

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Redwood Coast Montessori

Contact Name and Title

Bryan Little

Director

Email and Phone

bryan@redwoodmontessori.org

707-832-4194

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Redwood Coast Montessori began as an independent charter school during the fall of 2013 with sixty students in grades K-7th. Throughout the evolution of Redwood Coast Montessori, one consistent characteristic, which has triggered growth in capacity and services, is the support of parents and children for the dedicated teachers and for the traditional Montessori method used at RCM. Based on the Montessori method, students at RCM are offered a rich curriculum that truly values the child and the natural development of the whole child. Redwood Coast Montessori classrooms are based on the Montessori approach of a carefully "prepared environment" that is filled with beautiful, long lasting materials that are engaging, age appropriate and pedagogically designed as self-correcting learning tools. Students spend long uninterrupted academic time following their own passion as they work their way through the curriculum. The curriculum is integrated throughout all grade levels and all subject matter in such a way that it allows for mastery of concepts at an individual pace that is appropriate for each child. Redwood Coast Montessori students thrive within this traditional Montessori environment as they are guided by dedicated loving teachers who value the individual needs of the child and emphasize the responsibility each child has to self, community and environment.

With the continued success of Redwood Coast Montessori, there has developed increased demand for expanding grade opportunities beyond 8th grade and to expand the scope of the community to introduce new families and children to the outstanding opportunities found within the Montessori method of instruction. With these goals in mind, a core group of Redwood Coast Montessori families, educators and supporters has committed countless hours to building the RCM community and developing an implementation plan for the growth of Redwood Coast Montessori into a K-12 Independent Charter

School.

LCAP Highlights

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

Conditions of Learning will include highly qualified teachers and upgrade of school site.

1. Hire and retain highly qualified teachers and staff.
2. Strengthen staff professional growth opportunities and ability to address academic and social/emotional needs of all students.
3. Improve facilities to include energy retrofit.

Maintain and improve communication and connections with parents, students, and community.

1. Increase opportunities for parents/guardians to learn more about RCM's academic mission and school culture.
2. Expand duties and effectiveness of PTO
3. Develop new community partners

Improve student engagement and promote a culture of caring.

1. Increase enrollment and grade level curriculum through 10th grade to fulfill charter.
2. Provide training for students in Positive Discipline strategies.
3. Increase student achievement on math and ELA CAASPP assessments.

Review of Performance

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

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation the greatest areas of progress was in the area of maintaining a low suspension rate and with the ELA CAASPP scores. During the 2017-18 school year, no students were suspended from any of the demographic groups. This success is in part due to our LCAP goal #2: Maintain or improve communication and connections with parent, student, and community. Good communication is maintained with parents, students, and school staff which helps RCM serve the needs of each individual student.

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

improvement?

Greatest Needs

Redwood Coast Montessori did not have any performance areas that were in the “Red” or “Orange” rating. The one area that was in the “Green” was from the math CAASPP scores. This state indicator highlights the need to address how well RCM is preparing our students for the CAASPP assessments. Redwood Coast Montessori has already implanted a new math assessment tool (easy CBM) to help establish a highly responsive tool that is easily accessible to teachers throughout the school year and that can track student performance with the goal of targeting instruction based on the needs of the individual student.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There were no LCFF Evaluation Rubrics that identified any state indicators for which performance for any student group was two or more performance levels below the “all student” performance. The main area of need, math, was fairly consistent across all student groups and is being addressed.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

Continued use of math assessment tools to help gather student specific information that allows for targeted instruction towards those students in greatest need.

Mentoring of at risk students by student services specialist.

Speech screening for all K-3rd grade students.

Continued use of reading intervention program and expansion of K-3 literacy program.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,541,537
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,457,492

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget

Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

After School and Summer Youth Program, First 5 Program, Manila Community Resource Center. DHHS (\$76,545) & First 5 (\$7,500).

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$1,132,843

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Conditions of Learning will include highly qualified teachers and upgrade of school site.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1) Recruit and retain highly qualified teaching staff. a) Beginning Teacher Student Assessment (BTSA)/Induction b) Montessori Teacher training programs and conferences c) School-wide teacher and staff collaboration 2) Continue to improve the overall quality of the site. a) Implementation of energy retrofit (Prop. 39) b) Rebuild Building A for use as part of Resource Center.

Annual Measurable Outcomes

Expected

Actual

Metric:
Percent of teachers that are highly qualified for their assigned position.

Baseline:
100% of teachers are highly qualified. There are no teacher misassignments.

17/18:
Anticipated vacancy for resource teacher. Hire two high school teachers. 100% of teachers will be highly qualified. There will be no teacher misassignments.

Successfully hired highly qualified resource teacher. Hired highly qualified math/science teacher and ELA/history teacher for high school program.

Metric:
School-wide staff and teacher collaboration in-service meetings.

Baseline:
One staff meeting per month. One teacher meeting per month. All staff trained in Positive Discipline, all staff first aid/CPR trained.

17/18:
Host a minimum of 8 school-wide staff collaboration in-service meetings. Host a min. of 16 teacher collaboration meetings (double from prior year). Other staff training as needed.

Monthly school-wide staff collaboration meetings were held each month throughout the school year (8 total) and bimonthly, age-level meetings were held each month (16 total). All staff meeting goals were met including additional staff training in the areas of literacy, project based learning, STEAM, and reading.

Expected

Metric:
Progress on construction of building A and on construction of energy retrofit.

Baseline:
Building A has been removed and needs to be rebuilt. Energy retrofit has undergone planning, no construction has started.

17/18:
First year of energy retrofit will be completed. Building A will be completed.

Actual

Solar panels were installed and the energy conversion completed. Building A has been rebuilt and scheduled for operation during the summer of 2018.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Recruit and retain highly qualified teaching staff and promote implementation of best practices.

All staff positions were filled with highly qualified teachers.

Amount
\$177,740

\$177,740

Source
LCFF

Budget Reference
Teacher Salaries

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Minimum eight school-wide staff meetings & minimum 16 teacher collaboration meetings. PBL training for 4 staff members.

All staff meetings were held successfully and four staff members were trained in project based learning.

Amount
\$15,608.74

\$15,608.74

Source
LCFF

Budget Reference
Teacher Salaries

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Begin implementing energy retrofit measures identified during planning phase. Complete construction of building A.

Solar installation was completed. Building A is nearly complete with anticipated completion during the summer of 2018.

Amount
\$61,529.33

Source
Prop. 39 funding

Budget Reference
CA Clean Energy Jobs Act

Approximately \$46,529.33 was used for the solar project. Approximately \$15,000 is still remaining in prop. 39 funds. Building A work did not financed by RCM.

Analysis

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

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

The implementation of the actions/services was undertaken with careful planning to assure alignment of the outcome with RCM's mission and goals.

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

The actions/services were achieved with good success. All staff positions were filled and all staff meetings and trainings were successfully held. In addition all prop. 39 goals were achieved well under budget which provides the opportunity for additional work to be completed during the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The prop. 39 solar installation was completed under the anticipated cost. This leaves approximately \$15,000 available for additional work in the 2018-19 school year.

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

One staff additional teaching position was vacated and will need to be filled with a highly qualified teacher for the 2018-19 school year. Funds are available for additional work under the prop. 39 funding allotment. Staff meetings will continue, as described, during the 2018-19 school year. These actions/services can be found in the 2018-19 LCAP under goal #1.

Goal 2

Maintain and improve communication and connections with parents, students, and community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace.

1. Improve school website and use of social media
2. Continue weekly newsletter
3. Update Local Control Accountability Plan (LCAP)
4. Increase attendance at PTO and School Board meetings

Identify opportunities and implement plans to increase parent and business participation to support the academic and personal success of every student.

1. Increase opportunities for parents/guardians to learn more about RCM's academic mission and school culture.
2. Expand duties and effectiveness of PTO
3. Develop new community partners

Annual Measurable Outcomes

Expected

Metrics/Indicators:

Number and type of school events that promote parent/guardian opportunities to learn more about school academics and culture.

Baseline:

Open house in fall. Two parent conferences during fall and winter. Two parent information meetings in winter. Spring dinner and open house.

Outcome:

Include at least one additional parent open house to promote better understanding of Montessori materials and instruction. Provide written information about positive discipline and how to use at school and home.

Metrics/Indicators:

Duties/impact of PTO in school community.

Baseline:

PTO currently operates under the wing of RCM non-profit corporation.

Outcome:

Establish non-profit status for PTO as separate corporation.

Actual

During the 2017-18 school year, RCM hosted seven individual events between the two campuses with the specific purpose of providing parents/guardians with information about Montessori education and the RCM community. In the fall RCM hosted a Meet and Greet and an open house. Two sets of parent/teacher conferences were held (fall & winter), four parent information meetings (two at the Manila campus and two at the Arcata campus). During the spring, RCM hosted our annual Welcome Dinner and STEAM Night for new and returning families.

No specific progress was made towards accomplishing this outcome.

Metrics/Indicators:

Establish new community partners to support mission of RCM.

Baseline:

RCM works with many community partners. Partnerships include both fiscal and in-kind support.

Outcome:

Increase number of community partners by a minimum of two to support the mission of RCM.

Many new community partners were established during the 2017-18 school year. Several of the partners were established as part of the playground project including, Eureka Rotary, HAF grantors, and Kaboom! In addition many new community partners were established in connection with the new high school program including, HSU Kinesiology Dept. (fencing program), Moon Cycles (bike mechanic training and internships), Scrap Humboldt (internships), and College of the Redwoods (REEF presenters).

Actions/Services

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

Action 1

Planned Actions/Services

Include at least one additional parent open house to promote better understanding of Montessori materials and instruction. Provide written information about positive discipline and how to use at school and home.

Actual Actions/Services

Three additional parent/guardian meetings were held during the 2017-18 school year. Two new meetings for the Arcata campus and the Welcome Dinner & STEAM Night.

Budgeted Expenditures

\$7,804.37

Estimated Actual Expenditures

\$7,804.37

Action 2

Planned Actions/Services

Establish non-profit status for PTO as separate corporation.

Actual Actions/Services

No significant progress was made towards completing this action item.

Budgeted Expenditures

\$1,000 – fundraising.

Estimated Actual Expenditures

\$0.00

Action 3

Planned Actions/Services

Increase number of community partners by a minimum of two to support the mission of RCM.

Actual Actions/Services

Many new community partners were established during the 2017-18 school year. Many of the partners were established as part of the playground project and in connection with the high school program.

Budgeted Expenditures

\$3,902.19

Estimated Actual Expenditures

\$3,902.19

Analysis

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

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

Implementation of the actions/services was met with good success in most areas. The effort to promote ongoing and open communication was achieved with the addition of two additional parent/guardian information events at the Arcata campus. The weekly e-newsletter was also updated and maintained on a weekly basis to promote communication among the entire school community.

At least six new community partnerships were developed during the 2017-18 school year. The primary areas of increased community relations was with the playground project and with the high school program.

RCM was not able to establish non-profit status for the PTO.

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

The events hosted by RCM were well attended and provided meaningful information and activities. The area of further improvement is to include Montessori specific information events for parents and guardians.

Efforts to achieve the goal of increasing community connections and partnerships were successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Add Montessori specific parent/guardian events. Renew our effort to establish non-profit status for PTO. Continue to increase number and diversity of community partners. This action/service is found under goal #2.

Goal 3

Improve student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5

Local Priorities: 1. Increased enrollment to include 9th grade. 2. Continue use of Positive Discipline as a school-wide strategy for resolving conflicts and empowering students. 3. Increase math and ELA CAASPP scores by 2% overall.

Annual Measurable Outcomes

Expected

Metric:
Enrollment at all grade levels including 9th grade.

Baseline:
Current enrollment is from TK-8th grade.

17/18:
Increase enrollment by 15% overall including addition of 9th grade enrollment.

Actual

Although the enrollment increase of 15% was not met (enrollment increased by 7%), RCM did successfully add students at the 9th grade level.

Expected

Metric:
Use of Positive Discipline strategies in classrooms and with students.

Baseline:
All current teachers have been trained with Positive Discipline strategies.
All current classrooms are using PD strategies

17/18:
Provide training for all new hires, particularly all teachers.
Continue to use PD strategies in all classrooms.

Metric:
CAASPP scores

Baseline:
Based on Dashboard, ELA scores are in the green zone overall. Based on Dashboard, math scores are in the yellow zone overall.

17/18:
Increase ELA and math scores on CAASPP by 2% overall.

Actual

Good progress was made with this goal. All classrooms are using Positive Discipline strategies with success in the classroom environment.

ELA and math scores increased by at least 2% overall as compared with results from the prior year.

Actions/Services

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

Action 1

Planned Actions/Services

Increase enrollment by 15% overall including addition of 9th grade enrollment.

Actual Actions/Services

Enrollment increased by approximately 7% with the addition of 9th grade students.

Budgeted Expenditures

Amount
No cost

Source
N/A

Budget Reference
N/A

Estimated Actual Expenditures

No cost.

Action 2

Planned Actions/Services

Provide training for all new hires, particularly all teachers. Continue to use PD strategies in all classrooms.

Actual Actions/Services

Positive discipline was used successfully in all classroom environments. All new hires received appropriate training for their particular assignment.

Budgeted Expenditures

Amount
\$7,804.37

Source
LCFF

Budget Reference
Contracted Services

Estimated Actual Expenditures

\$7,804.37

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase ELA and math scores on CAASPP by 2% overall.

ELA and math scores increase by at least 2% from prior year scores. Actual percent increase is hard to measure given the small number of students enrolled, and taking the CAASPP in several grade levels.

Amount
\$1,183,607

Source
LCFF

Budget Reference
Teacher Salaries

\$1,183,607

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Analysis

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

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

Good progress was made implementing the intended actions/services outlined in this goal. Ninth grade students were enrolled as part of RCM's addition of the high school program. Positive discipline was used with good success in all classrooms and CAASPP scores were increased by at least 2% overall.

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

The actions/services were well designed to achieve the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The major change for the 2018-19 LCAP in the area of student engagement, is to include grade level expansion to the 10th grade. This action/service is found under Goal #3.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Monthly staff meetings to review and update school priorities from September through June.

Monthly teacher meetings to review and update academic and community priorities from September through June.

January 26, 2018 - Presentation of LCAP annual update to RCM classified and certificated staff during monthly meeting. School director original goals and progress towards goals during prior year of LCAP.

February 7, 2018 - Presentation of LCAP annual update to RCM Board of Directors during monthly meeting. School director original goals and progress towards goals during first year of LCAP.

February 15, 2018 - LCAP meeting held for all community stakeholders.

March 3, 2018 - LCAP survey made available to RCM community. Results of survey gathered on an ongoing basis through April.

June 13, 2018: Second Reading and Action for approval of the LCAP/Annual Update and approval of LCFF.

Surveys were made available to the entire community. Overall there was a high level of satisfaction in many key areas: 91% of respondents either agreed or strongly agreed that RCM ensures students receive instruction that is guided by academic content and performance standards and that RCM seeks input and encourages parental participation.

Although there was strong support for the culture of RCM and the peace curriculum that is in place, there were some responses that reflected a concern about providing adequate support for students of all social backgrounds and family structures. There was also interest in additional forms of communication between school and parents including more opportunities for parents to visit classrooms and learn more about Montessori curriculum. A couple of respondents expressed concern for the overall condition of the school facility.

Impact on LCAP and Annual Update

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

The consultations gathered through stakeholder input helped to reform and refine the goals for the 2017-18 LCAP. Information provided on the State Dashboard roughly defined the areas of greatest need to be addressed on the LCAP. The main area that was identified from the Dashboard were math scores for all student based on the CAASPP results. Some limited stakeholder input also reflected this need for the LCAP for the upcoming year. Other areas that were identified through stakeholder input were the need for a continued attention to communication between all members of the community including parents/guardians and improved stakeholder input. Stakeholders also identified the need for site improvements.

A strong effort was made to include all stakeholder input into the drafting of the LCAP goals and actions for the 2017-18 school year. The continued use of the school-wide survey has helped to highlight areas of greatest concern and an overall satisfaction with the mission of Redwood Coast Montessori.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 1

Conditions of Learning will include highly qualified teachers and improve of school sites.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1) Recruit and retain highly qualified teaching staff.

a) Provide appropriate training and professional growth opportunities for staff.

2) Continue to improve the overall quality of the site.

b) Work towards securing permanent site for Arcata campus.

Identified Need:

1. Hire and retain highly qualified teachers and staff.

2. Strengthen staff professional growth opportunities and ability to address academic and social/emotional needs of all students.

3. Complete prop. 39 project and make progress towards a permanent facility for Arcata campus.

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Percent of teachers that are highly qualified for their assigned position.

100% of teachers are highly qualified. There are no teacher misassignments.

Anticipated vacancy for resource teacher. Hire two high school teachers. 100% of teachers will be highly qualified. There will be no teacher misassignments.

Anticipated vacancy for upper elementary teacher. 100% of teachers will be highly qualified. There will be no teacher misassignments.

N/A

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

School-wide staff and teacher collaboration in-service meetings.

One staff meeting per month. One teacher meeting per month. All staff trained in Positive Discipline, all staff first aid/CPR trained.

Host a minimum of 8 school-wide staff collaboration in-service meetings. Host a min. of 16 teacher collaboration meetings (double from prior year). Other staff training as needed.

Host a minimum of 8 school-wide staff collaboration in-service meetings. Host a min. of 16 teacher collaboration meetings (double from prior year). Other staff training as needed.

N/A

Complete prop. 39 project work. Secure long-term agreement with land owner for permanent facility at Arcata campus.

Use all available funds to complete prop. 39 project.

RCM has one year remaining on lease for Arcata campus. Secure a lease extension or other agreement that will allow for a permanent school facility at Arcata campus.

First year of energy retrofit will be completed. Building A will be completed.

All available prop. 39 funds will be used to complete project.

Working with local partners, RCM will secure an agreement for a permanent facility at the Arcata campus.

N/A

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Recruit and retain highly qualified teaching staff and promote implementation of best practices.

Recruit and retain highly qualified upper elementary teacher and promote implementation of best practices.



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$177,740	\$56,745.44	
Source	LCFF	LCFF	
Budget Reference	Teacher Salaries	Teacher salaries	

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

Minimum eight school-wide staff meetings & minimum 16 teacher collaboration meetings. PBL training for 4 staff members.

2018-19 Actions/Services

Minimum eight school-wide staff meetings & minimum 16 teacher collaboration meetings. PBL training for 4 staff members.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,608.74	\$15,608.74	
Source	LCFF	LCFF	
Budget Reference	Teacher Salaries	Teacher Salaries	

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Begin implementing energy retrofit measures identified during planning phase. Complete construction of building A.

Complete prop. 39 project.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$61,529.33

\$15,000

Source

Prop. 39 funding

Prop. 39 funds

Year

2017-18

2018-19

2019-20

**Budget
Reference**

CA Clean Energy Jobs Act

CA Clean Energy Jobs Act

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

Modified

Goal 2

Maintain and improve communication and connections with parents, students, and community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace.

1. Improve school website and use of social media
2. Continue weekly newsletter
3. Update Local Control Accountability Plan (LCAP)
4. Increase attendance at PTO and School Board meetings

Identify opportunities and implement plans to increase parent and business participation to support the academic and personal success of every student.

1. Increase opportunities for parents/guardians to learn more about RCM's academic mission and school culture.
2. Expand duties and effectiveness of PTO
2. Develop new community partners

Identified Need:

To increase participation of all stakeholders including parents, families, and local community.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number and type of school events that promote parent/guardian opportunities to learn more about school academics and culture.	Open house in fall. Two parent conferences during fall and winter. Two parent information meetings in winter. Spring dinner and open house.	Include at least one additional parent open house to promote better understanding of Montessori materials and instruction. Provide written information about positive discipline and how to use at school and home.	Include at least one additional parent open house to promote better understanding of Montessori materials and instruction. Provide written information about positive discipline and how to use at school and home.	N/A
Duties/impact of PTO in school community.	PTO currently operates under the wing of RCM non-profit corporation.	Establish non-profit status for PTO as separate corporation.	Establish non-profit status for PTO as separate corporation.	N/A
Establish new community partners to support mission of RCM.	RCM works with many community partners. Partnerships include both fiscal and in-kind support.	Increase number of community partners by a minimum of two to support the mission of RCM.	Increase number of community partners by a minimum of two to support the mission of RCM.	N/A

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Include at least one additional parent open house to promote better understanding of Montessori materials and instruction. Provide written information about positive discipline

Include at least one additional parent open house to promote better understanding of Montessori materials and instruction. Provide written information about positive discipline

and how to use at school and home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,804.37	\$7,804.37	
Source	LCFF	LCFF	
Budget Reference	Teacher Salaries	Teacher Salaries	

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Establish non-profit status for PTO as separate corporation.

2018-19 Actions/Services

Establish non-profit status for PTO as separate corporation.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	
Source	School fundraising	School fundraising	
Budget Reference	N/A	N/A	

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase number of community partners by a minimum of two to support the mission of RCM.

Increase number of community partners by a minimum of two to support the mission of RCM.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$3,902.19	\$3,902.19	
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Source

LCFF	LCFF	
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Budget Reference

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

Modified

Goal 3

Improve student engagement & culture of caring.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5

- Local Priorities:**
1. Increased enrollment to include 10th grade.
 2. Continue use of Positive Discipline as a school-wide strategy for resolving conflicts and empowering students.
 3. Increase math and ELA CAASPP scores by 2% overall.

Identified Need:

1. Increase enrollment and grade level curriculum through 10th grade to fulfill charter.
2. Provide training for students in Positive Discipline strategies.
3. Increase student achievement on math and ELA CAASPP assessments.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Enrollment at all grade levels including 10th grade.	Current enrollment is from TK-9th grade.	Increase enrollment by 15% overall including addition of 9th grade enrollment.	Increase enrollment by 15% overall including addition of 10th grade enrollment.	N/A
Use of Positive Discipline strategies in classrooms and with students.	All current teachers have been trained with Positive Discipline strategies. All current classrooms are using PD strategies	Provide training for all new hires, particularly all teachers. Continue to use PD strategies in all classrooms.	Provide training for all new hires, particularly all teachers. Continue to use PD strategies in all classrooms.	N/A
CAASPP scores	Based on Dashboard, ELA scores are in the green zone overall. Based on Dashboard, math scores are in the yellow zone overall.	Increase ELA and math scores on CAASPP by 2% overall.	Increase ELA and math scores on CAASPP by 2% overall.	N/A

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Increase enrollment by 15% overall including addition of 9th grade enrollment.

2018-19 Actions/Services

Increase enrollment by 15% overall including addition of 10th grade enrollment.

2019-20 Actions/Services

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	No cost	No cost.	
Source	N/A	N/A	
Budget Reference	N/A	N/A	

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

Provide training for all new hires, particularly all teachers.
Continue to use PD strategies in all classrooms.

2018-19 Actions/Services

Provide training for all new hires, particularly all teachers.
Continue to use PD strategies in all classrooms.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,804.37	\$7,804.37	
Source	LCFF	LCFF	
Budget Reference	Contracted Services	Teacher salaries	

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase ELA and math scores on CAASPP by 2% overall.

Hire literacy specialist to provide enriched literacy curriculum for students.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$7,804.37

\$18,914.96

Source

LCFF

LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Teacher Salaries	Teacher salaries	

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Hold at least one school event designed to help cultivate a caring community.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

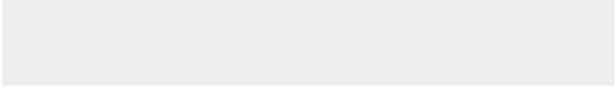
\$1,000

Source

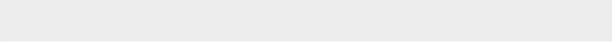
Fundraising

Year	2017-18	2018-19	2019-20
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Budget Reference



N/A



Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Approximately \$79,312 will be allocated from LCFF supplemental funds charter-wide during the 2017-18 school year to address the needs of the targeted groups based on the unduplicated counts of low income, English learners and foster youth students. From these supplemental funds, \$35,249.78 was set aside to maintain or improve high academic standards through curriculum development and standards alignment. \$26,437.33 was allocated to maintain or improve parent, student and community involvement through the use of web-based and printed materials and outreach to parents and community. An additional \$17,624.89 was set aside to maintain or expand grade-level and course offerings, instruction, and staff training.

Percentage to Increase or Improve Services

7.23 %

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

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

Maintain or improve high academic standards: Hire literacy specialist to implement literacy program.

Maintain or improve parent, student and community involvement: Include at least one additional parent open house to promote better understanding of Montessori materials and instruction. Provide written information about positive discipline and how to use at school and home.

Maintain or expand grade-level and course offerings and instruction:

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Approximately \$82,727 will be allocated from LCFF supplemental funds charter-wide during the 2018-19 school year to address the needs of the targeted groups based on the unduplicated counts of low income, English learners and foster youth students. From these supplemental funds, \$54,599.82 was set aside to maintain or improve high academic standards through curriculum development and standards alignment. \$27,299.91 was allocated to maintain or improve parent, student and community involvement through the use of web-based and printed materials and outreach to parents and community.

Percentage to Increase or Improve Services

7.88%

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

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

Maintain or improve high academic standards: Hire literacy specialist to implement literacy program. Provide training for all new hires, particularly all teachers. Continue to use PD strategies in all classrooms.

Maintain or improve parent, student and community involvement: Include at least one additional parent open house to promote better understanding of Montessori materials and instruction. Provide written information about positive discipline and how to use at school and home.