as the parts of school they like best: Yuki language/ Native language classes, sports, sports, sports, teachers, art, college fairs and colleges, and awareness of culture. Students feel success in math, ELA, guitar, music, science, sports, Intro to Natural Resources, and History classes.

Educational Partner(s)	Process for Engagement
	An update on the survey given in spring 2025 shows that students continue to have similar concerns as in 2024: Students place the quality and flavor of their school meals as the highest priority Elementary students would like upgrades to their playground Longer recesses at elementary are popular and high school students would like a recess too. Art, PE, Yuki language are favorites followed closely by Waikiki language Interestingly, about 50% of respondents want to have homework, while the other 50% want no homework Girls Group, Boys Group were strongly supported by students New priorities of elementary students in 2025 include: Cleaner bathrooms Removal of the wood chips and replacement with a different playground substrate. High School students had similar concerns in 2025 as in 2024. More dual enrollment classes Summer classes Honors classes Academic support such as tutoring in and after school More social-emotional support Favorite parts of school include: Yuki and Waikiki language classes Lunch break Sports College fairs and field trips Field trips A survey to the students in Spring 2025 elicited support for the continuation of their priorities of the previous year. New priorities for the high school students in 2025: Spelling Sleep Learning English as a second language In 2026, Student Voice was sought throughout the school district and was heard with 249 respondents in the February 17, 2026 Student Survey by Custom Insights; RVEMS had 171 respondents and RVHS

Educational Partner(s)	Process for Engagement
	had 78 respondents. The overall score for "agree" or "strongly agree" responses, called the Percent Positive, is 43% across the district compared with 44% as the Mendocino County average. Round Valley Elementary was 48% positive, and Round Valley High School was 34% positive. Bright spots include understanding the rules, consequences, and expectations at school at 66%, having teachers who care about me and my future at 65%, having teachers I can talk to when I have a problem (62%), who give me feedback to help me improve (62%), teachers, staff, or principal will do something about it if I was being bullied or harassed (60%). Growth spots from the student survey include a sense of belonging and community; students are respectful to the adults only earned a 24%, and students care about each other a 25%. When asked if the school is proactive in addressing students' social, emotional, and mental health needs 26% agreed or agreed strongly and only 26% responded positively that school helps them understand their feelings and emotions. Only 27% of students responded that they want to go to school every day. The largest gaps we see vs. the county average are: 38% of RVUSD vs. 45% in the county believe that the school is preparing them for their future goals. More than half (52%) of students agree that "Jokes and negative comments about someone's race, religion, gender, or background are not allowed at my school" while the county average percent positive is 59%. Beyond the Likert Scale questions where students agree or disagree with a statement, students were also given the opportunity to give short written comments. Many students commented on the level of support and engagement provided by teachers. Some noted that teachers are approachable and helpful, while others expressed a desire for more attention and encouragement from teaching staff. Several students mentioned the condition and availability of school facilities and resources. Comments included concerns about outdated equipment, insufficient library materials, and the need for better technology in classrooms. A number of students raised issues related to bullying and overall safety within the school environment. Some students felt unsafe or

Educational Partner(s)	Process for Engagement
	witnessed bullying behaviors that were not adequately addressed by staff. Some comments focused on the curriculum and academic challenges. Students mentioned that certain subjects were either too difficult or not challenging enough, and some wished for more engaging and practical lessons. When asked what they liked best about their school, Many students expressed that they like their school because they get to see, spend time with, and interact with their friends and peers. This includes mentions of classmates, friends during recess, and enjoying social aspects of school life. A significant number of students appreciate their teachers and staff, describing them as friendly, supportive, nice, and caring. Several comments highlight positive relationships with teachers as a valued part of their school experience. Students frequently mentioned enjoying physical education classes, recess, playgrounds, and various sports such as basketball and football. These activities are cited as important and enjoyable parts of their school day. Lunch and break times are mentioned as liked aspects of school by several students. Comments include appreciation for the time to relax, eat, and socialize, even though some note lunch duration as short. Some students highlighted liking learning new things, specific classes, academic achievements, and field trips as positive aspects of their school experience. The desire to improve and gain knowledge is noted in these comments.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from our Educational Partners influenced the LCAP in several ways. Goal 1 includes academic interventions in ELA and math for struggling students and extended learning time through afterschool tutoring and homework club, as prioritized by principals, teachers, students, and parents. Goal 3 and 6 include additional social-emotional counseling which can include girls and boys groups and talking circles and incentives for positive behavior and attendance, as prioritized by principals, teachers, students, and SSCs. Goal 4 includes additional personnel to provide additional support to EL students at RVES, RVHS, and Yolla Bolly Continuation, as prioritized by principals, teachers, DELAC, and SSC. Goal 3 includes the addition of a parent outreach coordinator, as prioritized by teachers and SSC. Goal 2 includes Native American classes (languages, culture, events, speakers, etc.), as prioritized by Native American parents, principals, students, and teachers.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students, including low-income, foster youth, homeless youth, special needs students and English Learner students, will show positive academic growth in English Language Arts and Mathematics.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

RVUSD continues to identify both ELA and mathematics as focus areas for improvement. As seen in the "Measuring and Reporting Results Baseline metrics" (see below) RVES' CAASPP scores in ELA show a performance ranking Orange on the Dashboard (84.2 points below standard, an increase of 29.3 points). 12.81% of students exceed/meet standards, and 57.95% do not meet standards on the CAASPP. There is small variation in the student results from varied subgroups, but all scores are low. It must be noted that the CAASPP data is from 2023-24 and is a year old. We do not have current CAASPP data for 2024-25 and will not have access to this information until the beginning of the 2025-26 school year. Due to its small student population, the state was unable to provide RVHS with specific CAASPP results in ELA. In order to protect student privacy, the state suppresses student results if too few complete assessments.
Further, the "Measuring and Reporting Results Baseline metrics" (see below) show RVES' CAASPP scores in mathematics to be rated as a low performance ranking of orange on the Dashboard (-134.3 points below standard). 5.47% of students exceed/meet standards, and 77.6% do not meet standards on the CAASPP. There is slightly larger variation in the student results from varied subgroups, but all scores are quite low. It must be noted that the CAASPP data is from 2023-24 and is a year old. We do not have current CAASPP data for 2024-25 and will not have access to this information until the beginning of the 2025-26 school year. Due to its small student population, the state was unable to provide RVHS with specific CAASPP results in mathematics. In order to protect student privacy, the state suppresses student results if too few complete assessments.
Parents, teachers, school staff, and site administrators indicate that it is critical for our students to become proficient in ELA and mathematics so that they have a strong grasp of the skills and knowledge they will need throughout their lives. Parents and teachers believe that extra supports, such as intervention, expanded learning time, and tutoring, are important ways to increase learning rate. Parents, teachers and site administrators also believe that small class sizes in the primary grades are important so that students can be provided more thorough instruction, with additional time available for individualized instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA Dashboard & ELA CAASPP 5X5 1. distance from standard	Dashboard: ELA CAASPP (2022-23) RVUSD EL, Hispanic - Very Low (RED) Low - AI, Homeless, SED (ORANGE)) Foster Youth - No level (too few) Distance from Standard (2022-23) RVUSD: -123.3 (ORANGE) RVES: -112.5 (RED) RVHS: No Performance level (too few)	Dashboard: ELA CAASPP (2023-24) Orange RVUSD EL, Hispanic - No level (too few) American Indian- 94.9 pts below standard (orange) Homeless, 85.3 pts below standard (orange) SED 98.3 pts below standard (orange) Foster Youth - No level (too few) Distance from Standard (2023-24) RVUSD: 95.9 pts below standard (ORANGE) RVES: 84.2 pts below standard (orange) RVHS: 97.8 points below standard (no color)	Dashboard: ELA CAASPP (2024-25) Red RVUSD EL, Hispanic - Red American Indian- 103.1 pts below standard (red) Homeless, 121.7 pts below standard (red) SED 110 pts below standard (red) Foster Youth - No level (too few) Distance from Standard (2024-25) RVUSD: 106.6 pts below standard (red) RVES: 107.7 pts below standard (ored RVHS: 95.2 points below standard (no color)	Dashboard Color - YELLOW 40 point growth	Growth: RVUSD: 16.7 points RVES: 4.8 points RVHS: 2.6 points (baseline 2023-24)
1.2	ELA CAASPP Assessment 1. % meet and exceeds - all and subgroups 2. % does not meet - all and subgroups	ELA CAASPP (2022-23) RVES: EXCEEDS/MEETS - 12.81% Subgroups:	ELA CAASPP (2023-24) RVES: EXCEEDS/MEETS - 16.47% Subgroups:	ELA CAASPP (2024-25) RVES: EXCEEDS/MEETS - 9.2% Subgroups:	Increase by 10% of students who meet/exceed standards Decrease by 15% of students who do	Growth RVES: 3.66% improvement in meets/exceeds RVES:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL - 12.81% SED - 13.81% EL - 11.32% AI - 14.29% Hispanic - 8.16% White - 14.29% SWD - 4.17% RVHS: EXCEEDS/MEETS - Subgroups: ALL - SED - EL - AI - Hispanic - White - SWD - In order to protect student privacy, data is suppressed / too few students assessed RVES: DOES NOT MEET - 71.95% Subgroups: ALL - 71.95% SED - 71.05% Homeless - 81.13% EL - 92.5% AI - 65.93% Hispanic - 85.71% White - 71.43% SWD - 91.67%	ALL - 16.47% SED - 13.81% EL - 11.32% American Indian 20% Hispanic - 9.8% White - 18.75% SWD - 0% RVHS: EXCEEDS/MEETS - Subgroups: ALL - 22.22% SED - 52.17% EL - * AI - 22.22% Hispanic - * White - * SWD - * *In order to protect student privacy, data is suppressed / too few students assessed RVES: DOES NOT MEET - 57.95% Subgroups: ALL -57.95% SED - 58.68% Homeless - * EL - 71.43% AI - 65.93% Hispanic - 68.63%	ALL - 9.2% SED - 8.76% EL - 4.08% American Indian 7.61% Hispanic - 5.17% White - 37.5% SWD - 4% RVHS: EXCEEDS/MEETS - Subgroups: ALL - 21.05% SED - *% EL - * AI - *% Hispanic - * White - * SWD - * *In order to protect student privacy, data is suppressed / too few students assessed RVES: DOES NOT MEET - 90.8% Subgroups: ALL -90.8% SED - 91.25% Homeless - 92.34% EL - 95.92% AI - 92.4%	not meet standards	EXCEEDS/MEETS - 3.66% improvement Subgroups: ALL - same SED - same EL - same American Indian 5.71% improvement Hispanic - 1.64% improvement White - 4.46% improvement SWD - decreased by 4.17% RVHS: EXCEEDS/MEETS - baseline in 2023-24 RVES: DOES NOT MEET - 14% improvement Subgroups: ALL -13.48% improvement SED - 12.37% improvement Homeless - * EL - 21.07% improvement AI - no change Hispanic - 17.08% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RVHS: DOES NOT MEET - Subgroups: ALL - SED - Homeless - EL - AI - Hispanic - White - SWD - In order to protect student privacy, data is suppressed / too few students assessed	White - 43.75% SWD - 83.87% RVHS: DOES NOT MEET - Subgroups: ALL -44.44% SED - 47.83% Homeless - * EL - * AI - 38.89% Hispanic - * White - * SWD - * *In order to protect student privacy, data is suppressed / too few students assessed	Hispanic - 95% White - 66.67% SWD - 96% RVHS: DOES NOT MEET - Subgroups: ALL -78.95% SED - *% Homeless - * EL - * AI - *% Hispanic - * White - * SWD - * *In order to protect student privacy, data is suppressed / too few students assessed		White - 27.68% improvement SWD - 7.8% improvement RVHS: DOES NOT MEET - Subgroups: ALL -2023-24 baseline SED - 2023-24 baseline Homeless - * EL - * AI - 2023-24 baseline Hispanic - * White - * SWD - * *In order to protect student privacy, data is suppressed / too few students assessedRVHS:
1.3	Math Dashboard & CAASPP 5X5 1. distance from standard	Dashboard: MATHEMATICS CAASPP (2022-23) RVUSD AI, EL, Hispanic, Homeless, SED - Very Low (RED) Foster Youth, White, SWD - No level Distance from Standard (2022-23)	Dashboard: MATHEMATICS CAASPP (2023-24) RVUSD AI, 177.6 below (red) EL, 171.4 below (red) Hispanic, 161.3 below	Dashboard: MATHEMATICS CAASPP (2024-25) RVUSD AI, 103.1 below (red) EL, 130.8 below (red) Hispanic, 128.1 below (red)	Dashboard Color - YELLOW 40 point growth	Distance from Standard (2022-23) RVUSD: 57.1 point improvement RVES: 42.8 point improvement RVHS: 252.8 point improvement (baseline in 2023-24)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RVUSD: -163.7 (RED) RVES: -150.5 (RED) RVHS: No Performance level (too few)	Homeless, SED - 170.1 below (RED) Foster Youth, White, SWD - No level Distance from Standard (2023-24) RVUSD: -171.5 pts below standard (RED) RVES: 134.3 pts below standard (orange) RVHS: 348 pts below standard (no color)	Homeless, 121.7 (red) SED - 110 below (RED) Foster Youth, White, SWD - No level Distance from Standard (2024-25) RVUSD: -106.6 pts below standard (RED) RVES: 107.7 pts below standard (red) RVHS: 95.2 pts below standard (no color)		
1.4	Mathematics CAASPP Assessment 1. % meet and exceeds - all and subgroups 2. % does not meet - all and subgroups	MATHEMATICS CAASPP (2022-23) RVES: EXCEEDS/MEETS - 5.56% Subgroups: ALL - 5.56% SED - 5.96% EL - 2.5% Homeless - 1.96% AI - 4.49% Hispanic - 6.12% White - 7.14% SWD - 0% RVHS:	MATHEMATICS CAASPP (2023-24) RVES: EXCEEDS/MEETS - 5.47% Subgroups: ALL - 5.47% SED - 5.96% EL - 2.5% Homeless - 1.96% AI - 4.49% Hispanic - 6.12% White - 7.14% SWD - 0%	MATHEMATICS CAASPP (2024-25) RVES: EXCEEDS/MEETS - 5.2% Subgroups: ALL - 5.2% SED - 5.03% EL - 4.08% Homeless - 2.66% AI - 2.18% Hispanic - 3.39% White - 22.22% SWD - 8%	Increase by 10% of students who meet/exceed standards Decrease by 15% of students who do not meet standards	MATHEMATICS CAASPP (2022-23) RVES: EXCEEDS/MEETS - decreased 0.36% Subgroups: ALL - decreased 0.36% SED -decreased .93% EL - increased 1.58 Homeless - decreased .7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EXCEEDS/MEETS - Subgroups: ALL - SED - EL - AI - Hispanic - White - SWD - In order to protect student privacy, data is suppressed / too few students assessed RVES: DOES NOT MEET - 84.57% Subgroups: ALL - 84.57% SED - 83.44% Homeless - 90.2% EL - 90.0% AI - 86.52% Hispanic - 85.71% White - 87.58% SWD - 95.83% RVHS: DOES NOT MEET - Subgroups: ALL - SED - Homeless - EL - AI - Hispanic - White -	RVHS: EXCEEDS/MEETS - Subgroups: ALL - SED - EL - AI - Hispanic - White - SWD - In order to protect student privacy, data is suppressed / too few students assessed RVES: DOES NOT MEET - 77.6% Subgroups: ALL - 77.6% SED - 76.44% Homeless - * EL - 84% AI - 78.85% Hispanic - 81.03% White - 58.82% SWD - 87.1% RVHS: In 2023-24 technical difficulties caused zero math tests to be received for RVHS	RVHS: EXCEEDS/MEETS - 5.26% Subgroups: ALL - 5.26% SED - 5.56% EL - AI - Hispanic - White - SWD - In order to protect student privacy, data is suppressed / too few students assessed RVES: DOES NOT MEET - 94.79% Subgroups: ALL - 94.79% SED - 94.97% Homeless - 97.33% EL - 95.91% AI - 97.83% Hispanic - 96.61% White - 77.78% SWD - 92% RVHS: DOES NOT MEET - 94.74% Subgroups: ALL -94.74% SED - 94.44		AI - decreased 2.31% Hispanic - decreased 2.73% White - increased 15.08% SWD -increased 8% RVHS: In order to protect student privacy, data is suppressed / too few students assessed RVES: DOES NOT MEET - 5.26% improvement Subgroups: ALL - 5.26% improvement SED - 5.56% improvement Homeless - no data EL - *t AI - * Hispanic - * White - * SWD - * RVES: DOES NOT MEET - increased 10.29% Subgroups:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD - In order to protect student privacy, data is suppressed / too few students assessed	DOES NOT MEET - Subgroups: ALL - SED - Homeless - EL - AI - Hispanic - White - SWD - *In order to protect student privacy, data is suppressed / too few students assessed	Homeless - EL - AI - Hispanic - White - SWD - *In order to protect student privacy, data is suppressed / too few students assessed		ALL - increased 10.29% SED - increased 11.53% Homeless - increased 7.33% EL - increased 5.91% AI - inceased 11.31% Hispanic - increased 10.9% White - decreased 9.8% SWD - decreased 3.83% RVHS: DOES NOT MEET - 94.74% Subgroups: ALL -94.74% SED - 94.44 Homeless - EL - AI - Hispanic - White - SWD - *In order to protect student privacy, data is suppressed / too few students assessed
1.5	Class Sizes	Class Size Averages, Grades K-2: 20.2	Class Size Averages, Grades K-2:	Class Size Averages, Grades K-2:	Maintain 20 class size average in Grades K-2	Average class sizes are below 20

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Class Size Averages, Grades K-3: 22.3	17.8 Class Size Averages, Grades K-3: 18.8	19 Class Size Averages, Grades K-3: 19		
1.6	NWEA	Baseline to be determined after using the assessment program this upcoming year	N/A	N/A	N/A	Was not used

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actual implementation was the same as the planned actions with the exception of NWEA which was not used at the high school due to technical issues not being overcome.

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

1-1 NWEA will not be used next year

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Progress has been made using the rest of these actions, so they will be continuing.

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

NWEA MAPS was not implemented due to technical challenges and won't be implemented in coming years, so the metrics using that measure will not be available. Another assessment will be researched and adopted.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA - RVES Core Phonics and 95% Reading programs and professional development	RVES students, grades K-5, will participate in the 95% Reading Program and Core Phonics as additional components of their core reading program. Focus will be on targeted intervention in phonological awareness, phonics, vocabulary building and comprehension. Acadience assessments (K-5) and IXL progress monitoring (6-8) will be used to identify student growth. 95% reading assessments will be used every three weeks and curriculum-based assessments will be used at regular intervals to monitor student growth and determine placement of students within instructional groups.	$12,200.00	Yes
1.2	ELA - RVES Intensive Intervention	Intensive intervention instruction in reading will be provided to students struggling to meet standards. The RVES Reading Intervention Program is funded through Title I. Program support personnel include one Reading Coordinator and two Reading Assistants who provide small group direct instruction using Amplify/Burst. Acadience reading assessments are used to monitor student growth in the program. The Reading Coordinator will be mentored by a reading specialist from the school site. The intervention personnel will participate in one day of professional development focus on program implementation. IXL is used for intervention in ELA.	$239,237.00	Yes
1.3	ELA - RVHS core and intervention	At RVHS, one .5 FTE and one 0.5 ELA teacher will provide ELA instruction to high school students, including one Honors and one AP class. The high school will also provide one period per day for credit recovery in English taught by one of the ELA instructors. IXL English, an on-line intervention program, will be used in English classrooms. Teachers will further participate in review of ELA instructional materials for adoption. Curriculum-embedded assessments will be used to monitor progress.	$134,909.00	Yes
1.4	Mathematics - RVES core and intervention instruction and	RVES: An intervention program, provided through Title I funding, will include three personnel (one math coordinator, two math assistants) who will tutor students who are experiencing difficulties learning math standards, grades	$158,633.00	Yes

Action #	Title	Description	Total Funds	Contributing
	professional development	K-8. One tutor will be assigned to work with middle school students (6-8) while the other two will provide in class and pull out math tutoring in grades K-5. Acadience assessments (K-5) and IXL progress monitoring (6-8) will be used to monitor student growth. Teachers will also monitor student growth through data collected from curriculum-embedded assessments. New mathematics instructional materials (online classroom intervention/other) will be used with students who are struggling to show competence with mathematics standards (upper elementary-middle school classrooms).		
1.5	Mathematics - RVHS intervention and professional development	RVHS will provide 1.00 FTE math teachers to provide mathematic instruction at RVHS. One period of credit recovery will be taught by a math teacher for students who have not successfully completed core math courses (Algebra I, Geometry, Algebra II). During core instruction time, IXL math intervention materials will be used as supportive intervention and will provide opportunities for re-teaching of skills. The math teachers will receive professional development in implementation of the math IXL intervention program. The math teachers will also participate in professional development focused on review/re-identification of key standards, alignment of standards with curriculum, and identification of curriculum embedded assessments. MCOE will continue to provide support to the math teachers as they move towards completing their credentials. Curriculum-embedded assessments will be used to monitor progress.	$2,125.00	Yes
1.6	Expanded Learning Opportunities - After School	RVES teachers will provide reading and/or math tutoring to identified students three days per week in the After School tutoring program. RVHS staff will redefine/redesign the Homework Club/after school program to increase student participation. Students will be provided opportunities for input into how the program could work better for them. The high school after school program will be provided three days per week. Summer programs will include all elements of ELOP including academic expanded learning.	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	RVES - Next Steps ELA and Math- Teacher training and PLC development	All RVES teachers will be trained in use of their core ELA and mathematics curriculum. The principal will develop PLCs focused on the effectiveness of implementation of the core curriculum by analysis of core benchmarks and other student data. Teachers will work together to develop plans to increase student achievement on grade-level standards. The principal will be involved in these planning sessions. Teachers will enact plans, the principal will conduct classroom observations directly related to plans and will provide feedback, and teachers will review new student data to determine if their plan was successful. This cycle will be on-going throughout the year.	$500.00	Yes
1.8	Decrease class sizes - RVES	The district will maintain decreased class sizes of 22 or below for grades TK-2, and also for grades 3-5 whenever possible. Lower numbers of students in these classrooms will provide greater opportunities for increased individualized and small group instruction and intervention instruction in ELA and math within core classrooms. Smaller class sizes in middle school will also allow for greater focus on academic studies to prepare for high school	$596,960.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	A broad course of study that meet student learning needs will be provided to Round Valley Unified School District students.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

RVUSD 's Graduation Rate has increased in 2024 over the previous three years, and still needs improvement. The district rate in 2024 was 79.6% . RVHS has a 78.4% graduation rate, while Yolla Bolly Continuation's graduation rate was 100%. RVUSD, Yolla Bolly, and RVHS showed increased graduation rates from the previous year. Our plan includes actions that will specifically support credit recovery and expansion of A-G course completion in order to mitigate learning loss and help students to pass courses required for graduation. District administration, the Board of Trustees, teachers, parents and students have emphasized the importance they place on providing students with learning experiences that will prepare them for college and/or entrance into the work place, helping them develop skills that can be applied in everyday living. Students further communicate their desire for hands-on, work applicable learning experiences. From this input, we have provided in our plan both actions to support preparation for college and career technical education that is applicable to our community. Administration, Impact Aid committee members, the Indian Parent Committee, parents, tribal members, and students have advocated for continuing the Native American courses that we offer to students at RVES (Indian Land Curriculum, Yuki language, Wailaki language) and RVHS (Yuki, Wailaki, Native History, Native Art, White Bison). The courses offered at RVHS have been UC A-G approved and enable our students to study their native languages and culture while also receiving credits applicable to the UC/CSU system. Parents and students have further advocated for continuation of the career technical education courses that are provided at the high school. Career technical education courses have been also UC A-G approved. Parents and students have advocated for expanding access to learning through technology, music, and physical wellness. Dual enrollment classes with Mendocino College encourage a college-going culture in Round Valley.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Graduation Rate	2022-23 RVUSD:	2023-24 RVUSD:	2024-25 RVUSD:	85% Graduation Rate	12.2% improvement over baseline with a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grad Rate (Dashboard) - 64.9% 5-year graduation rate ALL 64.9% Hispanic 50% SED 64.9% RVHS: Grad Rate (Dashboard) - 56% 5-year graduation rate ALL 56% Hispanic 45.5% SED 56% Yolla Bolly Continuation (Dashboard) - 83.3% 5-year graduation rate Student Groups by Performance Level: RVUSD: RED Performance Level: SED, ALL No Performance Level: EL, Foster Youth, Hispanic, DWD, White, American Indian, Homeless DataQuest data (5 year cohort): Round Valley Continuation - 100% Round Valley High - 78.4%	Grad Rate (Dashboard) - 85% in 4 years 0 in 5-year graduation rate ALL 85% Hispanic 50% SED 64.9% RVHS: Grad Rate (Dashboard) - * 5-year graduation rate ALL * Hispanic * SED * Yolla Bolly Continuation (Dashboard) - 83.3% 5-year graduation rate Student Groups by Performance Level: RVUSD: no color Performance Level: SED, 89.5% ALL89.5% EL*, Foster Youth,* Hispanic*, SWD,*	Grad Rate (Dashboard) - 77.1% in 4 years 0 in 5-year graduation rate ALL 77.1% Hispanic 90.9% SED 77.1% RVHS: Grad Rate (Dashboard) - * 5-year graduation rate ALL * Hispanic * SED * Yolla Bolly Continuation (Dashboard) - 83.3% 5-year graduation rate Student Groups by Performance Level: RVUSD: no color Performance Level: SED, 89.5% ALL89.5% EL*, Foster Youth,* Hispanic*, SWD,*		gap to the target of 7.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Round Valley Unified - 79.6%	White,* American Indian,100% Homeless* * less than 11 students, data not shown for privacy DataQuest data (5 year cohort): Round Valley Continuation - 100% Round Valley High - 78.4% Round Valley Unified - 79.6%	White,* American Indian,74.2% Homeless 78.6% * less than 11 students, data not shown for privacy DataQuest data (5 year cohort): Round Valley Continuation - 100% Round Valley High - 78.4% Round Valley Unified - 79.6		
2.2	UC A-G completion rate for seniors College and Career Indicator (CCI)	2022-23 RVUSD: (36 students) 16.7% prepared level on college-career indicator (CCI) 19.4% approaching prepared 63.99% not prepared RVHS: (25 students) 24% prepared level on college/career indicator (6 students of 25) 28% approaching prepared (7 students of 25) 48% not prepared (12 students of 25) Hispanic subgroup- 18.2% prepared	2023-24 RVUSD: (# students) 5% prepared level on college-career indicator (CCI) 15% approaching prepared 80% not prepared RVHS: (# students) *% prepared level on college/career indicator (* students of 8) *% approaching prepared (*students of 8) *% not prepared (* students of 8)	2024-25 RVUSD: (# students) 6.3% prepared level on college-career indicator (CCI) 2.1% approaching prepared 91.7% not prepared RVHS: (# students) *% prepared level on college/career indicator (* students of 8) *% approaching prepared (*students of 8)	40% prepared on CCI	gap of 33.7% prepared on CCI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED subgroup - 24% prepared 2023-24 First Semester: 1 student 3 are on track to finish at the end of the year	Hispanic subgroup-*% prepared SED subgroup - *% prepared * data not displayed; less than 11 students) 2024-25 First Semester: # student # are on track to finish at the end of the year	*% not prepared (* students of 8) Hispanic subgroup-0% prepared SED subgroup - 6.3% prepared * data not displayed; less than 11 students) 2024-25 First Semester: # student # are on track to finish at the end of the year		
2.3	AP - # of students completing AP Courses with passing grades	2023-24 RVHS: # of AP courses - 1 # of students taking courses - 13	2024-25 RVHS: # of AP courses - 1 # of students taking courses - 5	2024-25 RVHS: # of AP courses - 1 # of students taking courses - 1	2 AP courses	1 AP course
2.4	Dual Enrollment Courses - # of students participating in each course	2023-24 RVHS: Dual Enrollment classes - CCS-100: 4 students CCS-221: not offered this year Pols 200: not offered this year MUS-208: 12 students ADJ-200: not offered this year English 85 - 4 students	2024-25 RVHS (HS Counselor records): Dual Enrollment classes - CCS-100: # students 10 CCS-221: # or not offered this year not offered Pols 200: # or not offered this year not offered	2024-25 RVHS (HS Counselor records): Dual Enrollment classes - CCS-100: 11 students CCS-221: not offered this year Pols 200: not offered this year not offered	increase number of students taking Dual Enrollment courses by 5%	135% increase in dual enrollment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Career Success and College & Career Readiness offered this year	MUS-208: # students 13 ADJ-200: # or not offered this year, Summer scholars program (Willits) English 85 - # students Not Offered CCS-221 Career Success and College & Career Readiness not offered this year	MUS-208: 11 students CSC-104: 8 students CDV-125: 9 students AGR-216: 8 students Summer scholars program (Willits) English 85 - Not Offered CCS-221 Career Success and College & Career Readiness not offered this year ADJ-200: 4 offered in summer this year, SCT 200: - 2 students EDU 500: - 2 students MTH 77: - 1 student MTH 540: - 1 student ENG 210:- 1 student ENG 560: - 1student		
2.5	Summer School/Credits Earned	2023-24 RVHS: # of students attended SS - 21 students	2023-24 RVHS (HS Principal records):	2024-25 RVHS (HS Principal records):	increase # of credits earned by 10%	153.19 % increase over 2023-24 baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		# of credits earned - 94 credits RVES: 4 SS classes were provided by RVES staff 55 students attended SS at RVES (K-7	# of students attended SS - 21 students # of credits earned - 94 credits RVES (El Principal records): # SS classes were provided by RVES staff # students attended SS at RVES (K-7)	#of students attended SS - 28 students # of credits earned - 238 credits RVES (El Principal records): # SS classes were provided by RVES staff-9 # students attended SS at RVES (K-7)-69		
2.6	CTE - # of students taking courses by pathway; # students who complete pathways/seniors	2023-24 RVHS: 4 Career Pathways Animal Science: # students taking pathway classes - 14 Agriscience: # students taking pathway classes - 29 Ag Mechanics - # students taking pathway classes - 11 Natural Resources: # students taking pathway classes - 13 # of students who are taking introductory course (intro to Ag) and	2024-25 RVHS: 7 Career Pathways Animal Science: # students taking pathway classes - 6 Agriscience: # students taking pathway classes - 46 Ag Mechanics - # students taking pathway classes - 12 Natural Resources: # students taking pathway classes - 8	2025-26 RVHS: 7 Career Pathways Animal Science: # students taking pathway classes - 4 Agriscience: # students taking pathway classes - 35 Ag Mechanics - # students taking pathway classes - 23 Natural Resources: # students taking pathway classes - 8	Increase # of students completing pathways by 10%	2024-25 baseline for completing pathways

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		have not yet identified their chosen pathway - 7	# of students who are taking introductory course (intro to Ag) and have not yet identified their chosen pathway - 4 Web Design # students taking pathway classes =13 Patient Care # students taking pathway classes =8 Child Development/Education # students taking pathway classes =9 # students who completed at least one CTE Pathway this year =20	# of students who are taking introductory course (intro to Ag) and have not yet identified their chosen pathway - Not Offered in 25-26 Web Design # students taking pathway classes = Not a CTE pathway; it was a CCAP course with 1 student Patient Care # students taking pathway classes = 10 Child Development/Education # students taking pathway classes =6 # students who completed at least one CTE Pathway this year =12 (4 Patient Care, 8 Ag		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Mech, 0 Ag Sci, 0 Child Dev, 0 Nat Resources.)		
2.7	Completion of both a-g and CTE pathway requirements	RVHS: 6 individual students completed CTE pathway requirements (3 of these students completed multiple pathways	RVHS (CTE director): # individual students completed CTE pathway requirements 20 (# of these students completed multiple pathways) 4, and who also completed a-g requirements. 4	RVHS (CTE director): # individual students completed CTE pathway requirements 12 (7 of these students completed multiple pathways) , and who also completed a-g requirements. =8	12 students complete CTE and A-G	4 students completed both a-g and CTE
2.8	Native Classes - # of courses provided; # of students enrolled in classes	2023-24 RVES: Indian Land Curriculum are being taught to all K-6 classes, including unduplicated students . Grades 4-6 receive 1/2 hour instruction weekly. Grades K-3 receive 1/2 hour instruction bi-weekly and receive instruction in Wailaki on alternate weeks. Grades 7-8 receive 1/2 hour of daily instruction in Yuki. Grade 8 also rceives1/2 hour of	2024-25 RVES: Indian Land Curriculum is being taught to all K-6 classes including unduplicated students . Grades 4-6 receive 1/2 hour instruction weekly. Grades K-3 receive 1/2 hour instruction bi-weekly and receive instruction in Wailaki on alternate weeks.	2025-26 RVES: Indian Land Curriculum is being taught to all K-6 classes including unduplicated students . Grades 4-6 receive 1/2 hour instruction weekly. Grades K-3 receive 1/2 hour instruction weekly including instruction in Wailaki	Maintain # of classes Increase enrollment by 10%	# maintained 32.1% increase in Native Languages 54.3% increase in other Native American courses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Wailaki Art/Indian Land Curriculum daily. RVHS: Native language classes offered to all including unduplicated students (Wailaki 1, 2, 3, 4, Yuki 1, 2) 18 students are currently enrolled in Wailaki or Yuki language classes. Other native American courses offered (Native American Art, Native American History, White Bison). 25 students are currently enrolled in these courses.	Grades 7-8 receive 1/2 hour of daily instruction in Yuki. Grade 8 also rceives1/2 hour of Wailaki Art/Indian Land Curriculum daily. RVHS: Native language classes offered to all including unduplicated students (Wailaki 1=20, 2=5, 3=3, 4=2, Yuki 1=24, 2) 56 students are currently enrolled in Wailaki or Yuki language classes. Other native American courses offered (Native American Art=17, Native American History =16, White Bison =13). Total 46	Grades 7-8 receive 210 minutes weekly of instruction in Yuki. Grade 7-8 also receives180 minutes weekly of Wailaki Art/Indian Land Curriculum. RVHS: Native language classes offered to all including unduplicated students (Wailaki 1=#, 2=# 3=#, 4=#, Yuki 1=#, 2=#) # students are currently enrolled in Wailaki or Yuki language classes. Other native American courses offered (Native American Art=# Native American History =#, White Bison =#). Total = #		
2.9	Music and Physical Education/Fitness (RVES)	2023-24 RVES: Grades 1-6 receive 20-30 minutes of PE daily.	2024-25 RVES: Grades 1-6 receive 20-30 minutes of PE daily. Grades	2025-26 RVES: Grades 1-6 receive 30 minutes of PE daily. Grades 7-8	Maintain music and physical education/fitness courses	Maintained music and PE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades 7-8 receive 40 minutes of PE daily. Grades K-6 receive 30 minutes of music weekly. Grades 7-8 receive 20 minutes 4X/week of music instruction (based on choice if they want music).	7-8 receive 40 minutes of PE daily. Grades K-6 receive 30 minutes of music weekly. Grades 7-8 receive 20 minutes 4X/week of music instruction (based on choice if they want music).	receive 40 minutes of PE daily. Grades K-6 receive 30 minutes of music weekly. Grades 7-8 receive 30 minutes weekly as an elective in music instruction (based on choice if they want music).		

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The goals were carried out as planned with no relevant changes.

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

Action 2.9 Transitional Kindergarten costs were over-estimated in the budget, and actual expenditures were less. Action 2.11 RVES Enrichment Program was an afterschool plan, which is now covered by Expanded Learning Opportunities Program (ELOP) funds.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Insufficient progress has been made using these actions; however, because they are promising practices they will be continuing. One thing to keep in mind is the variation in composition of each individual graduating class; when a school is very small like RVHS data can be misleading for this reason. In any case, graduation rates and college and career readiness are areas of focus for the district in the coming 4 years with the NYCP; the support of the College and Career Coordinator provided by the NYCP grant should prove invaluable for helping increase the rates in these two areas.

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

Music instruction will be funded by Prop 28

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	College Readiness - AP and Dual Enrollment	Round Valley High School will provide a minimum of one AP course within the master schedule. Students will also be provided the opportunity to complete AP courses on-line through Bright Thinker. RVHS, working in collaboration with Mendocino Community College, will provide dual enrollment courses, including those listed above under Measuring and Reporting Results 2.4. RVHS and MCC will work together to develop further dual enrollment courses to be offered in the future. The RVHS counselor will assist in identifying potential students to enroll in dual enrollment courses. RVHS students who choose to enroll in any Mendocino Community College courses while still enrolled at RVHS will be provided tuition and use of college textbooks free of charge through Round Valley Unified School District.	$10,750.00	Yes
2.2	College Readiness - STEM	RVHS and Yolla Bolly will provide a STEM based class (i-3) that focuses on hands-on application of concepts learned. This course will follow Sonoma State University developed curriculum and the teacher will participate in on-going professional development throughout the year and during the summer.	$5,000.00	Yes
2.3	College Readiness - Campus Visitations	RVHS and RVES (middle school) will arrange for students to visit community colleges and Universities (public and private), with the goal of giving students a greater understanding of potential higher education	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities. Visitations to post high school career institutes will also be provided. RVHS will further work with Sonoma State University to support TRIO and will work with Humboldt State University as they provide on-site support and provide summer classes for students.		
2.4	Dual Enrollment and Summer Expanded Learning Opportunities	RVHS will provide a summer Expanded Learning program that will focus on increasing graduation rate and student engagement. During the academic school year, Round Valley High School will further provide one course in each of the core subject areas (English, mathematics, science, social science) in their daily schedule where students are provided extra support by classroom teachers as they complete previously failed courses and earn credits. A student management system such as Schoology will be used to support, track, and communicate about academics with teachers, families, and students to support students' lesson completion and credit tracking. Mendocino Community College will provide a summer session where students can earn credits in English, mathematics, construction, and health, with transportation being provided to the MCC campus. Students who complete their courses receive a $300 stipend. The high school is in the process of forming a partnership with the California College Going Initiative (CCGI) and will be using CCGI to track transcripts for A-G completion, help students apply to CA colleges and assist with applications for FAFSA and financial aid. RVES will provide a summer school program that will focus on increasing reading and mathematics skills with elementary students.		Yes
2.5	Student Support	RVES and RVHS will maintain the Student Success Team process that will be utilized as a tool for identifying students who are having difficulties with academics, behavior, attendance and/or are experiencing social-emotional issues. The SST will be the forum used to develop a plan to support student success. An SST Coordinator will receive SST referrals, collect	$3,710.00	Yes

Action #	Title	Description	Total Funds	Contributing
		data, set meetings, and contact team members, parents and students of the opportunity to meet and address issues.		
2.6	Career Readiness - CTE Pathways	RVHS will provide the following career pathways: Agriscience, Animal Science, Natural Resources, Ag Mechanics, Patient Care, Child Development, Information and Communication Technologies. The CTE program will be provided additional instructional materials and supplies to maximize hands-on learning.	$201,938.00	Yes
2.7	Native American Courses	RVHS will provide Native American language classes (Wailaki, Yuki), Native American History, Native American Arts, and White Bison in their master schedule. RVES will provide classes using the Indian Land Curriculum, and Native American languages (Wailaki, Yuki). The District will provide a stipend to one teacher at RVES and one stipend at RVHS to coordinate Indian activities and events. The District will further provide funding to support professional development to staff and experiences for students.	$343,432.00	Yes
2.8	Enhanced Learning Opportunities	Elementary school students will participate in music instruction each week and will participate in specialized physical awareness and physical education classes that focus on wellness. High school music will be offered two periods per day.	$201,246.00	Yes
2.9	Transitional Kindergarten	The District will provide TK for all students who qualify.	$83,485.00	Yes
2.10	Professional Development - School Leadership Teams	RVES and RVHS will develop school leadership teams, composed of teacher leaders and administration, which will work together to plan the school year, oversee school focused actions (PBIS implementation, PLCs, maintain and share data on student growth, CSI initiatives, etc.). They will meet bi-weekly throughout the year to oversee the initiatives that are being put in place at each school site. The Leadership Team members will take	$16,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on key roles in implementing student initiatives that focus on increasing student academic competence.		
2.11	RVES Enrichment Program	An Enrichment Program for students identified as gifted and talented and/or high performing will be provided in an afterschool program at RVES.		No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Round Valley Unified School District will work with schools to develop positive school climate and increase a sense of safety and school connectedness between pupils, parents, and teachers.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

RVUSD' 2025-26 LCAP Goal 3 outlines the actions planned to increase student attendance and decrease chronic absenteeism, maintain a sense of safety and belonging with our students and families, continue social-emotional counseling services for students, and decrease student suspensions.

RVUSD continues to identify student suspensions as a focus area for improvement. As seen in the "Measuring and Reporting Results Baseline metrics" (see below) RVES held steady at Yellow on the Dashboard (11%). Suspension rates decreased significantly from a high 19.3% in 2022-23. There is small variation in the student results between varied subgroups RVHS also showed improvement in suspension rates were at performance ranking of Orange on the Dashboard (12.3%) There is a small variation in the % of students suspended between varied subgroups. It must be noted that the CAASPP data is from 2024-25 and is a year old. We do not have current CAASPP data for 2025-26 and will not have access to this information until the beginning of the 2026-27 school year. District data shows that RVES' suspension rate has dropped, and RVHS' suspension rate has also decreased. This brings the district to a 10.9% suspension rate and a ranking of Yellow on the dashboard.

Although Chronic Absenteeism has improved in the 2024-25 data by 11.8% since baseline, RVUSD continues to identify chronic absenteeism as a major issue at a rate of 37% chronically absent, a rate that is directly affecting student growth towards meeting standards. Student groups were substantially improved in chronic absenteeism over the baseline year (2022-23), although students with disabilities saw the least improvement at 1.7%. The chronic absenteeism rate for White students is very concerning at 56%, which is an improvement over baseline of 2.7% and much too high. Chronic Absenteeism, defined as 10% or more absences during a school year, is a significant factor in student learning due to students missing significant, important instruction. The "Measuring and Reporting Results Baseline metrics" (see below) show RVES' chronic absenteeism rate on DataQuest at 37%. It must be noted that the Chronic Absenteeism data is from 2024-25 and is a year old. We do not have current Chronic Absenteeism data for 2025-26 and will not have access to this information until the beginning of the 2026-27 school year. RVHS' Chronic Absenteeism rate is higher than the elementary school at 50.8% on the DataQuest.

Parent Engagement has been strong during the 2024-25 school year and RVUSD wants to continue its focus on having more parents become actively engaged in school programs and providing positive support for their students. The "Measuring and Reporting Results Baseline metrics" (see below) show 51+ special events/activities occurred during 2024-25 at RVES, with high numbers of parents participating. RVHS provided 20+ special events/activities for parents, students and the community.

Parents, teachers, school staff, and site administrators indicate their concern regarding disciplinary issues on school sites, with violence and defiance being of most concern. Teachers, school staff, administrators are also concerned about limited options to address this issue. Parents, students, teachers and administrators believe the social-emotional counseling provided by the district is important and have seen positive results with some students. The elementary school staff indicated that due in part to students not attending school during Covid, followed by multiple changes in leadership and varied philosophies and actions regarding student misbehavior, an increase in violence and other behaviors occurred. The rate of suspensions dropped substantially from a baseline of 19.3% to 11% in 2024-25. In 2024-25, a new principal was hired at RVES and he worked hard to provide consistent expectations throughout the school, positive behavior interventions, and outreach to parents for support with student behavior.The school effectively used PBIS, restorative practices, and counseling personnel in a proactive manner in order to decrease student violence. At RVHS, vaping has been the main reason for suspensions, followed by violence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ADA by school	2023-24 ADA through P2 RVHS - % RVES - % Yolla Bolly Continuation - %	2023-2024 ADA through P2 RVHS - 93.39 % RVES - 96.35 % Yolla Bolly Continuation -100 %	2024-2025 ADA through P2 RVHS - % RVES - % Yolla Bolly Continuation - %	All schools will meet 95% ADA	RVHS - 93.39 % RVES - 96.35 % Yolla Bolly Continuation -100 %
3.2	Chronic Absenteeism Rate - Dashboard	2022-23 Chronic Absenteeism Dashboard: RVUSD - 48.9% ALL (YELLOW) AI - 52.6% Hispanic - 36.4% White - 59.3% EL - 32.9% SED - 48.5% SWD - 44.8% Homeless - 44.1%	2023-24 Chronic Absenteeism Dashboard: RVUSD - 37.1% ALL (YELLOW) AI - 40.9% Hispanic - 25% White - 48.5% EL - 20.9% SED - 38.5% SWD - 35.7% Homeless - 25.5%	2024-25 Chronic Absenteeism Dashboard: RVUSD - 37% ALL (YELLOW) AI - 39.1% Hispanic - 29.8% White - 56% EL - 25% SED - 35.4% SWD - 43.1% Homeless - 36.4%	Chronic Absenteeism rate to decrease by 10%	Chronic absenteeism rate decreased by 11.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Performance Levels: EL, Hispanic, Homeless, SWD - ORANGE AI, SED - YELLOW Data Quest: RVUSD - 43.3% RVES - 48.9% RVHS - 37% Yolla Bolly - 5.9%	Performance Levels: EL, Hispanic, Homeless, SWD - ORANGE AI, SED - YELLOW Data Quest: RVUSD - 41.3% RVES - 40.9% AI;25% Hispanic;48.5%White;63.6% Two or more races RVHS - 48.4% AI; 38.2% Hispanic Yolla Bolly - 81.8% AI; 63.6% Hispanic	Performance Levels: EL, Hispanic, Homeless, SWD - RED AI,- ORANGE SED - YELLOW Data Quest: RVUSD - 43.7% RVES - 37% AI;25% Hispanic;48.5%White;63.6% Two or more races RVHS - 50.8% AI; 38.2% Hispanic Yolla Bolly -96.8% AI; 63.6% Hispanic		
3.3	Suspension and Expulsion Rates	2022-23 Suspension Rate Dashboard: RVUSD - 7.7% suspended RED RVES - 19.3% suspended RED 1. subgroups EL 21.3% SWD 12.1% White no data AI 21.6% Hispanic 18.5% SED 20.3% RVHS - 12.7% 1. subgroups EL no data	2023-24 Suspension Rate Dashboard: RVUSD - 14.9% suspended RED RVES - 7.6% suspended YELLOW 1. subgroups EL 10.8% SWD 10.7% White no data AI 6.3% Hispanic 8.4% SED 8.6% Homeless 19.6% RVHS - 37.2%	2024-25 Suspension Rate Dashboard: RVUSD - 10.9% suspended YELLOW RVES - 11% suspended YELLOW 1. subgroups EL 12.4% SWD 11.7% White 11.5% AI 12.5% Hispanic 9.6% SED 11.7% Homeless 13.7%	Decrease to no greater than 5%	14.9% suspended

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD no data White no data AI 13.7% Hispanic 11.8% SED 13.1% School Data: 2023-24 Suspensions from school data RVES - % suspended at least once RVHS - % suspended at least once Expulsions from school data: RVES - 0% RVHS - 0% RVUSD - 00%	1. subgroups EL 46.4% SWD 36.8% White 25% AI 32.9% Hispanic 50% SED 35.6% School Data: 2023-24 Suspensions from school data RVES - 10.6 % suspended at least once RVHS - 12.1 % suspended at least once Expulsions from school data: RVES - 0% RVHS - 0 % RVUSD - 0 %	RVHS - 12.3% ORANGE 1. subgroups EL 16.7% SWD 23.1% White *% AI 11.7% Hispanic 14.3% SED 12.1% School Data: 2024-25 Suspensions from school data RVES - 11% suspended at least once RVHS - 9% suspended at least once Expulsions from school data: RVES - 0 RVHS - 1 RVUSD - 1		
3.4	Drop-out Rates Middle School and High School	2022-23 Drop-Out Rates Data Quest: 5 year drop-out cohort outcome - RVUSD 16.3% RVHS 18.9% Yolla Bolly 8.3% RVES 0.0%	2023-24 Drop-Out Rates Data Quest: 5 year drop-out cohort outcome - RVUSD 36% RVHS 44% Yolla Bolly 18% RVES 0.0%	2024-25 Drop-Out Rates Data Quest: 5 year drop-out cohort outcome - RVUSD 15% RVHS *% Yolla Bolly *% RVES 0.0%	Decrease drop-out rates to no greater than 10%	1.3% decrease in drop out rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Parent Engagement Activities/Events	2023-24 Parent Engagement Events RVES - 30 + special events/activities with high # of parents, including parents of unduplicated students, attending RVHS - 20 + special events/activities for students, parents, and community including parents of unduplicated students	2023-24 Parent Engagement Events RVES - 30 + special events/activities with high # of parents attending including parents of unduplicated students RVHS - 20 + special events/activities for students, parents, and community including parents of unduplicated students	2024-25 Parent Engagement Events RVES - 51 special events/activities and 40 sports events with average attendance of 100 parents including parents of unduplicated students RVHS - 20 + special events/activities for students, parents, and community including parents of unduplicated students	A minimum of 10 parent engagement events per year	50+ events
3.6						
3.7						

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Beautification project has not been completed. Increased need for counseling services was identified.

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

In 3.3, this coming year, we have increased the budget to allow for increased counseling services due to high need for intensive mental and social-emotional intervention. In 3.8, the beautification project had not yet been completed and other funds were used for the aide.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Chronic absenteeism is improving, but is still too high. Suspensions seem to have dropped at the elementary and returned to about the same as baseline at the high school. This supports a need for additional intervention in a Multi-Tiered System of Support identifying appropriate interventions and training staff on Other Means of Correction, especially at the high school.

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

Due to the high suspension rates and low attendance rates, we are adding a school climate goal of implementing restorative practices as other means of correction and as a community building strategy: Goal 3.10

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance and Improved Academic Achievement Recognition and Incentive Programs	RVES and RVHS will implement positive recognition and incentive programs that focus on improved school attendance and academics.	$11,615.00	Yes
3.2	Behavior Intervention Program - RVES and RVHS	RVES and RVHS will continue to implement the Positive Behavior and Intervention (PBIS) Program which teaches behavior skills for classrooms, the school environment and play time. The school will provide two days of PBIS training at the beginning of the school year for all teachers as a refresher for current staff and implementation processes for new staff (reduce suspension rate) The school will further provide supplies needed to implement the program. The Leadership Team will continue to provide guidance for implementation and resolution for implementation issues. A Board Certified Behavioral Analyst intern and Wellness Coach will provide behavioral intervention supports district-wide, supporting staff and students, including special education students, unduplicated count	$29,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, and general education students. The BCBA will be assisted by a behavioral aide at the elementary school.		
3.3	Student Counseling Programs	Counseling services to students whose learning has been negatively impacted due to social-emotional issues will be provided. Students will also participate in small support groups (Sons of Tradition, Daughters of Tradition, White Bison) . An academic counselor will be placed at RVHS. A restorative practice community building experience, such as Challenge Day or Huayruro, will be provided for students every other year, with staff and community members assisting with program implementation. Students, staff and SSC will assist in planning quarterly sober activity nights at the high school.	$150,792.00	Yes
3.4	School Safety Support - RVHS	One campus monitor will be provided on the RVHS campus to assist in tardy prevention, school climate, monitoring students during and between classes and will oversee noontime supervision and detention.	$63,540.00	Yes
3.5	Parent Outreach - Parent Outreach Coordinator	One Outreach Coordinator will provide outreach services to parents of students who show consistent issues with school attendance to ensure the parents of absent students receive daily notification from the school regarding absences. The POC will also provide direct services to students and parents to mitigate issues that are identified as barriers to positive school attendance. The POC will further provide coordinating and direct services to our Homeless and Foster Youth population, including home visits, meetings with parents/foster parents to assist in arranging for needed services for students (medical, clothing, school supplies, etc.) Data management for Homeless/McKinney-Vento, chronic absenteeism, tardies, updating contact information for guardians and students. Expenses for this position are noted in 6.4 Equity Multiplier funds.		Yes
3.6	Parent Engagement	The district and schools will provide opportunities before school and after school for parents and the community to participate in school staff and parent jointly developed site events. SSC will have a key role in helping to	$24,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		plan school events. Parents will receive timely notification of all events and will be encouraged to attend. Events will be designed for parents, entire families, and community. Events will include recognition events, performances, educational family nights, classroom and student presentations, cultural recognition events, etc. Each school will keep record of all events and attendance.		
3.7	RVUSD Relationship with RV Indian Tribes Tribal Council and agencies	Round Valley Unified School district and Round Valley Indian Tribes Tribal Council will meet together at two joint board meetings each year. These board meetings will be sponsored by RVUSD with the purpose of discussing common issues/concerns and make plans together that will support students and parents. Issues may include student achievement, attendance, district curriculum, facilities, common needs, etc. The Superintendent will meet monthly with the Tribal Chairperson to discuss ways in which RV Tribes can support school initiatives and ways in which RVUSD can support Tribal initiatives related to students/families. The Superintendent will also be available to meet with RV Tribal Council at their request.		Yes
3.8	Decreasing Suspensions - Building School Climate (CSI) (Title I)	Round Valley High School will provide a behavioral support aide to oversee a "cool off" space where students can identify/clarify any behaviors or barriers that may be distracting them from their academics or affecting their behavior. Students will complete an SEL curriculum (e.g. Wayfinder) lesson related to their struggle/behavior, develop an action plan, and return to class to learn. The SEL curriculum will also be taught in classrooms during homeroom. Guest speakers will provide information to students that focus on the behaviors that are observed in our students (currently physical aggression (fighting) and vaping). A Project Based Learning Project that focuses on beautification and improvement of the high school campus by students will increase student respect for the school environment and help improve the overall school climate. Yolla Bolly Continuation High School students will participate in a Project Based Learning Project that focuses on beautification/identification of their	$27,128.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continuation program in order to increase ownership and respect in their facility and program.		
3.9	Homeless/Foster Youth	RVUSD will provide learning materials, backpacks, and access to coats/socks/shoes/clothing for homeless students. The site-based homeless liaisons will also provide information for parents regarding places they can contact for medical/food assistance.	$10,000.00	No
3.10	Restorative Practices for School Climate Improvement	Restorative Practices with emphasis on a Native lens: professional development, materials, and supplies to promote healthy relationships, sense of belonging, inclusive school discipline, and conflict resolution strategies in a culturally sustaining model.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Round Valley Unified School District English Learner students will be provided specific learning experiences that will enhance their proficiency in English, expand their ability to meet rigorous state standards, and augment EL student reclassification.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

RVUSD has seen a significant and continuing increase in the number of EL students who are enrolling in our schools. In the past two years we have seen several students enter our schools not speaking any English. 100% of our EL population has a primary language of Spanish. RVUSD has determined the need to set a specific focus goal related to the progress of our EL students toward meeting the ELD standards, enabling them to move forward in their competency in English, as determined on the ELPAC. On the ELPAC 2023-24, 64.3% of our RVES showed progress of one or more levels, 32.1% maintained their current level, and only 3.6% decreased one or more levels which moved RVUSD into the Blue on the dashboard. RVHS EL student ELPAC results showed 33.3% of students progressing one of more levels,53.3% maintaining their current level, and 13.3% decreasing one or more levels. A review of the data shows that our students are getting "stuck" at Levels 2 and 3 and not moving forward at the rate determined by the state. The district also has 35% of our EL students identified as Long Term ELs. We will be providing additional services for all of our EL students, with a focus on moving our long-term EL students towards ELPAC Level 4 and reclassification. This goal is still relevant based on 24-25 ELPAC data . RVEMS EL students showed a 13.3% increase over baseline, which encourages the district to continue with this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	ELPAC Summative Assessment Levels and Level Growth	2022-23 ELPAC Summative Assessments RVES (69 students) Level 4: 1.47% Level 3: 19.12% Level 2 : 35.29%	2023-24 ELPAC Summative Assessments RVES (56 students) Level 4: 9.64% Level 3: 27.71%	2024-25 ELPAC Summative Assessments (Dashboard and ELPAC website) RVES (66 students) Level 4: 9.59%	80% of EL students will show one level growth each year	A 13. 3% increase over baseline of RVEMS EL students showed at least one level of growth A 1.7% decrease from baseline of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 1: 44.12% 30.6% of EL students progressed at least one level 44.9% of EL students maintained ELPI Levels 1, 2L/H, 3L/H 24.5% of EL students decreased at least one level RVHS (22 students) Level 4: 4.76% Level 3: 9.52% Level 2 : 33.33% Level 1: 52.38% 33.3% of EL students progressed at least one level 50.0% of EL students maintained ELPI Levels 1, 2L/H, 3L/H 16.7% of EL students decreased at least one level	Level 2 : 21.69% Level 1: 40.96% 64.3% of EL students progressed at least one level 32.1% of EL students maintained ELPI Levels 1, 2L/H, 3L/H 3.6% of EL students decreased at least one level RVHS (15 students) Level 4: 0% Level 3: 15.79% Level 2 : 36.84% Level 1: 47.37% 33.3% of EL students progressed at least one level 53.3% of EL students maintained ELPI Levels 1, 2L/H, 3L/H 13.3% of EL students	Level 3: 12.33% Level 2 : 57.53% Level 1: 20.55% 43.9% of EL students progressed at least one level 40.9% of EL students maintained ELPI Levels 1, 2L/H, 3L/H 15.2% of EL students decreased at least one level RVHS (19 students) Level 4: 4.55% Level 3: 22.73% Level 2 : 31.82% Level 1: 40.91% 31.6% of EL students progressed at least one level 47.4% of EL students maintained ELPI Levels 1, 2L/H, 3L/H 21.1% of EL students		RVHS EL students showing at least one level of growth.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			decreased at least one level	decreased at least one level		
4.2	ELPAC - number of students who are at Level 4; number of students who are reclassified	2022-23 Number/Percent of Students Who Are At Level 4 - 2 students / 2.25% Number of Students Reclassified - 2 students / 100%	2023-24 Number/Percent of Students Who Are At Level 4 - 8 students / 7.69% Number of Students Reclassified - 4 students / 50%	2024-25 (ELPAC website and EL Director) Number/Percent of Students Who Are At Level 4 - 7 students / 8.23% Number of Students Reclassified - 11 students / 100%+	75% of EL students who are at Level 4 on the ELPAC will be Reclassified by the end of the following year.	100% of Level 4 students were reclassified in 2024-25; all 7 along with 4 more from the previous year.
4.3	ELPAC - number / % of Long Term EL students will decrease (DataQuest)	2022-23 RVUSD EL Total - 77 0-3 yrs EL - 21 4-5 yr At-Risk - 13 6+ LTEL - 27 (35%) 4+ yrs EL not At-Risk or LTEL - 15 RFEP - 1	2023-24 RVUSD EL Total - 125 0-3 yrs EL - 63 4-5 yr At-Risk - 13 6+ LTEL - 32 (35%) 4+ yrs EL not At-Risk or LTEL - 13 RFEP - 4	2024-25 RVUSD EL Total - 85 (Dashboard and EL Director) 0-3 yrs EL - 46 4-5 yr At-Risk - 8 6+ LTEL - 30 (35%) 4+ yrs EL not At-Risk or LTEL - 6 RFEP - 11 (four of them from scoring 4 in previous year)	The percent of EL students identified as long-term (6+ years) will decrease by 15%.	LTEL percentage remained the same as baseline

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

No relevant changes

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

No material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Progress has been made using these actions, so they will be continuing.

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

none

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELD Services - RVES EL program and EL long-term program	A 1.0 FTE ELD teacher will provide English Language and EL standards acquisition instruction at RVES. EL students may also participate in ELA and math intervention instruction, when needed. The focus schoolwide will be on improving productive language skills, with the greatest focus on oral language development, using the specific ELD standards that the ELPAC addresses in the speaking domain The ELD teacher will provide professional development for staff to include focus on helping students be successful on all task types in the speaking domain and will provide specific instructional strategies to be used in classrooms that will increase student understanding of curriculum being taught. Teachers and ELD staff will teach ELD standards (speaking) by having students engage in tasks similar to the ones they encounter on the ELPAC. The ELD teacher will complete ELPAC assessments within state guidelines and will share assessment data with teachers as soon as possible (beginning of school year, once assessments of new students are completed within first 30 days of enrollment). RVES will provide incentives for students whose ELPAC assessment results show growth of at least one level and/or who are reclassified.	$255,430.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will continue to provide an EL instructional assistant to work with upper elementary and middle grade students under the direction of the ELD teacher. A second EL assistant will be hired to provide direct instruction/support to primary aged students and will work in coordination with the ELD teacher to utilize curriculum and outline instruction. This will allow for daily instruction with level 1 and 2 EL students. The District will provide incentive and supply funds for the ELD programs (districtwide) and will further provide funds for supplies needed at ELAC and DELAC meetings. MCOE personnel will provide direct support to the ELD teacher, providing curriculum implementation support, additional training, and assistance with scheduling, etc.		
4.2	ELD Services - RVHS EL Program and EL Long-Term Program	A 0.5 FTE ELD teacher will provide three periods of EL standards acquisition and academic support to RVHS EL students. Two part-time tutors will provide support within the ELD classroom and within core classrooms. Instructional focus will be on providing additional listening and scaffolding practice, additional reading comprehension using high interest materials, building academic vocabulary, and increased opportunities for writing. The English teacher and the ELD teacher reviewed student progress on the ELPAC and will work together to both provide these increased learning experiences. The ELD teacher will provide professional development for staff a minimum of four times each year and will provide specific instructional strategies to be used in classrooms that will increase student understanding of curriculum being taught. The ELD teacher will complete ELPAC assessments within state guidelines and will share assessment data with teachers as soon as possible (beginning of school year, once assessment of new students are completed within first 30 days of enrollment). RVHS will provide incentives for students whose ELPAC assessment results show growth of at least one level and/or who are reclassified. RVHS will focus on developing stronger communication with parents through two-way translations of information and will develop a "Catch-Up" summer program for EL students who are struggling with earning credits in core classes. The RVHS ELD teacher will review EL materials for adoption and select instructional materials that meet student needs.	$136,366.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Reclassification procedure for EL Students	EL teachers will set reclassification meetings for EL students who reach level 4 on the ELPC. The committee, which includes teachers, parents and the student, will review ELPAC assessment results, CAASPP assessment results, and other assessment results that reflect student performance, and attendance data. Following district reclassification procedures, the team will make a decision on whether to reclassify the student or on what additional supports the student needs to meet academic requirements for reclassification. Academic progress for reclassified EL students will be monitored each year by the EL teacher and the classroom teacher/s. If a student is identified as struggling with academics, a student learning plan will be developed to support the student's learning needs and will be shared with the parent and student for their input. Incentives will be provided to students who earn Level 4 or who show growth of at least one level on the ELPAC.	$3,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Round Valley Unified School District will maintain progress as identified in the actions and metrics below for Priority 1 and 2 (Conditions of Learning).	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The District has shown its continued ability to meet Actions focused on availability of textbooks, adequate and cleanliness of facilities and grounds, updated technology for instruction and student use, and correctly assigned teachers. The District will maintain the progress that has occurred over the last three years in these areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Yearly Credential Review and Monitoring	2022-23 RVUSD (reviewed in Fall 2023) misassignments - 3 Interns - 0 STPS - 0 PIPS - 0 Waivers - 3 Fully Credentialed - 31	2024-25 RVUSD (reviewed in Fall 2024) misassignments -1 Interns - 2 STPS - 4 PIPS - 2 Waivers - # Fully Credentialed - 21	2025-26 RVUSD (reviewed in Fall 2025) misassignments -1 Interns - 5 STPS - 3 PIPS - 0 Waivers - 0 Fully Credentialed - 22	0 Misassignments and 0 Waivers	1 misassignment 0 waivers
5.2	Textbook Sufficiency - Williams Textbook Sufficiency resolution from RVUSD Board of Trustees	2023-24 Textbook Sufficiency RVES: Insufficiency found in Science (K) - the textbooks are out of	2024-25 Textbook Sufficiency RVES: No insufficiencies were identified.	2025-26 Textbook Sufficiency RVES: No insufficiencies were identified.	100% textbook sufficiency 100% of students will be provided Chromebooks for classroom use and	100% sufficiency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		print. The District will review new texts for adoption 100% of students, grades K-8, are provided a Chromebook to use at school and at home to complete assignments RVHS: No Insufficiencies were identified 100% of students, grades K-8) are provided a Chromebook to use at school and at home to complete assignments	100% of students, grades K-8, are provided a Chromebook to use at school and at home to complete assignments RVHS: No Insufficiencies were identified 100% of students, grades K-8) are provided a Chromebook to use at school and at home to complete assignments	100% of students, grades K-8, are provided a Chromebook to use at school and at home to complete assignments RVHS: No Insufficiencies were identified 100% of students, grades K-8) are provided a Chromebook to use at school and at home to complete assignments	will be allowed to take home to complete homework assignments.	
5.3	Facility Inspection Tool	2023-24 FIT Results by school: RVES - Good Rating RVHS - Good Rating	2024-25 FIT Results by school: RVES - Good Rating RVHS - Good Rating	2025-26 FIT Results by school: RVES - Good Rating RVHS - Good Rating	Maintain Good Rating or Excellent Rating at beginning of school year	Good ratings
5.4	Teacher Retention over 2 years	Baseline data in 2024-25	2024-25 28 teachers have 2 or more years out of 34 total teachers: 28/34=82.4% retention rate	2025-26 26 teachers have 2 or more years out of 32 total teachers:26/32= 81% retention rate	Increase retention by 20%	decreased by 1.4%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

We found that we did not spend the budget on chromebooks that was allotted and reduced that amount in the coming year. Maintenance team did not get all of the repairs done that were budgeted for. Special Education costs were substantially more than budgeted due to increased needs for services.

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

Action 5.3 did not need as many chromebooks as estimated. Action 5.4 repair budget was not spent out as fewer repairs were done than anticipated. Action 5.5 Special education costs were substantially higher than anticipated.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Progress has been made using these actions, or is expected to be made, so they will be continuing. Na-nak-lamek, RVUSD's Teacher in Residence program, is expected to make a big difference in appropriate credentials and teacher retention in the coming years.

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

none

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Appropriate Credentials, Teacher/Administrator Mentoring	100% of teachers will hold appropriate authorizations for the courses that they teach. No misassignments will occur. The district will support teachers in meeting credential requirements. The district will further support new teachers and new administrators to meet requirements for clear credentials.	$37,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Sufficient Textbooks /On-line Instructional Learning supporting Core Instruction	The district will purchase updated standards-based and aligned textbooks and instructional materials for all students in all subject areas. Purchases will include the adoption of new common core aligned materials, as well as replacement of current instructional materials. 100% of students will have standards aligned and State Board adopted (K-8), or Local Board adopted (9-12) curriculum for use in school and at home, as applicable. Purchases will include professional learning for instructors on the new curriculum. Students will have access to on-line instructional materials used in general instruction and in intervention that support core instruction. The District will oversee adoptions of instructional materials in order to keep the curriculum relevant and current.	$80,000.00	No
5.3	Technology - Chromebooks/Other Technology Tools	RVUSD will provide Chromebooks for students in grades 1-12 for use during classroom instruction. Students will be allowed to take home Chromebooks to complete assignments, when needed. Classrooms will continue to be provided a variety of technology to support engaging instruction. .	$76,359.00	Yes
5.4	Maintenance of Safe, Clean School Facilities	Each school site will be reviewed prior to the beginning of school for any safety or facility issues. The Facility Inspection Tool (FIT) will be used for the inspections. All facility issues will be resolved as soon as possible, preferably within the first two months of school. The district custodial and maintenance staff will keep all classrooms, buildings and grounds clean and well maintained. The Head of Maintenance will complete monthly reviews and will work with site principals and the district superintendent to resolve any identified issues.	$491,700.00	No
5.5	Special Education Services	RVUSD will utilize a variety of resources to fund all costs not described in other actions/services associated with providing special education services for students with Individualized Education Plans or 504 Plans. Services include: psychological assessment and educational planning, speech services, special education teachers, instructional aides, special ed personnel support from MCOE, OT, PT, nursing, supplies and other expenses.	$1,292,928.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	Transitional Kindergarten and Kindergarten support	Provide one part-time kindergarten assistant, and one 1.0 TK assistant (goal 2, action 9).	$113,481.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Round Valley High School and Yolla Bolly Continuation High School will target equity funds to ensure a positive, safe, and academically enriching environment for students through increased social emotional and mental health services, bilingual learner supports, and overcoming barriers to regular attendance.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Round Valley High School and Yolla Bolly Continuation High School students will be able to access social-emotional counseling on their school sites through increased counseling and therapy. Materials and supplies for counseling room's new Calming Corner to support School Climate improvement to ensure a positive, safe, and academically enriching environment for students.
Round Valley High and Yolla Bolly Continuation EL students will receive support from a bilingual instructional aide partially funded through Equity Multiplier Funds.
Yolla Bolly Continuation will have a Teaching Principal, who will work to improve authentic student engagement and increase academic rigor leading Yolla Bolly to WASC accreditation. Due to high absenteeism rates, both RVHS and YB need to connect with students and parents of students who are not attending school on a regular basis. A Parent Outreach Coordinator will connect with our students and parents need to understand the importance of regular attendance and the positives/negatives of not attending, as well as assist parents to overcome the barriers in the family that inhibit regular attendanceThe RVHS and the Yolla Bolly Continuation high school are physically located directly next to each other. Because both schools are small, they have opted to have one School Site Council that represents the schools. The SSC has reviewed the needs of students at both schools (as identified by parents, students, and staff) and have identified two top critical needs: 1) a great student need for additional social-emotional counseling that can be provided on the school site and 2) a great need for additional academic support to be provided to EL students at both sites in order to increase EL student graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	EL Progress - Dashboard	2022-23 RVHS - 33.3% showing growth Yolla Bolly Continuation - too few EL to provide subgroup data	2023-24 RVHS - 33.3% showing growth Yolla Bolly Continuation - too few EL to provide subgroup data	2024-25 RVHS - 31.6% showing growth Yolla Bolly Continuation - too few EL to provide subgroup data	60% showing growth	Reduction from baseline of 1.7%
6.2	Graduation Rate - Dashboard	2022-23 RVHS - ALL 56% / too few EL to provide subgroup data Yolla Bolly Continuation - ALL 83.3% / too few EL to provide subgroup data	2023-24 RVHS - ALL *% / *% EL Yolla Bolly Continuation - ALL *% / too few EL to provide subgroup data	2024-25 RVHS - ALL 100% Yolla Bolly Continuation - ALL 26.7% / too few EL to provide subgroup data	80% grad rate	Increase from baseline of 46% at RVHS and decrease from baseline of 56.6%
6.3	Suspension Rate - Dashboard	2022-23 RVHS - ALL 12.7% RED Yolla Bolly Continuation - 0%	2023-24 RVHS - ALL 37.2% RED Yolla Bolly Continuation - 0%	2024-25 RVHS - ALL 12.3% ORANGE Yolla Bolly Continuation - 0%	3% suspension rate	reduction from baseline of .4%
6.4	Student Discipline Events- Aeries	RVHS 2023-24 60 suspensions 46 students suspended 37 students suspended one time 1 expulsion Vaping - 27 Fighting - 17 Other - 14	RVHS 2024-25 (Aeries) 81 suspensions 47 students suspended 24 students suspended one time 1 expulsion Vaping - no such designation in Aeries Fighting - 15 Tobacco- 26	RVHS 2025-26 (Aeries) 21 suspensions # students suspended # students suspended one time 1 expulsion Vaping - no such designation in Aeries Fighting - 7 Tobacco- 1	3% suspension rate	reduction from baseline of 39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disruption/Defiance- 13	Disruption/Defiance- 1		
6.5	Chronic Absenteeism Rates	2022-23 Chronic Absenteeism Dashboard: RVUSD - 48.9% ALL (YELLOW) AI - 52.6% Hispanic - 36.4% White - 59.3% EL - 32.9% SED - 48.5% SWD - 44.8% Homeless - 44.1% Performance Levels: EL, Hispanic, Homeless, SWD - ORANGE AI, SED - YELLOW Data Quest: RVUSD - 43.3% RVES - 48.9% RVHS - 37% Yolla Bolly - 5.9%	2023-24 Chronic Absenteeism Dashboard: RVUSD - 37.1% ALL (YELLOW) AI - 40.9% Hispanic - 25% White - 48.5% EL - 20.9% SED - 38.5% SWD - 35.7% Homeless - 25.5% Performance Levels: EL, Hispanic, Homeless, SWD - ORANGE AI, SED - YELLOW Data Quest: RVUSD - 41.3% RVES - 40.9% AI;25% Hispanic;48.5%White;63.6% Two or more races RVHS - 48.4% AI; 38.2% Hispanic Yolla Bolly - 81.8% AI; 63.6% Hispanic	2024-25 Chronic Absenteeism Dashboard: RVUSD - 37% ALL (YELLOW) AI - 39.1% Hispanic - 29.8% White - 56% EL - 25% SED - 35.4% SWD - 43.1% Homeless - 36.4% Performance Levels: EL, Hispanic, Homeless, SWD - RED AI,- ORANGE SED - YELLOW Data Quest: RVUSD - 43.7% RVES - 37% AI;25% Hispanic;48.5%White;63.6% Two or more races RVHS - 50.8% AI; 38.2% Hispanic Yolla Bolly -96.8% AI; 63.6% Hispanic	Chronic Absenteeism rate to decrease by 10%	Chronic absenteeism rate decreased by 11.8%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Feedback from educational partners for RVHS and YB support the continuing of some positions, changes in others, and continuation of some programs. Feedback from educational partners show that more intensive support for Yolla Bolly Continuation is needed. The behavioral aide position will continue and the activities will be enhanced to align with Wayfinder curriculum. Last year, the plan was changed to hiring a CSI Coordinator for Student Success (CSS) position, which was very effective because of the individual who was hired mid-year; however, the individual has opted not to continue in RVUSD and the CSI funds are no longer available. The academic, social emotional and behavioral needs at Yolla Bolly need to be addressed. Yolla Bolly will have a Teaching Principal in the coming year to target MTSS for academic, social emotional, and mental health supports.

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

No material differences in funding.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The SEL position was ineffective at addressing tiers 2 and 3 student social-emotional needs; this has been changed in an effort to meet the student needs. English Learner academic assistant position was effective and will be continued.

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

CSS discontinued and Teaching Principal will be in place focusing on Yolla Bolly Continuation High. Behavioral support aide will continue with enhanced connection to Wayfinder which teachers will use as Tier 1 intervention in homeroom. EL assistant will continue to be funded.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	English Learner Support	RVHS and Yolla Bolly Continuation high school will jointly use EQM (7399) funds to provide a .88 (7 hour) academic support assistant for EL students. This position will support the academic learning and EL learning needs of EL students, under the direct supervision of the EL teacher assigned to the high school program.	$69,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.2	College and career materials and supplies	Round Valley High School and Yolla Bolly Continuation High School will need supplies for college and career fair, FAFSA and other college and career focussed activities.	$2,000.00	No
6.3	Teaching Principal	The support of the Teaching Principal will lead to increased college and career readiness for students attending YB and will provide leadership with MTSS at both high schools	$195,440.00	No
6.4	Parent Outreach - Parent Outreach Coordinator	One Outreach Coordinator will provide outreach services to parents of students who show consistent issues with school attendance to ensure the parents of absent students receive daily notification from the school regarding absences. The POC will also provide direct services to students and parents to mitigate issues that are identified as barriers to positive school attendance. The POC will further provide coordinating and direct services to our Homeless and Foster Youth population, including home visits, meetings with parents/foster parents to assist in arranging for needed services for students (medical, clothing, school supplies, etc.) Data management for Homeless/McKinney-Vento, chronic absenteeism, tardies, updating contact information for guardians and students.	$55,775.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1859563	$238491

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.927%	1.252%	$62,208.20	38.179%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** ELA - RVES Core Phonics and 95% Reading programs and professional development **Need:** ELA- RED Dashboard Distance from Standard - -112.5 % meets/exceeds ELA: ALL 12.81% Subgroups vary from 8.16% to 14.29%	This action was part of RVES' CSI plan and is continuing with supplemental concentration funding and other sources. The action provides more intensive instruction for students, in particular addressing the specific needs of the unduplicated student groups, using research-based instructional materials with frequent monitoring of progress. Teacher PD will focus on realigning key standards to curriculum and	Acadience, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	developing updated scope/sequence since many new teachers are at the school site.	
1.2	**Action:** ELA - RVES Intensive Intervention **Need:** ELA- RED Dashboard Distance from Standard - -112.5 % meets/exceeds ELA: ALL 12.81% Subgroups vary from 8.16% to 14.29% **Scope:** Schoolwide	This action was part of RVES' CSI plan and is continuing with supplemental concentration and Title I. While serving all students, this action delivers targeted, high-intensity interventions and frequent progress monitoring tailored specifically to the needs of unduplicated student groups.This action is provided schoolwide because the majority of our students are struggling with learning to read (see metrics above). 90% of our students are economically disadvantaged and 37% of students in the district are EL.	Acadience, CAASPP ELA
1.3	**Action:** ELA - RVHS core and intervention **Need:** ELA Assessment results: Due to low performance of SED students in ELA as evidenced on CAASSP scores and local measures, targeted ELA intervention is critical. **Scope:** Schoolwide	Targeted English Language Arts (ELA) intervention addresses the unique academic barriers faced by Socioeconomically Disadvantaged (SED) students by accelerating foundational skill recovery, expanding academic vocabulary, and removing barriers to complex grade-level content. The student population at RVHS is composed of 96.7% economically disadvantaged students. Only four students are not identified as economically disadvantaged- so the targeted ELA intervention is provided Schoolwide.	CAASPP, local assessments
1.4	**Action:** Mathematics - RVES core and intervention instruction and professional development **Need:**	This action was part of RVES' CSI plan to improve student math competency. The action provides more intense and focused intervention for students with frequent monitoring of progress. Targeted math intervention addresses the specific academic	Acadience, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math - RED Dashboard Distance from Standard - -150.5 % meets/exceeds Math - 5.56% Subgroups vary from 1.9% to 7.14% **Scope:** Schoolwide	barriers faced by unduplicated students—low-income students, English learners, and foster youth—by diagnosing isolated learning gaps and rebuilding core foundational concepts without sacrificing grade-level rigor. This action is provided schoolwide because the vast majority of our students are struggling with learning math concepts (see metrics above). 90% of RVES students are economically disadvantaged and 37% of students in the district are EL.	
1.5	**Action:** Mathematics - RVHS intervention and professional development **Need:** Math Assessment results Due to low achievement in mathematics of the SED group of students, intervention needs to be offered to them. **Scope:** Schoolwide	The student population at RVHS is composed of 96.7% economically disadvantaged students. Only four students are not identified as economically disadvantaged. Targeted math intervention addresses the specific academic barriers faced by low-income students by diagnosing isolated learning gaps and rebuilding core foundational concepts without sacrificing grade-level rigor.	CAASPP, local assessments
1.6	**Action:** Expanded Learning Opportunities - After School **Need:** RVUSD - ELA Distance from standard - -123.3 Math Distance from standard - -150.5 **Scope:** Schoolwide	Expanded Learning Opportunities Programs have an enrollment preference for unduplicated students. Additional, targeted instruction will benefit students who are struggling with learning ELA and/or Math standards.	Acadience (ELA/math for students in afterschool tutoring) - elementary and CAASPP districtwide results for students who participate in tutoring/homework club

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** RVES - Next Steps ELA and Math- Teacher training and PLC development **Need:** ELA- RED Dashboard Distance from Standard - -112.5 % meets/exceeds ELA: ALL 12.81% Math - RED Dashboard Distance from Standard - -150.9 % meets/exceeds in Math: ALL 05.56% **Scope:** Schoolwide	A continuous learning cycle that incorporates identification of student areas of need through data analysis, developing a plan of action, implementing that plan and receiving feedback on implementation, and re-assessing to determine if the plan was successful is critical to move forward both teacher implementation and student success with state standards. Dedicated teacher training and structured Professional Learning Communities (PLCs) build system-wide capacity to deliver high-quality, data-driven instruction tailored to the academic and socio-emotional needs of unduplicated students.	benchmarks, teacher (grade level) assessments developed with action plan, ELA and math
1.8	**Action:** Decrease class sizes - RVES **Need:** Low CAASPP results indicate that students may need more concentrated instruction that can be more easily provided when class sizes are small. **Scope:** Schoolwide	Unduplicated students, including SED and EL students, require smaller class sizes for optimal attention, particularly those students experiencing acute, chronic, intergenerational and/or historical trauma, for example by using trauma-informed practices to recognize each student's individual needs. Decreasing the number of students in a classroom allows for more focus for students experiencing the challenges of SED and English acquisition. Targeting grades K-2 are important so that students meet standards by 3rd grade. All students, including 3rd-5th, benefit from a smaller class size, especially when students have gaps in academic achievement. Additionally, the MS (6-8) need decreased class sizes to enable better focus towards meeting standards needed to be successful in high school.	CAASPP
2.1	**Action:** College Readiness - AP and Dual Enrollment	To address the geographic isolation and financial barriers facing unduplicated student groups—low-	Increase in # of AP courses offered and # of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Few students enroll in the one AP course that is offered through direct instruction at the high school. We need to develop other AP courses and encourage students to participate. Few students are taking current dual enrollment courses. Our students, particularly the Unduplicated Student groups, are limited by economic situations in their capacity to leave Round Valley for opportunities at institutions of higher education. **Scope:** Schoolwide	income students, English learners, and foster youth—this action provides expanded access to high-rigor, college-preparatory coursework at zero cost to families. In partnership with Mendocino Community College (MCC), Round Valley High School offers dual enrollment alongside on-campus Advanced Placement (AP) classes and online AP options through Bright Thinker.	students who complete AP courses. Increase in # of students who enroll and complete dual enrollment courses.
2.2	**Action:** College Readiness - STEM **Need:** RVHS and Yolla Bolly students need to be exposed to high quality science and math designed curriculum that provides opportunities for deep, higher level thinking, problem-solving and exploration. **Scope:** Schoolwide	Due to socioeconomic disadvantage, SED students cannot access opportunities that urban students can access through science and technology museums and universities and therefore have not been provided sufficient learning experiences in math and science to promote the skills needed to be successful in higher education. This STEM course will provide this opportunity.	# of students who enroll and successfully complete the STEM course.
2.3	**Action:** College Readiness - Campus Visitations **Need:**	SED students tell us that they do not feel prepared to attend college and are unsure of what life would be like if they were to move out of their current rural environment and attend colleges away from home. We hope to provide them some exposure to	# of college trips attended # of students who attend trips Student surveys regarding their experiences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	RVHS Grad Rate (2022-23) - ALL 56%; Hispanic 45.5% RVHS Students Prepared for higher Education - 24% Few students move forward after graduation and attend college or career training. **Scope:** Schoolwide	campus life, college classes, and support systems available when transitioning.	
2.4	**Action:** Dual Enrollment and Summer Expanded Learning Opportunities **Need:** RVHS Grad Rate (2022-23) - ALL 56%; Hispanic 45.5% RVHS Students Prepared for higher Education - 24% **Scope:** Schoolwide	Data show that SED students, in particular, are more likely to be credit deficient in core subject areas and/or to lack motivation/confidence to pursue higher education. Providing opportunities for SED students, including unduplicated students, to earn credits that they need in order to graduate and to learn in high interest dual enrollment courses to get a "jump" on college credits is a high priority.	5 year Grad Rate (Dashboard); % of students who core "prepared" on college-career indicator (Dashboard); summer school credits earned
2.5	**Action:** Student Support **Need:** Low student performance (see Goal 1 Measuring and Reporting Results - ELA,M) Low 5 year Grad Rate (Dashboard) - 56% **Scope:**	Coordination and planning for intervention with students, including SED and EL students, who are not meeting academic, behavioral, attendance, or social-emotional challenges is critical in order for students to show positive growth. The SST process has proven to be effective in identifying issues and planning for how to positively provide support to individual students, the majority of whom are unduplicated students.	For students who have been referred to SSTs and an Action Plan developed - CAASPP results growth; student attendance rate; suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.6	**Action:** Career Readiness - CTE Pathways **Need:** Low grad rate - 56% low A-G completion rate - 24% RVHS Courses that were not A-G compliant **Scope:** Schoolwide	SED students and their families value career education, but struggle with graduation rates, according to data. CTE pathways benefit these unduplicated students particularly in credit acquisition and school engagement. Students are currently taking career pathway courses that provide them knowledge and skills that articulate with higher education programs. These hands-on courses engage students. Since the high school has made all courses A-G compliant, completion of these courses enable students to meet both A-G and Career Pathway requirements.	A-G and CTE pathway completion; Grad rate; Students completing pathway requirements; "Prepared Level' on college - career readiness
2.7	**Action:** Native American Courses **Need:** Parents and students have identified their desire for courses that share the culture, history, art and languages of the Round Valley Indian Tribe, from which the majority of students in the district come. Since the district has begun offering these classes, student interest in their education has increased. **Scope:** LEA-wide	Studies support that students are more attuned to classes that honor their culture. American Indian students comprise the majority of McKinney-Vento, foster, and SED students in Round Valley. These Native Studies classes particularly benefit our Unduplicated Students, especially McKinney-Vento, foster and low-income. The high school has worked to ensure that all classes offered at the high school are A-G complaint. The teaching of Wailaki and Yuki to students is helping to revive these languages in the community and are the primary A-G accredited languages taught on the campus.	Students who enroll/complete courses; Grad rate of Native American students
2.8	**Action:** Enhanced Learning Opportunities **Need:** Students have been provided few enhanced learning experiences. Families want their	The physical education helps students to be more active and addresses some of the significant health issues unduplicated students, in particular, exhibit in our community. Arts and music provide a greater outlet for communication and active participation in learning.	Students receiving consistent physical wellness; Students participating in music on a regular schedule; Parent/student surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students to have a rounded learning experience that includes music and art. Health issues in youth children are more prevalent in the community. Parents indicate that adding arts and music engage students and they are more willing to attend school. **Scope:** Schoolwide		that rate importance of these courses.
2.9	**Action:** Transitional Kindergarten **Need:** Low numbers of preschool aged students attend State Preschool or Headstart. The high level of low income students in the district is over 90% and 36% of our students are English Learners. **Scope:** Schoolwide	Young students who enter TK, especially the unduplicated students, have specific needs and are delayed in language development, fine and gross motor skills, and their ability to positively relate with other students. A TK class and a TK/K class will provide learning experiences that focus on developing these skills and will prepare students for success in kindergarten.	Pre-post assessments of student growth.
2.10	**Action:** Professional Development - School Leadership Teams **Need:** teachers need to become more engaged and become leaders in implementing new initiatives that focus on increased student learning.	The School Leadership teams are designed to maintain and share data on student growth and the effectiveness of initiatives. Students who are SED, EL, foster, and Mckinney-Vento demonstrate more socio-emotional and academic concerns. The Leadership Team will support our unduplicated students by placing some of our strongest teachers in positive implementation roles. We believe that broader leadership will increase expectations for quality implementation	teacher feedback, student academic/social-emotional outcomes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	and teachers will be more responsive to their peers during implementation of new actions.	
2.11	**Action:** RVES Enrichment Program **Need:** Our students have limited opportunities to participate in learning experiences that provide a forum for exploring higher level thinking and creativity **Scope:** Schoolwide	Provides structured enrichment time for students performing above grade level, ensuring unduplicated student groups have equitable access to GATE programming and expanded learning experiences.	student/parent surveys
3.1	**Action:** Attendance and Improved Academic Achievement Recognition and Incentive Programs **Need:** Unduplicated students typically have a higher rate of chronic absenteeism than other students; our work is positively impacting that, but rates are still high. Chronic Absenteeism Rates (Data Quest)for 2022-23 were 43.3% (Districtwide), 48.9% (RVES), and 37% (RVHS). Students are missing many days of school, which is exasperating the already difficulties students are experiencing with learning state standards. **Scope:** Schoolwide	Each school will provide positive recognition and incentive programs to encourage SED, foster, and McKinney-Vento students to increase school attendance and encourage parents to support school attendance.	Chronic Absenteeism Rates (Dashboard), Drop-out Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Behavior Intervention Program - RVES and RVHS **Need:** RVES suspension rates in 2022-23 were 19.3%. In 2023-24, school data indicates that suspension rates dropped to %. Primary behaviors identified at the school during 2023-24 include physical violence and defiance. **Scope:** Schoolwide	SED, McKinney-Vento, Foster and EL students data show higher levels of suspension than non-duplicated students. All students, and particularly unduplicated students, benefit from improved school climate and culture. The school will continue implementation of PBIS to insure a consistent, positive, behavioral learning experience is occurring on the school site. The school staff works together to provide common language, explanations, rewards, and consequences.	PBIS data, Suspension Rates
3.3	**Action:** Student Counseling Programs **Need:** 2022-23 Suspensions: Dashboard RVUSD - 7.7% RED RVES - 19.3% RED RVHS - 12.7% All have increased from 2021-22. 2023-24 Suspensions: School Data RVES - % RVHS - % 2023-24 Expulsions: School Data RVES - 0% RVHS - % 2022-23 Drop-Out Data: Data Quest RVUSD - 16.3% RVHS - 18.9%	Unduplicated students in our community are particularly impacted with social stressors, as are other students with high mental and emotional health needs, identified students will benefit from intensive intervention for social, emotional, and mental health. The schools will have a counselor available to help with student issues and student de-escalation, helping students to develop stronger alternative behaviors that will decrease current misbehavior. Schools will also provide small group interventions provided by local organizations and individual school personnel. Events will be planned by students, staff and SSC that promote safe, sober activities for students.	Suspension Rates (Dashboard and School Data), Expulsions (School Data), Drop-Out Rates (Data Quest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	RVES - 0.0% **Scope:** Schoolwide		
3.4	**Action:** School Safety Support - RVHS **Need:** High suspension rates, with increase over past two years. Consistent campus supervision will decrease altercations/other issues that occur when students are unsupervised. **Scope:** Schoolwide	Discipline rates for SED, McKinney-Vento, Foster, and EL students are higher than for non-duplicated students. The high school's campus has several areas where students may not be observed. A campus monitor who continuously moves through the campus decreases potential misbehavior.	Suspension Rates (Dashboard and School Data)
3.5	**Action:** Parent Outreach - Parent Outreach Coordinator **Need:** **Scope:** Schoolwide	Outreach coordinator is explained in the Equity Multiplier section of the LCAP.	
3.6	**Action:** Parent Engagement **Need:** Parent involvement in school-based activities/events have increased significantly over the last three years.	Parents and guardians of SED, EL, McKinney-Vento, and Foster youth have less engagement with their students' schools as evidenced by qualitative data. Parent involvement in school-based activities/events has increased significantly over the last three years. We believe it is important to continue to focus on providing actions	#/type of parent engagement activities provided on each school site

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	that allow for positive engagement between the schools and the educational community.	
3.7	**Action:** RVUSD Relationship with RV Indian Tribes Tribal Council and agencies **Need:** The district has seen a need to improve communication and continue to develop a positive working relationship with Round Valley Indian Tribes and their agencies. **Scope:** LEA-wide	Data gathering for the needs of American Indian students who are SED, McKinney-Vento, Tribal Foster is facilitated by communication with RVIT. The action will facilitate added communication and will enable the new RVUSD Superintendent and Board of structured opportunities to interact together.	Feedback from Superintendent, Board Members who attend Joint Board Meetings and Superintendent-Tribal Chairperson meetings.
3.8	**Action:** Decreasing Suspensions - Building School Climate (CSI) (Title I) **Need:** RVHS - high suspension rate, lack of respect and care for school YB Cont - lack of respect and care for school and program Suspension rates for unduplicated student groups are higher than non-duplicated student groups. **Scope:** Schoolwide	These actions will address the need for all students, including unduplicated students, to learn appropriate avenues for expressing their feelings and reduce inappropriate acting out behavior. The PBL projects at both sites will build student "buy-in" and respect for their schools.	Decreased suspension rate; Student surveys; FIT results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.1	**Action:** Appropriate Credentials, Teacher/Administrator Mentoring **Need:** The district has struggled to hire credentialed teachers, with approximately 20% of teaching staff not fully credentialed. **Scope:** LEA-wide	Although all students need qualified teachers, evidence supports the contention that unduplicated students experience proportionally more harm from classrooms with unqualified teachers than other students experience. Highly qualified teachers benefit unduplicated students as well as all students. By providing support for teachers who are working on completing their credentials and providing support for beginning teachers and new teachers to the district, we believe that we will increase our number of fully credentialed teachers.	Yearly credential review and monitoring; retention rate
5.3	**Action:** Technology - Chromebooks/Other Technology Tools **Need:** Our low income students need equitable access to on-line instructional materials that support instruction. **Scope:** LEA-wide	Unduplicated students are more likely to need support acquiring technology. All students benefit from availability of learning materials. Providing students with the technology they need to complete assignments is critical for their ability to benefit from their classroom and supplemental instruction. Intervention materials may also be on-line and students receive specific intervention instruction through technology, as well as through direct instruction.	# of chromebooks / # of students with direct access to chromebooks at school and at home, when needed, to complete assignments
6.1	**Action:** English Learner Support **Need:** College/career readiness for the English Learner student group **Scope:** Schoolwide	Yolla Bolly Continuation High students are overwhelmingly unduplicated count students and particularly at-risk.	CCI indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
6.4	**Action:** Parent Outreach - Parent Outreach Coordinator **Need:** Chronic absenteeism rates are highest in unduplicated student population **Scope:** Schoolwide	Outreach is evidence based response to chronic absenteeism. Although nearly all chronically absent students are in the unduplicated count, it would be unreasonable to try to have the outreach worker ignore any occasional students who are absent but not in the unduplicated count when doing activities that promote attendance.	Chronic absenteeism rates

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.1	**Action:** ELD Services - RVES EL program and EL long-term program **Need:** Low numbers of EL students progressing on ELPAC levels and low reclassification rates (see data above). **Scope:** Limited to Unduplicated Student Group(s)	We are providing one additional support person so that more students can receive services on a more frequent basis.	ELPAC Summative assessment levels, growth, and reclassification rates.
4.2	**Action:** ELD Services - RVHS EL Program and EL Long-Term Program	We are providing one additional support person so that more students can receive services on a more frequent basis.	ELPAC Summative assessment levels,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Low numbers of EL students progressing on ELPAC levels and low reclassification rates (see data above). **Scope:** Limited to Unduplicated Student Group(s)		growth, and reclassification rates.
4.3	**Action:** Reclassification procedure for EL Students **Need:** Low Reclassification Rate Districtwide, 35% are considered Long Term EL students, with 6+ years **Scope:** Limited to Unduplicated Student Group(s)	Reclassification meetings need to occur each year, with the EL teacher responsible for planning these meetings. For reclassified EL students who are not showing adequate academic performance, learning plans need to be put in place.	Individual ELPAC student scores, CAASPP result, other assessment results that will provide added information on student academic performance (strengths and areas of need).
6.1	**Action:** English Learner Support **Need:** English language support **Scope:** Limited to Unduplicated Student Group(s)	The EL assistant is fluent in two languages and supports English acquisition at the same time as subject matter content learning.	ELPAC scores, LTEL rates

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

NA

Additional Concentration Grant Funding

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

RVUSD is utilizing additional Concentration Grant Funding to support the following personnel:
1 Part-time teacher positions at RVHS which provide 3 periods of instruction to EL students, 2 periods of additional English instruction, and 2 additional periods of mathematics instruction daily. These direct instructional services provide for smaller class sizes and allow more instructional focus within classrooms, having a direct, positive effect on our English Learners and low-income students.
2. A continued part-time position at RVES that provides English Learner instruction to grades K-3 EL students. This will increase the amount of instruction provided and the frequency of instruction.
The costs for these positions/programs meet the additional concentration grant funding that is provided to the District.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	30/446 .0656
Staff-to-student ratio of certificated staff providing direct services to students	0	32/446 .0700

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5035810	1859563	36.927%	1.252%	38.179%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,898,396.00	$1,736,573.00	$0.00	$586,900.00	$5,221,869.00	$3,030,292.00	$2,191,577.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	ELA - RVES Core Phonics and 95% Reading programs and professional development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVESRVES K-5	8/26 - 6/27	$0.00	$12,200.00	$12,200.00				$12,200.00	
1	1.2	ELA - RVES Intensive Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVES K-5	8/26 - 6/27	$234,237.00	$5,000.00				$239,237.00	$239,237.00	
1	1.3	ELA - RVHS core and intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVHS	8/26 - 6/27	$134,909.00	$0.00	$134,909.00				$134,909.00	
1	1.4	Mathematics - RVES core and intervention instruction and professional development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVES	8/26 - 6/27	$152,258.00	$6,375.00				$158,633.00	$158,633.00	
1	1.5	Mathematics - RVHS intervention and professional development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVHS	8/26 - 6/27	$0.00	$2,125.00	$2,125.00				$2,125.00	
1	1.6	Expanded Learning Opportunities - After School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS	8/26 - 6/27	$75,000.00	$0.00		$75,000.00			$75,000.00	
1	1.7	RVES - Next Steps ELA and Math- Teacher training and PLC development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVES	8/26 - 6/27	$0.00	$500.00	$500.00				$500.00	
1	1.8	Decrease class sizes - RVES	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: RVES	8/26 - 6/27	$596,960.00	$0.00	$596,960.00				$596,960.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	K-2									
2	**2.1**	College Readiness - AP and Dual Enrollment		Yes	School wide		Specific Schools: RVHSRound Valley High School 9-12	8/26 - 6/27	$8,750.00	$2,000.00		$10,750.00			$10,750.00	
2	**2.2**	College Readiness - STEM	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVHS	8/26 - 6/27	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	**2.3**	College Readiness - Campus Visitations	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVHS, RVES, Yolla Bolly Continuation	11/26 - 5/27	$0.00	$10,000.00	$5,000.00			$5,000.00	$10,000.00	
2	**2.4**	Dual Enrollment and Summer Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVHS	7/26 - 6/27								
2	**2.5**	Student Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS	9/26 - 6/27	$3,710.00	$0.00				$3,710.00	$3,710.00	
2	**2.6**	Career Readiness - CTE Pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVHS	8/26 - 6/27	$199,938.00	$2,000.00	$201,938.00				$201,938.00	
2	**2.7**	Native American Courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS	8/26 - 6/27	$328,432.00	$15,000.00	$267,753.00	$10,000.00		$65,679.00	$343,432.00	
2	**2.8**	Enhanced Learning Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVES	8/26 - 6/27	$183,246.00	$18,000.00	$68,692.00	$132,554.00			$201,246.00	
2	**2.9**	Transitional Kindergarten	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVES TK	8/26 - 6/27	$83,485.00	$0.00	$83,485.00				$83,485.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.10	Professional Development - School Leadership Teams	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS	8/26 - 6/27	$16,500.00	$0.00		$16,500.00			$16,500.00	
2	2.11	RVES Enrichment Program	All	No Yes	School wide		Specific Schools: RVESRVES	10/26 - 5/27								
3	3.1	Attendance and Improved Academic Achievement Recognition and Incentive Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVHS, RVES	8/26 - 6/27	$0.00	$11,615.00	$11,615.00				$11,615.00	
3	3.2	Behavior Intervention Program - RVES and RVHS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVES	8/26 - 6/27	$2,000.00	$27,500.00	$29,500.00				$29,500.00	
3	3.3	Student Counseling Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS	8/26 - 6/27	$137,792.00	$13,000.00	$144,792.00			$6,000.00	$150,792.00	
3	3.4	School Safety Support - RVHS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVHS	8/26 - 6/27	$63,540.00	$0.00	$63,540.00				$63,540.00	
3	3.5	Parent Outreach - Parent Outreach Coordinator	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		8/26 - 6/27								
3	3.6	Parent Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVHS, RVES	8/26 - 6/27	$0.00	$24,500.00	$10,000.00	$10,000.00		$4,500.00	$24,500.00	
3	3.7	RVUSD Relationship with RV Indian Tribes Tribal Council and agencies	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	7/26 - 6/27								
3	3.8	Decreasing Suspensions - Building School Climate (CSI) (Title I)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Round Valley High School ; Yolla Bolly Continuation High School	8/26 - 6/27	$22,128.00	$5,000.00	$22,128.00			$5,000.00	$27,128.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	Homeless/Foster Youth	Foster and Homeless Youth	No				7/26 - 6/27	$0.00	$10,000.00				$10,000.00	$10,000.00	
3	3.10	Restorative Practices for School Climate Improvement	All	No			All Schools	two years								
4	4.1	ELD Services - RVES EL program and EL long-term program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RVES	8/26 - 6/27	$255,430.00	$0.00	$255,430.00				$255,430.00	
4	4.2	ELD Services - RVHS EL Program and EL Long-Term Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RVHS, Yolla Bolly Continuation	8/26 - 6/27	$136,366.00	$0.00	$100,584.00			$35,782.00	$136,366.00	
4	4.3	Reclassification procedure for EL Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	9/26 - 6/27	$0.00	$3,000.00	$3,000.00				$3,000.00	
5	5.1	Appropriate Credentials, Teacher/Administrator Mentoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	8/26 - 6/27	$17,500.00	$20,000.00	$10,500.00			$27,000.00	$37,500.00	
5	5.2	Sufficient Textbooks /On-line Instructional Learning supporting Core Instruction	All	No				8/26 - 6/27	$0.00	$80,000.00	$60,000.00	$20,000.00			$80,000.00	
5	5.3	Technology - Chromebooks/Other Technology Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/26 - 6/27	$0.00	$76,359.00	$50,000.00			$26,359.00	$76,359.00	
5	5.4	Maintenance of Safe, Clean School Facilities	All	No			All Schools	7/26 - 6/27	$0.00	$491,700.00	$491,700.00				$491,700.00	
5	5.5	Special Education Services	Students with Disabilities	No			All Schools	7/26 - 6/27	$0.00	$1,292,928.00		$1,292,928.00			$1,292,928.00	
5	5.6	Transitional Kindergarten and Kindergarten support	All	No			Specific Schools:	8/26 - 6/27	$113,481.00	$0.00	$78,955.00	$34,526.00			$113,481.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							RVES									
6	**6.1**	English Learner Support	English Learners Foster Youth Low Income	Yes	School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: RVHS, Yolla Bolly 9-12	8/26 - 6/27	$69,190.00	$0.00	$34,595.00	$34,595.00			$69,190.00	
6	**6.2**	College and career materials and supplies	All	No			Specific Schools: RVHS and Yolla Bolly Continuation High School 9-12	7/26 - 6/27	$0.00	$2,000.00		$2,000.00			$2,000.00	
6	**6.3**	Teaching Principal	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	Specific Schools: Yolla Bolly Continuation Yolla Bolly Continuation, RVHS		$195,440.00	$0.00	$97,720.00	$97,720.00			$195,440.00	
6	**6.4**	Parent Outreach - Parent Outreach Coordinator	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RVHS, Yolla BollyRVHS, Yolla Bolly		$0.00	$55,775.00	$55,775.00				$55,775.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5035810	1859563	36.927%	1.252%	38.179%	$2,170,021.00	0.000%	43.092 %	**Total:**	$2,170,021.00
								LEA-wide Total:	$328,253.00
								Limited Total:	$393,609.00
								Schoolwide Total:	$1,482,754.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	ELA - RVES Core Phonics and 95% Reading programs and professional development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES K-5	$12,200.00	
1	**1.2**	ELA - RVES Intensive Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES K-5		
1	**1.3**	ELA - RVHS core and intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS	$134,909.00	
1	**1.4**	Mathematics - RVES core and intervention instruction and professional development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES		
1	**1.5**	Mathematics - RVHS intervention and professional development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS	$2,125.00	
1	**1.6**	Expanded Learning Opportunities - After School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	RVES - Next Steps ELA and Math- Teacher training and PLC development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES	$500.00	
1	1.8	Decrease class sizes - RVES	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES K-2	$596,960.00	
2	2.1	College Readiness - AP and Dual Enrollment	Yes	Schoolwide		Specific Schools: RVHS		
2	2.2	College Readiness - STEM	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS	$5,000.00	
2	2.3	College Readiness - Campus Visitations	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS, RVES, Yolla Bolly Continuation	$5,000.00	
2	2.4	Dual Enrollment and Summer Expanded Learning Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS		
2	2.5	Student Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS		
2	2.6	Career Readiness - CTE Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS	$201,938.00	
2	2.7	Native American Courses	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS	$267,753.00	
2	2.8	Enhanced Learning Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES	$68,692.00	
2	2.9	Transitional Kindergarten	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES TK	$83,485.00	
2	2.10	Professional Development - School Leadership Teams	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS		
2	2.11	RVES Enrichment Program	Yes	Schoolwide		Specific Schools: RVES		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Attendance and Improved Academic Achievement Recognition and Incentive Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS, RVES	$11,615.00	
3	3.2	Behavior Intervention Program - RVES and RVHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES	$29,500.00	
3	3.3	Student Counseling Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS	$144,792.00	
3	3.4	School Safety Support - RVHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS	$63,540.00	
3	3.5	Parent Outreach - Parent Outreach Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.6	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS, RVES	$10,000.00	
3	3.7	RVUSD Relationship with RV Indian Tribes Tribal Council and agencies	Yes	LEA-wide	Foster Youth Low Income	All Schools		
3	3.8	Decreasing Suspensions - Building School Climate (CSI) (Title I)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Round Valley High School ; Yolla Bolly Continuation High School	$22,128.00	
4	4.1	ELD Services - RVES EL program and EL long-term program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RVES	$255,430.00	
4	4.2	ELD Services - RVHS EL Program and EL Long-Term Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RVHS, Yolla Bolly Continuation	$100,584.00	
4	4.3	Reclassification procedure for EL Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,000.00	
5	5.1	Appropriate Credentials, Teacher/Administrator Mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.3	Technology - Chromebooks/Other Technology Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
6	6.1	English Learner Support	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: RVHS, Yolla Bolly 9-12	$34,595.00	
6	6.3	Teaching Principal			English Learners Foster Youth Low Income	Specific Schools: Yolla Bolly Continuation	$97,720.00	
6	6.4	Parent Outreach - Parent Outreach Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS, Yolla Bolly	$55,775.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,168,242.00	$4,748,491.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	ELA - RVES core program and professional development	No	$12,200.00	4105
1	**1.2**	ELA - RVES Intensive Intervention	Yes	$218,151.00	216137
1	**1.3**	ELA - RVHS core and intervention	Yes	$70,421.00	37183
1	**1.4**	Mathematics - RVES core and intervention instruction and professional development	Yes	$139,954.00	143856
1	**1.5**	Mathematics - RVHS intervention and professional development	Yes	$15,265.00	16170
1	**1.6**	Expanded Learning Opportunities - After School	Yes	$25,300.00	48004
1	**1.7**	RVES - Next Steps ELA and Math	Yes	$500.00	0
1	**1.8**	Decrease class sizes - RVES	Yes	$607,515.00	532038
2	**2.1**	College Readiness - AP and Dual Enrollment	Yes	$10,750.00	0
2	**2.2**	College Readiness - STEM	Yes	$5,000.00	0
2	**2.3**	College Readiness - Campus Visitations	Yes	$10,000.00	4152

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Graduation Rate	Yes	$19,500.00	0
2	2.5	Student Support	Yes	$3,710.00	2892
2	2.6	Career Readiness - Pathways	Yes	$218,594.00	225041
2	2.7	Native American Courses	Yes	$341,337.00	342278
2	2.8	Enhanced Learning Opportunities	Yes	$120,134.00	169358
2	2.9	Transitional Kindergarten	Yes	$109,377.00	112411
2	2.10	Professional Development - School Leadership Teams	Yes	$23,000.00	27669
2	2.11	RVES Enrichment Program	No	$5,711.00	0
3	3.1	Attendance and Improved Academic Achievement Recognition and Incentive Programs	Yes	$9,995.00	23841
3	3.2	Behavior Intervention Program - RVES and RVHS	Yes	$37,668.00	12444
3	3.3	Student Counseling Programs	Yes	$207,435.00	136674
3	3.4	School Safety Support - RVHS	Yes	$57,514.00	62020
3	3.5	Parent Outreach - Parent Outreach Coordinator	Yes	$122,156.00	129041

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Parent Engagement	Yes	$25,000.00	15476
3	3.7	RVUSD Relationship with RV Indian Tribes Tribal Council and agencies	Yes		0
3	3.8	Decreasing Suspensions - Building School Climate (CSI) (Title I)	Yes	$63,890.00	45074
3	3.9	Homeless/Foster Youth	No	$8,600.00	8518
3	3.10	Restorative Practices for School Climate Improvement	No		0
4	4.1	ELD Services - RVES EL program and EL long-term program	Yes	$236,230.00	247369
4	4.2	ELD Services - RVHS EL Program and EL Long-Term Program	Yes	$149,763.00	74293
4	4.3	Reclassification procedure for EL Students	Yes	$2,500.00	2643
5	5.1	Appropriate Credentials, Teacher/Administrator Mentoring	Yes	$45,800.00	50454
5	5.2	Sufficient Textbooks /On-line Instructional Learning supporting Core Instruction	No	$40,000.00	0
5	5.3	Technology - Chromebooks/Other Technology Tools	Yes	$39,000.00	26359
5	5.4	Maintenance of Safe, Clean School Facilities	No	$414,000.00	578130
5	5.5	Special Education Services	No	$483,500.00	1281736
5	5.6	Transitional Kindergarten and Kindergarten support	No	$105,537.00	55993

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.1**	English Learner Support	Yes	$15,029.00	16637
6	**6.2**	Coordinator for Student Success	No	$146,206.00	100495
6	**6.3**	College and career materials and supplies	No	$2,000.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1703270	$1,775,067.00	$1,662,967.00	$112,100.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	ELA - RVES Intensive Intervention	Yes				
1	1.3	ELA - RVHS core and intervention	Yes	13200			
1	1.4	Mathematics - RVES core and intervention instruction and professional development	Yes				
1	1.5	Mathematics - RVHS intervention and professional development	Yes	15265	16170		
1	1.6	Expanded Learning Opportunities - After School	Yes				
1	1.7	RVES - Next Steps ELA and Math	Yes	500	0		
1	1.8	Decrease class sizes - RVES	Yes	607517	532038		
2	2.1	College Readiness - AP and Dual Enrollment	Yes				
2	2.2	College Readiness - STEM	Yes	5000	0		
2	2.3	College Readiness - Campus Visitations	Yes	5000	286		
2	2.4	Graduation Rate	Yes	13000	0		
2	2.5	Student Support	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Career Readiness - Pathways	Yes	218594	225041		
2	2.7	Native American Courses	Yes	270907	266948		
2	2.8	Enhanced Learning Opportunities	Yes	52176	79088		
2	2.9	Transitional Kindergarten	Yes	81629	83889		
2	2.10	Professional Development - School Leadership Teams	Yes		0		
3	3.1	Attendance and Improved Academic Achievement Recognition and Incentive Programs	Yes	17995	23841		
3	3.2	Behavior Intervention Program - RVES and RVHS	Yes	20000	8735		
3	3.3	Student Counseling Programs	Yes	121332	130645		
3	3.4	School Safety Support - RVHS	Yes				
3	3.5	Parent Outreach - Parent Outreach Coordinator	Yes				
3	3.6	Parent Engagement	Yes				
3	3.7	RVUSD Relationship with RV Indian Tribes Tribal Council and agencies	Yes				
3	3.8	Decreasing Suspensions - Building School Climate (CSI) (Title I)	Yes				
4	4.1	ELD Services - RVES EL program and EL long-term program	Yes	236231	247369		
4	4.2	ELD Services - RVHS EL Program and EL Long-Term Program	Yes	94221	46274		
4	4.3	Reclassification procedure for EL Students	Yes	2500	2643		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.1**	Appropriate Credentials, Teacher/Administrator Mentoring	Yes				
5	**5.3**	Technology - Chromebooks/Other Technology Tools	Yes				
6	**6.1**	English Learner Support	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4967166	1703270	0.441	34.732%	$1,662,967.00	0.000%	33.479%	$62,208.20	1.252%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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