

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redwood Coast Montessori

CDS Code: 12-62679-0137653

School Year: 2021-22

LEA contact information:

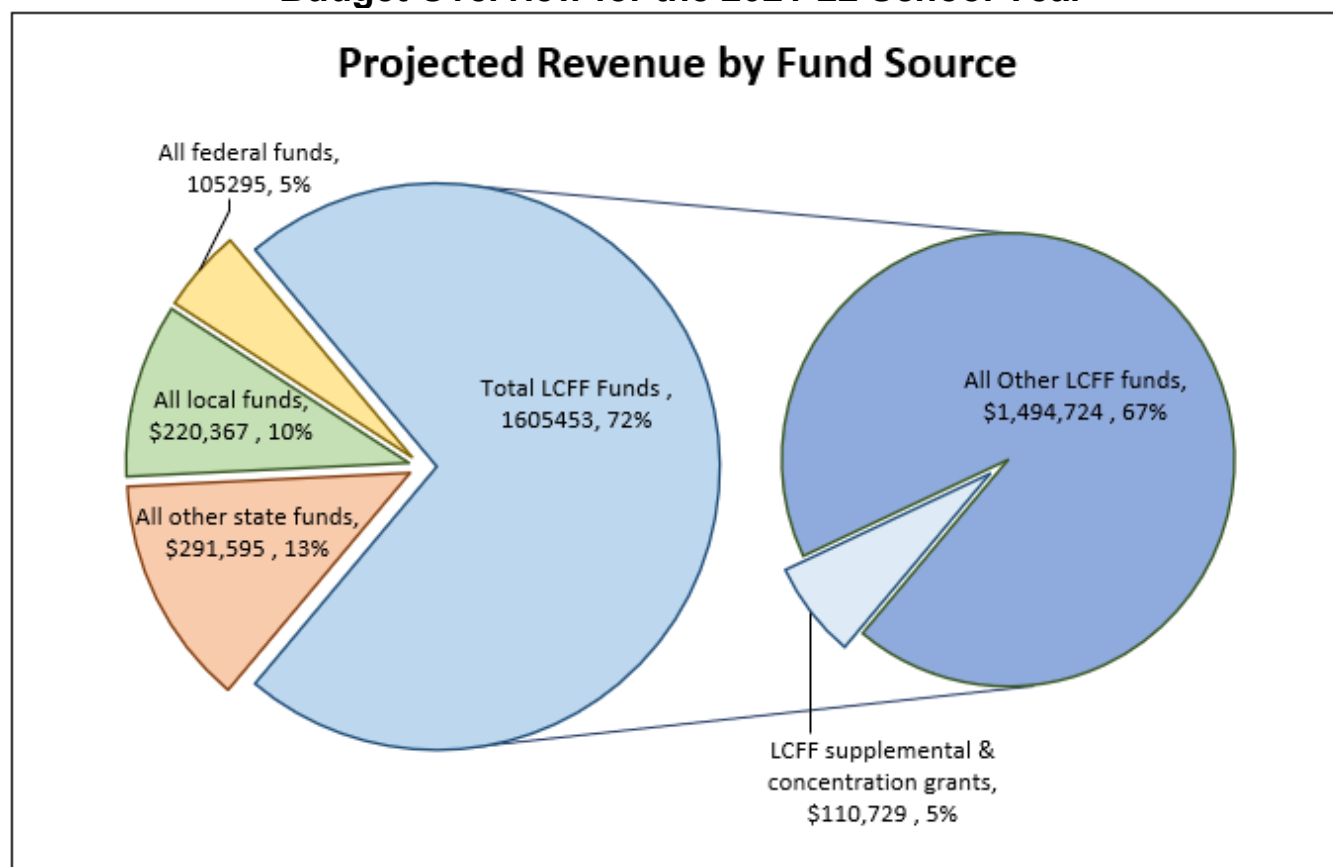
Bryan Little

Director

707-832-4194

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

Budget Overview for the 2021-22 School Year

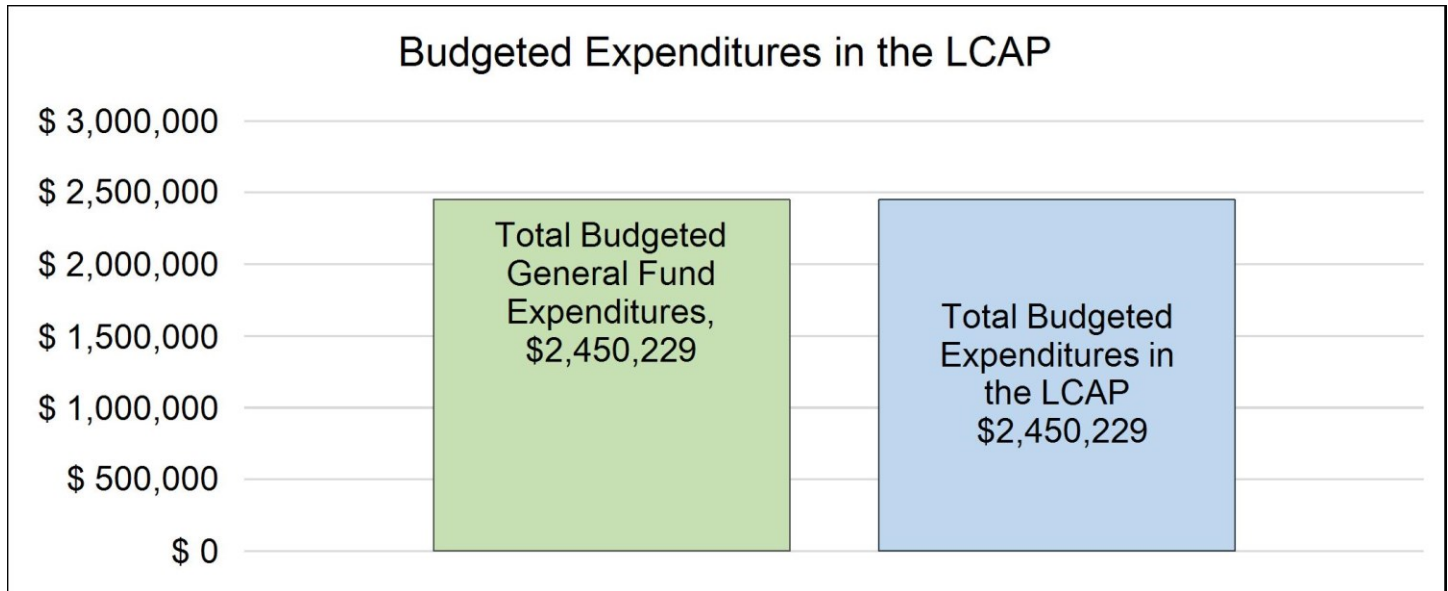


This chart shows the total general purpose revenue Redwood Coast Montessori expects to receive in the coming year from all sources.

The total revenue projected for Redwood Coast Montessori is \$2,222,710, of which \$1,605,453 is Local Control Funding Formula (LCFF), \$291,595 is other state funds, \$220,367 is local funds, and \$105,295 is federal funds. Of the \$1,605,453 in LCFF Funds, \$110,729 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 Redwood Coast Montessori plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Redwood Coast Montessori plans to spend \$2,450,229 for the 2021-22 school year. Of that amount, \$2,450,229 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

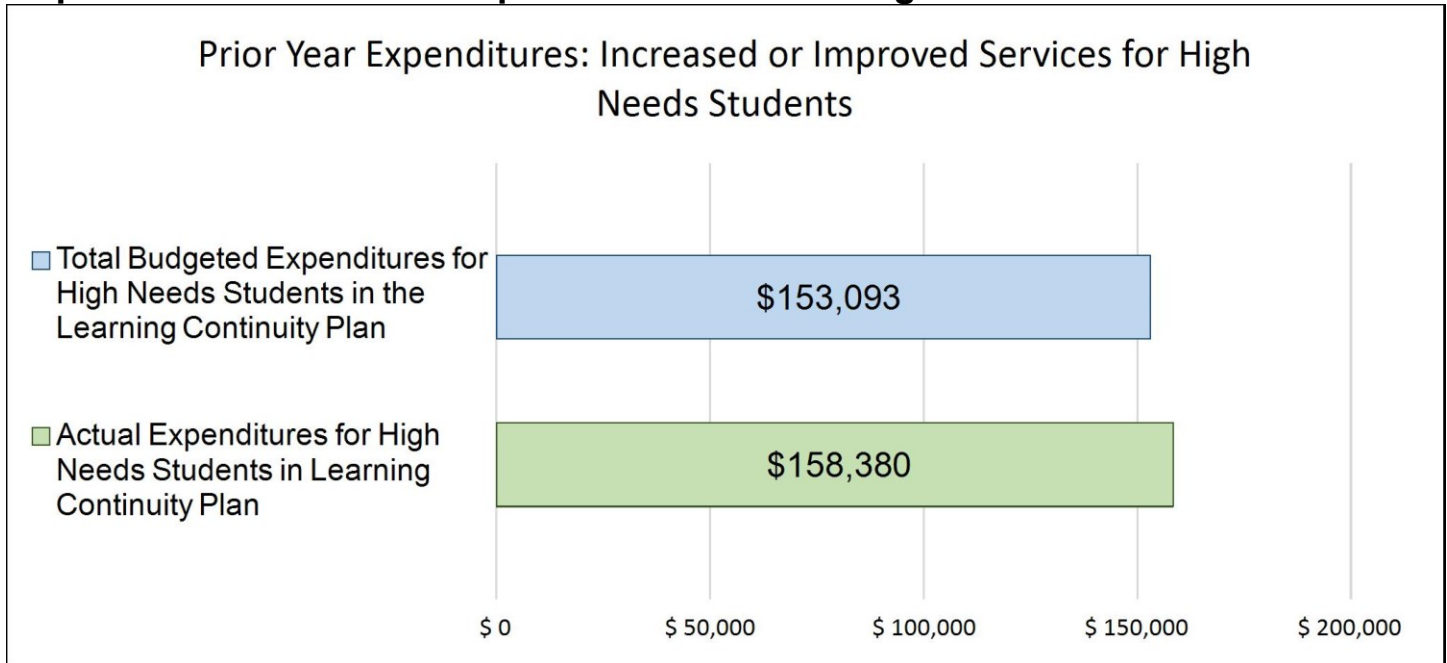
All general fund budget expenditures are included in the 2021-22 LCAP.

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

In 2021-22, Redwood Coast Montessori is projecting it will receive \$110,729 based on the enrollment of foster youth, English learner, and low-income students. Redwood Coast Montessori must describe how it intends to increase or improve services for high needs students in the LCAP. Redwood Coast Montessori plans to spend \$350,251 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 2020-21



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

In 2020-21, Redwood Coast Montessori's Learning Continuity Plan budgeted \$153,093 for planned actions to increase or improve services for high needs students. Redwood Coast Montessori actually spent \$158,380 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Redwood Coast Montessori	Bryan Little Director	info@redwoodmontessori.org 707-832-4194

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

Goal 1

Conditions of Learning will include highly qualified teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: Basics: Teachers, Instructional Materials, Facilities

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percent of teachers that are highly qualified for their assigned position.</p> <p>19-20 Anticipated need for three classroom teachers. 100% of teachers will be highly qualified. There will be no teacher misassignments.</p> <p>Baseline All teachers should be highly qualified with no teacher misassignments.</p> <p>Metric/Indicator School-wide staff and teacher collaboration in- service meetings.</p> <p>19-20 Host a minimum of 8 school-wide staff collaboration in-service meetings. Host a min. of 8 teacher collaboration meetings Other staff training as needed. Include bi-annual first aid/CPR training. Include Positive Discipline discussion/training during at least 4 regular staff meetings.</p> <p>Baseline</p>	<p>Redwood Coast Montessori was successful in hiring two highly qualified credentialed teachers for the 19-20 school year. One additional teacher was employed using a provisional internship permit while completing the requirements for a teaching credential.</p> <p>During the first two trimesters of the school year, RCM staff participated in bi-weekly meetings to discuss students progress, curriculum development, and scheduling for the school year. With the beginning of COVID-19 in in the spring of 2020, the number of meetings increased to at least weekly to meet the immediate needs of serving the students in a distance-only learning environment.</p> <p>Due to the limitations on gatherings brought about by the global pandemic, RCM was not able to meet some of its training goals</p>

Expected	Actual
All staff need support throughout the school year including the need for regularly scheduled meetings to discuss important issues including: curriculum development, staff development, school climate, and student progress.	including providing first aid/CPR training. Individual staff did pursue training opportunities on their own.
Metric/Indicator Implementation of teacher peer support program. 19-20 Teachers will participate in a peer support and review program, including a minimum of two classroom observations and peer review sessions. Baseline Identified need for more teacher support and performance reflection.	The teacher peer support program was beneficial for many staff with valuable support and peer guidance resulting from the process. Although peer support did continue throughout the school year, the intended goal was somewhat put on hold due to the demands of providing distance-only education and the need for only remote meetings during the final trimester of the school year.
Metric/Indicator Support professional development training, particularly in the areas of Montessori and project based learning. 19-20 At least two teachers will be supported with targeted Montessori or PBL training. All teachers with preliminary credential will be supported with BTSA training. Teachers and staff will be encouraged to targeted trainings in and out of the area. Baseline All staff should receive needed training and opportunities for professional development including: BTSA, Montessori & PBL training.	A third cohort of four teachers enrolled in the PBL Leadership Academy through High Tech High at the beginning of the 2019-20 school year. The first half of the year-long training proved to be a valuable and significant experience for all involved. Unfortunately the second half of the training was shifted to a virtual format due to the global pandemic. While the training followed through to completion and proved to be a valuable investment, there was some disruption in the original format of the training. Two RCM teachers were supported in completing their Montessori training.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Recruit and retain highly qualified teachers and promote implementation of best practices.	1000-1999: Certificated Personnel Salaries LCFF 202,865	1000-1999: Certificated Personnel Salaries LCFF 202,865

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Host a minimum of 8 school-wide staff collaboration in-service meetings. Host a min. of 8 teacher collaboration meetings Other staff training as needed. Include bi-annual first aid/CPR training. Include Positive Discipline discussion/training during at least 4 regular staff meetings.	1000-1999: Certificated Personnel Salaries LCFF 202,865	1000-1999: Certificated Personnel Salaries LCFF 202,865
Teachers will participate in a peer support and review program, including a minimum of two classroom observations and peer review sessions.	1000-1999: Certificated Personnel Salaries LCFF 202,865	1000-1999: Certificated Personnel Salaries LCFF 202,865
At least two teachers will be supported with targeted Montessori or PBL training. All teachers with preliminary credential will be supported with BTSA training. Teachers and staff will be encouraged to targeted trainings in and out of the area.	1000-1999: Certificated Personnel Salaries Title II 2,541	1000-1999: Certificated Personnel Salaries LCFF 2,541

Goal Analysis

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

There were no anticipated expenses connected to these actions. There were no used or unused funds.

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

Although COVID-19 did change the implementation of some of the actions/services, particularly in terms of training and peer mentoring, it did not cause a significant change in the basic actions or services outlined for this goal. A noteworthy success, reflected by the high quality of RCM staff, was the ability of teachers staff to adjust from in-person learning environment to the distance-only learning environment with very few problems and with good support for students and families. RCM only interrupted instruction for one week to make the necessary adjustments to the distance only learning environment that was mandated by the State-wide shelter-in-place orders.

Goal 2

Conditions of learning will include upgrade of school sites.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities: Basics: Teachers, Instructional Materials, Facilities

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Sufficient upgrade of Arcata driveway. 19-20 Arcata driveway will be upgraded including grading of existing surface and filling of all potholes. Baseline Existing driveway at Arcata campus is rough and needs grading.	Since writing this goal, the Arcata program moved to a new facility with outstanding parking and driveway options. No progress was made towards the initial goal as it was no longer relevant.
Metric/Indicator Complete exterior painting of Manila buildings. 19-20 Manila buildings will have exterior repaired and painted with one consistent field color and one trim color. Baseline Manila buildings are older and have not exterior siding repaired and painted in many years.	Painting the exterior walls for the Manila campus was completed with the exception of one small section that was blocked by a temporary office trailer. The trailer has since been removed. Plans are currently being developed to finish painting of this one last small section of the exterior building.
Metric/Indicator Secure a garden manager for the Manila garden. 19-20 Secure a garden manager for the Manila garden.	Initially a garden manager was hired on a part time basis to work with students and manage the development of the garden. The individual is no longer connected to RCM. In lieu of the prior garden manager, individual teachers are working on establishing gardens in three different locations on campus.

Expected	Actual
Baseline Manila garden needs a consistent person to oversee the garden and to support students with garden projects.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Arcata driveway will be upgraded including grading of existing surface and filling of all potholes.	5000-5999: Services And Other Operating Expenditures Donation 1,000	Not Applicable 0.00
Manila buildings will have exterior repaired and painted with one consistent field color and one trim color.	Not Applicable Donation 0.00	Not Applicable Donation 0.00
Secure a garden manager for the Manila garden.	Not Applicable Donation 0.00	Not Applicable Donation 0.00

Goal Analysis

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

There were no anticipated expenses connected to these actions. There were no used or unused funds.

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

Although no progress was made on development of the Arcata driveway, the program as a whole is much improved by the acquisition of the new high school campus. Painting of the Manila campus went very well with approximately 95% of the project completed on time and with out any expense to the school. The remaining 5% of the project is anticipated to be completed by the summer of 2021. Filling the garden manager position was the greatest overall challenge for this goal. There was initially good success with securing a garden manager that worked well with the students and was able to provide good management of the garden site. Although this individual decided to leave this position, the school community has moved forward with alternate plans that will move away from one centralized garden to more program specific gardens that can be more easily managed by staff and students connected to those programs.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
Local Priorities: Parent Engagement Local Climate Survey

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Successful hosting of Montessori educational event for parents/guardians.</p> <p>19-20 RCM staff will host one event designed to educate parents/guardians about Montessori philosophy and curriculum.</p> <p>Baseline Parents/Guardians are interested in learning more about the Montessori method of education.</p>	<p>While several events were held during the 2019-20 school year prior to the pandemic, RCM did not host a Montessori educational meeting for parents/guardians.</p>
<p>Metric/Indicator Successful development of school site council.</p> <p>19-20 RCM will develop a school site council composed of staff, parents/guardians, and students.</p> <p>Baseline Redwood Coast Montessori needs to develop a site council composed of staff and parents/guardians, and students.</p>	<p>While an initial school site council was developed, regular meetings were interrupted by the pandemic.</p>
<p>Metric/Indicator Successful hosting of events designed to strengthen the school community.</p>	<p>Several events took place designed to strengthen the school community including: Back to School Night, Fox Trot,</p>

Expected	Actual
<p>19-20 RCM will host a minimum of five events designed to provide the school community with opportunities to connect with staff and other families.</p> <p>Baseline RCM hosts specific annual events and utilizes tools for outreach to the school community.</p> <p>Metric/Indicator Continued use of e-newsletter to facilitate communication between families, staff, and students.</p> <p>19-20 RCM will involve parents/guardians in editing of the school weekly e-newsletter throughout the school year.</p> <p>Baseline RCM currently sends out a weekly e-newsletter designed to provide information about upcoming events and school announcements.</p> <p>Metric/Indicator Operation of Community Resource Center.</p> <p>19-20 Provide resource referral and community support for all RCM families and other local families as needed.</p> <p>Baseline RCM hosts the Manila Community Resource Center.</p>	<p>Thanksgiving Dinner, Parent conferences, Winter Holiday Event, Peaceful Winter concert, and PBL exhibition.</p> <p>Newsletters were maintained for both the Manila and Arcata campuses. These weekly newsletters are a valuable tool for keeping families connected and informed of school events and resources. The newsletters were particularly important during the lengthy pandemic.</p> <p>The Manila Community Resource Center was successfully operated throughout the 19-20 school year. Some of the services provided by the resource center include:</p> <ul style="list-style-type: none"> • CalWORKs application assistance • Assist w/job search • Assist w/housing search • Work Participation Rate Activities • Differential Response Activities • Parenting Classes • Distribute literature • Transportation to appointments • Transportation for housing search • Bus/Gas vouchers • Diapers

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
RCM staff will host one event designed to educate parents/guardians about Montessori philosophy and curriculum.	1000-1999: Certificated Personnel Salaries LCFF 202,865	1000-1999: Certificated Personnel Salaries LCFF 202,865
RCM will develop a school site council composed of staff, parents/guardians, and students.	2000-2999: Classified Personnel Salaries LCFF 82,862	2000-2999: Classified Personnel Salaries LCFF 82,862
RCM will host a minimum of five events including the following: Two parent conferences (Fall & Winter) Back to School Night (Fall) Peaceful Winter Concert, Family Welcome Picnic (Spring)	2000-2999: Classified Personnel Salaries LCFF 82,862	2000-2999: Classified Personnel Salaries LCFF 82,862
RCM will involve parents/guardians in editing of the school weekly e-newsletter throughout the school year.	Not Applicable Other 0.00	Not Applicable Other 0.00
Provide resource referral and community support for all RCM families and other local families as needed.	2000-2999: Classified Personnel Salaries Cal-Fresh Grant 76,545	2000-2999: Classified Personnel Salaries Cal-Fresh Grant 76,545

Goal Analysis

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

The funds budgeted for the actions and services connected to this goal were primarily for certificated and classified staff. The funds intended for actions/services not implemented were used for the ongoing instruction and support of all students.

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

While RCM hosted a number of school community events prior to the pandemic, we were not successful in hosting a Montessori educational event. The closure of on-site instruction in March did limit the opportunity to complete this goal.

Goal 4

Improve student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Implementation of Academic Standards Local Climate Survey Access to Broad Course of Study

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase enrollment to include 11th grade. 19-20 Increase enrollment to include 11th grade. Baseline Currently RCM provides instruction only in grades TK-10th.	RCM successfully increase our course offerings and staff to provide robust instruction through the 11th grade.
Metric/Indicator Increase options for students to engage with and direct the school community. 19-20 Include a minimum of five different programs that promote student involvement and choice in their community and educational path. Baseline A central tenant of Montessori education is the inclusion of all stakeholders, including students, in the development of the school community.	RCM was able to provide many opportunities for students to engage with the school community including: student council, Family Make Night, after school enrichment classes, Montessori Model United Nations, and athletics program.
Metric/Indicator	RCM was successful in the use of our annual stakeholder survey as tool for providing guidance for the LCAP. RCM was not

Expected	Actual
<p>Continued use of annual stakeholder survey and implementation of student survey.</p> <p>19-20 RCM will continue to use the annual stakeholder survey and will provide students with a survey tool to provide increased student feedback about their educational experience.</p> <p>Baseline Currently RCM distributes an annual stakeholder survey. In addition, RCM will promote the use of a student survey.</p>	<p>successful in implementing a school-wide student survey. The opportunity for implementing this action was interrupted by the pandemic.</p>
<p>Metric/Indicator CAASPP interim and summative assessments.</p> <p>19-20 Improve evidence-based services for the identified Low performing pupils to accelerate increases in academic achievement, and how the effectiveness of the services will be measured.</p> <p>Baseline Eight identified low performing students based on CAASPP summative assessment.</p>	<p>CAASPP assessments were not used for California schools due to the pandemic.</p>
<p>Metric/Indicator CAASPP interim and summative assessments.</p> <p>19-20 Increase ELA & math scores on CAASPP summative assessments by 5% overall.</p> <p>Baseline Summative CAASPP scores are improving for combined student groups, however, current scores do not reflect level of academic mastery of students.</p>	<p>RCM had been successfully using the interim assessments prior to the school closure due to the pandemic. With the shift to distance only instruction, use of the interim assessments was stopped for the remainder of the school year.</p>
<p>Metric/Indicator Access of students to instructional materials.</p> <p>19-20</p>	<p>RCM was successful in providing the textbooks and technology at our target rates.</p>

Expected	Actual
<p>Minimum of 0.75 : 1 ratio of computers to students in grades 3-11. One-to-one ratio of textbooks to students.</p> <p>Baseline Additional materials are needed as RCM continues to grow.</p>	
<p>Metric/Indicator Number of eligible meals equals number of school days</p> <p>19-20 Provide "home-cooked" lunches for all students at both campuses.</p> <p>Baseline As RCM continues to grow and with the development of the lunch program, all meals should meet all required nutritional guidelines.</p> <p>Metric/Indicator All qualified SPED students receive all needed SPED services.</p> <p>19-20 Provide all SPED services as identified on all SPED IEPs.</p> <p>Baseline RCM has a population of approximately 22% SPED students. All SPED students should receive the services they need to adequately access the curriculum.</p>	<p>RCM was able to provide lunch service throughout the school year even during the school closure.</p> <p>RCM was on track to provide all services outlined by IEPs for students with disabilities prior to the pandemic. With the abrupt transition to distance only instruction, services for SWD became extremely hard to provide in a manner that full met the needs of all students with disabilities. Compensatory services were provided for those students in need of greater levels of support after the 2019-20 school year.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase enrollment to include 11th grade.</p> <p>Include a minimum of five different programs that promote student involvement and choice including the following:</p> <p>Monthly song circle/community gatherings</p> <p>Peace Leadership Council</p> <p>After-school classes</p> <p>Upper Elementary elective classes</p>	<p>N/A Not Applicable 0.00</p> <p>1000-1999: Certificated Personnel Salaries LCFF 202,865</p>	<p>N/A Not Applicable 0.00</p> <p>1000-1999: Certificated Personnel Salaries LCFF 202,865</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Arcata Playhouse for lower elementary		
RCM will continue to use the annual stakeholder survey and will provide students with a survey tool to provide increased student feedback about their educational experience.	1000-1999: Certificated Personnel Salaries Lottery Funds 16,866	1000-1999: Certificated Personnel Salaries Lottery Funds 16,866
Improve evidence-based services for the identified Low performing pupils to accelerate increases in academic achievement, and how the effectiveness of the services will be measured.	Resource 7510 - LPSBG 7000-7439: Other Outgo Other 15,808	Resource 7510 - LPSBG 7000-7439: Other Outgo Other 13,000
Increase ELA & math scores on CAASPP summative assessments by 5% overall.	Title IV included 1000-1999: Certificated Personnel Salaries Title I 68,042	Title IV included 1000-1999: Certificated Personnel Salaries Title I 68,042
Improve ratio of computers to students in grades 3-11. One-to-one ratio of textbooks to students.	4000-4999: Books And Supplies Lottery Funds 16,866	4000-4999: Books And Supplies Lottery Funds 16,866
Provide "home-cooked" lunches for all students at both campuses.	5310 - Child Nutrition 5000-5999: Services And Other Operating Expenditures LCFF 51,540	5310 - Child Nutrition 5000-5999: Services And Other Operating Expenditures LCFF 51,540
Provide needed special education services to support students not responding to tier 3 interventions.	1000-1999: Certificated Personnel Salaries Special Education Funds 115,007	1000-1999: Certificated Personnel Salaries Special Education Funds 115,007

Goal Analysis

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

The actions/services that were not fully implemented during the 19-20 school year were largely budgeted base on staff payroll. Although the pandemic did interfere with our ability to fully implement some actions/services, the payroll funds proved to be fully realized need.

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

RCM was successful in implementing most of the actions/services outlined in this goal. The effects of the pandemic on the normal functioning of school was the greatest challenge experienced during the 19-20 school year.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplies/Materials: School sites are provided with supplies and materials that support in-person and distance learning.	12,825	18,112	Yes
School libraries are open during school hours and are supported with staff, books, periodicals, and technology. Library materials are available for checkout to students in distance and in- person learning. Electronic books and periodicals are available to all students (distance and in-person) at any time.	8,000	8,000	No
RCM students in grades K-8 have the opportunity to participate in an after-school enrichment program.	8,120	0.00	No
Art, Music, Physical Education, music, and PE instruction is supported with staff, supplies, and materials.	35,356	35,356	No
Additional Teaching Staff to Support Smaller Class Sizes for Social Distancing.	29,667	29,667	Yes
Clean Safe Learning Environment, Cleaning Supplies, Personnel, PPE	15,742	15,742	Yes

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

The 2020-21 Learning Continuity and Attendance Plan was written prior to the winter holiday spike in coronavirus cases. Following the recommendation of local public health officers and the shift of Humboldt County to the purple tier on the Statewide dashboard, the RCM Board of Directors made the decision to have the school stay in distance only learning through the winter and into the spring. With this decision, RCM was not able to provide some of the in-person services outlined in the plan. One of the services that was not an option included the opportunity for students to participate in after-school enrichment programs. While RCM teaching staff offered

several after school hours options for virtual programs, there was only limited interest in extending students interactions via distance interaction.

Analysis of In-Person Instructional Offerings

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

In person instruction did not begin for Redwood Coast Montessori until April 1, 2021. The long delay in beginning in-person instruction was the direct result of ongoing concerns for the health and safety of staff, students, and families. Several public meetings were held during the summer of 2020 continuing through the winter of '20-'21 and into the early spring months of 2021. With each of the meetings, the Board of directors and RCM staff heard from all major stakeholder groups and weighed the most recent guidance from public health regarding the possibility of providing in-person instruction.

With the vaccination of staff and the improvement of the local COVID metrics, the decision was made to provide a hybrid, in-person learning option beginning on April 1, 2021. The hybrid plan involved splitting each class into two pods allowing for each pod to attend school for two full days each week with on-going support for distance learning for those students that did not return for in-person instruction and for all students when they were not on campus. The hybrid program has been a great success. All health and safety protocols have been followed with great success including daily screenings and temperature checks for all students and staff. To date, RCM has not experienced any on-site transmission of the COVID virus and very few cases of COVID in the larger extended community. All of these cases were quickly identified with all affected families following quarantine guidelines to protect themselves and the entire school community.

The instruction that has taken place with the return to in-person instruction has been significant and highly successful. Students and staff are happy to be on campus and to be working together in-person. The SEL that has taken place has resulted in noticeable easing of anxiety and feelings of isolation. The academic progress has also been a welcome boost for the last 3 months of the school year. Many students that had been struggling with staying engaged with distance-only instruction have had good attendance and made significant strides with their academic work since returning to in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology: Students in all grades have access to Internet connected computer. Provide Wi-Fi hotspot for all families that have weak or no Internet access.	24,000	24,000	Yes
Digital/Online Instructional Materials: Redwood Coast Montessori will provide students (in-person and distance learning) with access to digital/online instructional materials, a highly engaging learning experience, and an increased ability to work effectively with technology. Digital subscriptions and content including, but not limited to: Kahn Academy (math & science), Learning A-Z, RAZKids, NY Times, CPM math.	1,520	1,520	Yes
Teacher Professional Development: Teachers are supported with leadership, training, and professional development.	3,281	3,281	Yes

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

There were no significant differences between the planned actions and budgeted expenditures.

Analysis of the Distance Learning Program

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

All students that needed a computer were provided with a school chromebook. All families that had weak or no internet signal were provided with a hotspot that allowed students to connect with teachers and fulfill the requirements of distance only learning. Pupil participation was greatly improved by good access to the internet and use of a well functioning computer.

Staff formed weekly professional development meetings that were used to discuss best practices with distance learning and to discuss the needs of specific students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of on-line assessments K-12 to measure pupil learning loss and progress.	500	0	No

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

The funds originally allocated for assessment tools were used to support reading intervention materials.

Analysis of Pupil Learning Loss

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

RCM continued the use of the interim assessment blocks offered by the CAASPP. Teaching staff have used these tools with good success and additional professional development meetings were held to adapt to the use of the interim assessment blocks in a distance learning format and to discuss best practices for using the CAASPP tools as a formative assessment to help guide instruction. The funds originally budgeted for an additional assessment tool were use to support needed reading intervention curriculum.

Analysis of Mental Health and Social and Emotional Well-Being

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

Up until the beginning of April, most of the instruction that took place during the 2020-21 school year was in the form of distance-only instruction. While engaged in this learning environment, it was very hard to support the mental health and social and emotional well-being of RCM's students. With most of the contact between school staff and students taking place only through web based meeting platforms, it was challenging to assess the needs of individual students and when issues did start to show, it was hard to provide meaningful support for students. There were a few students that left during the middle of the school year due to the RCM's pursuit of distance-only instruction.

Although there were many challenges during the 2020-21 school year, the vast majority of students did engage in school activities and instruction. RCM staff were able to meet with some student in a 1:1 environment which helped give staff and students the opportunity to address some SEL issues and to support academic growth. With the return of students to campus in early April 2021, there were significant opportunities for students to connect with peers and to engage with the school community and their teachers in a way that supported their mental health and SEL.

Analysis of Pupil and Family Engagement and Outreach

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

For the most part, student and family outreach and engagement was largely successful during the 2020-21 school year, even during periods of distance only learning when all communication was remote. Every week a campus-wide email was sent out which included Important updates regarding school events and support services. Seven different surveys established to gauge student and family needs during the school year were distributed beginning in the summer of 2020. Three informational meetings were also set up to gather information directly from parents, students, and members of the community regarding the effectiveness of distance-only instruction and to evaluate the communities interest in opening up school to in-person instruction. All surveys and meetings showed significant participation from families and provided a valuable information for staff and the school board in their effort to provide safe and effective educational opportunities.

Analysis of School Nutrition

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

Redwood Coast Montessori was able to provide lunches for all minors 0-18 years of age throughout the 2020-21 school year. During this time, RCM operated under the Seamless Summer Option for providing meals. All meals adhered to the nutritional standards of the National School Lunch Program. RCM provided sack lunches five days a week during the hours of 9 a.m. to 3 p.m. Any member of the larger community with a child 0-18 years of age was welcome to pick up lunch each day of operation. With the opening of campus and in-person instruction, RCM has continued to provide lunches for students on campus as well as those engaged in distance learning.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	<p>Coordination of Student Support Services Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support.</p> <p>Learning Directors Director of School, Manila Site Supervisor, Resource Center Director; Resource Teacher Supplies/Materials (for School Climate Child Welfare and Attendance)</p>	26,199	26,199	Yes
Mental Health and Social and Emotional Well-Being	<p>School Support Staff Additional support staff provide direct services to students to promote positive school climate, good citizenship, and school safety.</p> <p>2 Administration 1 Resource specialist 2 Student Specialists (AFCTR & HSU Intern)</p>	26,199	26,199	Yes
Pupil Engagement and Outreach	<p>Technological Systems for Parent Communication The district will maintain the technology and in-person systems for parent communication. Parents, students, and community members will have communication resources that provide access to information, promote safety, and facilitate communication with schools and the district.</p> <p>Digital Subscription for Enhanced Parent/School/Teacher Communication Parent Education Center Supplies</p>	13,660	13,660	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Provide All Students with Lunch	48,241	48,241	No

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

There were no substantive differences between the planned actions and the budgeted expenditures for the additional plan requirements.

Overall Analysis

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

The primary area of lessons learned that have informed the goals and actions of the 2021-24 LCAP is related to the need for additional student support services. The extended time of distance learning that took place during the spring of 2020 through most of the 2020-21 school year, has highlighted the need to provide support services for students and to address their need for SEL. In response to this need, RCM has set aside funding to hire an additional resource specialist to work with high needs students (EL, FY, LI, and SWD).

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

Student learning loss will be assessed throughout the 21-22 LCAP period through the use of tools such as DRA and CAASP interim assessments.

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

There were no significant differences between the actions or services identified and the actions or services implemented to meet the increased or improved services needed.

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

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

The primary area of lessons learned that have informed the goals and actions of the 2021-24 LCAP is related to the need for additional student support services. The extended time of distance learning that took place during the spring of 2020 through most of the 2020-21 school year, has highlighted the need to provide support services for students and to address their need for SEL. In response to this need, RCM has set aside funding to hire an additional resource specialist to work with high needs students (EL, FY, LI, and SWD).

In addition to the identified need for greater behavioral/social support, reflection on the outcomes of the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan has demonstrated the need for more comprehensive community analysis tools. These analysis tools should allow for staff, parent/guardian, and student feedback. As outlined in the 2021-24 LCAP, RCM will be implementing the California School Climate, Health, and Learning Survey (Cal-SCHLS) System which provides tools for all three stakeholder groups to provide feedback regarding the school community.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,544,264.00	1,540,456.00
	0.00	0.00
Cal-Fresh Grant	76,545.00	76,545.00
Donation	1,000.00	0.00
LCFF	1,231,589.00	1,234,130.00
Lottery Funds	33,732.00	33,732.00
Other	15,808.00	13,000.00
Special Education Funds	115,007.00	115,007.00
Title I	68,042.00	68,042.00
Title II	2,541.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,544,264.00	1,540,456.00
1000-1999: Certificated Personnel Salaries	1,216,781.00	1,216,781.00
2000-2999: Classified Personnel Salaries	242,269.00	242,269.00
4000-4999: Books And Supplies	16,866.00	16,866.00
5000-5999: Services And Other Operating Expenditures	52,540.00	51,540.00
7000-7439: Other Outgo	15,808.00	13,000.00
Not Applicable	0.00	0.00
	0.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,544,264.00	1,540,456.00
1000-1999: Certificated Personnel Salaries	LCFF	1,014,325.00	1,016,866.00
1000-1999: Certificated Personnel Salaries	Lottery Funds	16,866.00	16,866.00
1000-1999: Certificated Personnel Salaries	Special Education Funds	115,007.00	115,007.00
1000-1999: Certificated Personnel Salaries	Title I	68,042.00	68,042.00
1000-1999: Certificated Personnel Salaries	Title II	2,541.00	0.00
2000-2999: Classified Personnel Salaries	Cal-Fresh Grant	76,545.00	76,545.00
2000-2999: Classified Personnel Salaries	LCFF	165,724.00	165,724.00
4000-4999: Books And Supplies	Lottery Funds	16,866.00	16,866.00
5000-5999: Services And Other Operating Expenditures	Donation	1,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	51,540.00	51,540.00
7000-7439: Other Outgo	Other	15,808.00	13,000.00
Not Applicable		0.00	0.00
Not Applicable	Donation	0.00	0.00
Not Applicable	Other	0.00	0.00
		0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	611,136.00	611,136.00
Goal 2	1,000.00	0.00
Goal 3	445,134.00	445,134.00
Goal 4	486,994.00	484,186.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$109,710.00	\$106,877.00
Distance Learning Program	\$28,801.00	\$28,801.00
Pupil Learning Loss	\$500.00	
Additional Actions and Plan Requirements	\$114,299.00	\$114,299.00
All Expenditures in Learning Continuity and Attendance Plan	\$253,310.00	\$249,977.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$51,476.00	\$43,356.00
Distance Learning Program		
Pupil Learning Loss	\$500.00	
Additional Actions and Plan Requirements	\$48,241.00	\$48,241.00
All Expenditures in Learning Continuity and Attendance Plan	\$100,217.00	\$91,597.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$58,234.00	\$63,521.00
Distance Learning Program	\$28,801.00	\$28,801.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$66,058.00	\$66,058.00
All Expenditures in Learning Continuity and Attendance Plan	\$153,093.00	\$158,380.00



Local Control 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
Redwood Coast Montessori	Bryan Little Director	info@redwoodmontessori.org 707-832-4194

Plan Summary [2021-22]

General Information

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

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 RCM, one consistent characteristic, which has triggered growth in capacity and services, is the support of parents and students for the dedicated teachers and for the traditional Montessori method used at RCM. Based on the Montessori method in conjunction with Project Based Learning, 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 designed 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 passions as they work to build their focus and commitment to doing work that matters. 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 student. Redwood Coast Montessori students thrive within this traditional Montessori environment as they are guided by dedicated and highly qualified teachers who value the individual needs of each student and emphasize the responsibility each student has to self, community, and environment.

With the continued success of Redwood Coast Montessori, and increased demand for expanding grade and enrollment opportunities, the RCM community has grown to include grades TK - 12th. With the inclusion of high school grades and expansion of the adolescent program, RCM has expanded and refined its inclusion of Project Based Learning as an integral part of our traditional Montessori curriculum. Redwood Coast Montessori constantly strives to meet the individual needs of each student using traditional Montessori pedagogy and 21st Century resources.

Reflections: Successes

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

Based on a review of LCAP goals, stakeholder input, and self-assessment tools, there are several areas of success for Redwood Coast Montessori. Some of the areas of greatest accomplishment is with hiring of highly qualified teachers and staff. In part due to the outstanding reputation of RCM and the use of Montessori pedagogy, many highly qualified individuals seek employment with RCM. The new RCM employees along with our existing teachers and staff make up an outstanding community of dedicated and highly qualified educators. RCM will work to retain RCM staff through a series of support and professional development strategies outlined in our 2021 LCAP.

With the 2021-22 school year, Redwood Coast Montessori successfully expanded to include the 12th grade completing our goal of providing Montessori education for students in TK through 12th grade. This expansion included development on new curriculum and training of existing high school teachers and staff. The success and expansion of the high school program will be supported through hiring of additional highly qualified teachers and ongoing training to provide the skills to implement new curriculum.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the pandemic which forced the closure of in-person instruction in the spring of 2020, Redwood Coast Montessori was not able to collect any summative assessment data to evaluate progress since 2019. However, based on the assessment results of 2019 RCM did not have any performance areas that were in the “Red” or “Orange” rating. The one area that was in the “Yellow” was from the math CAASPP scores. This state indicator highlights the need to review RCM's strategies of instruction and assessment in math. Redwood Coast Montessori has continued to use the interim assessments to help identify areas of need, particularly in the area of math instruction. This tool is easily accessible to teachers throughout the school year and can track student performance with the goal of targeting instruction based on the needs of the individual student. During the 2021-22 school year additional supports will be added to increase the effectiveness of the interim assessments as a tool to guide instruction.

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.

LCAP Highlights

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

Goal #1:

RCM developed this goal as a means to acknowledge the importance of the SLOs for all students and to help identify areas of the school program that are doing well with supporting student's progress towards achieving the SLOs and to develop specific actions to support those parts of the program that can use improvement.

Peaceful

- Cultivate peaceful interactions, empathy and compassion
- Advocate for peaceful resolution, understanding our connection to each other
- Build a cohesive school community

Engaged

- Explore what kind of learner am I
- Evaluate how I see myself in the larger world
- Honor our environment and our place in the global community

Active

- Demonstrate a desire to learn, to be helpful, and to contribute
- Encourage habits of curiosity, initiative and persistence
- Operate with a growth mindset

Communicative

- Develop ability to communicate with self and others
- Reach out to the community outside the school to provide opportunities for connection
- Build academic, discipline specific vocabulary

Educated

- Build habits of concentration and organization for lifelong study skills
- Plan for how I will succeed in diverse disciplines
- Create and pursue original thought across academic disciplines

Goal #2:

Student Academic Achievement

Needs:

1. Highly qualified teaching staff
3. Increase ELA & math assessment scores
2. Access to technology and high quality Montessori and PBL Curriculum
4. Improve evidence-based services for the identified low performing pupils to accelerate increases in academic achievement

Goal 3:

School Culture and Climate

Needs:

1. Increase parent/guardian understanding of authentic Montessori and PBL pedagogical practices
2. Rebuilding of after school program
3. Additional opportunities for after school enrichment classes and athletic opportunities
4. School counselor

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.

Redwood Coast Montessori is not a school needing comprehensive support and improvement (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.

Redwood Coast Montessori is not a school needing comprehensive support and improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Redwood Coast Montessori is not a school needing comprehensive support and improvement (CSI).

Stakeholder Engagement

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

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

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

Multiple surveys were made available to the entire school community throughout the 2020-21 school year. Overall there was a high level of participation with the surveys indicating strong stakeholder interest in school functions.

Beginning in March of 2020, community surveys were made sent to all members of the community on March 18, May 2, June 11, July 13, and October 18th.

Using information and guidance from RCM's Distance Learning Written Report, two public meetings were held on July 29th and August 3rd to discuss RCM's learning environment and goals for supporting student growth and academic achievement.

In September, two additional public meetings were held to discuss the Learning Continuation and Attendance Plan for Redwood Coast Montessori.

Three public meetings were held in October and November 2020 to discuss RCM's learning environment. One of the outcomes of these meetings was the formation of an Ad Hoc committee made up of two school board members, certificated and classified staff, parents, and a student. Over the course of two months this group met a total of seven times to develop a plan for RCM's learning environment.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback indicated strong support for resources and staff to support social/emotional learning at all age groups. There were some additional concerns about progress in some academic areas including writing and math, however, the primary concern was for SEL.

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

The consultations gathered through stakeholder input helped to reform and refine the goals for the 2021-22 LCAP. Information provided on the State Dashboard (2018 results) 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. Other areas that were identified were increased support for SWD.

Goals and Actions

Goal

Goal #	Description
1	Student Learner Outcomes (Student Engagement)

An explanation of why the LEA has developed this goal.

RCM developed this goal as a means to acknowledge the importance of the SLOs for all students and to help identify areas of the school program that are doing well with supporting student's progress towards achieving the SLOs and to develop specific actions to support those parts of the program that can use improvement.

Peaceful

- Cultivate peaceful interactions, empathy and compassion
- Advocate for peaceful resolution, understanding our connection to each other
- Build a cohesive school community

Engaged

- Explore what kind of learner am I
- Evaluate how I see myself in the larger world
- Honor our environment and our place in the global community

Active

- Demonstrate a desire to learn, to be helpful, and to contribute
- Encourage habits of curiosity, initiative and persistence
- Operate with a growth mindset

Communicative

- Develop ability to communicate with self and others
- Reach out to the community outside the school to provide opportunities for connection
- Build academic, discipline specific vocabulary

Educated

- Build habits of concentration and organization for lifelong study skills
- Plan for how I will succeed in diverse disciplines
- Create and pursue original thought across academic disciplines

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Achieve and maintain an average daily attendance (ADA) rate >96%	18-19 Baseline 98%				98% ADA Rate
Achieve and maintain chronic student absenteeism rate <2.0%	18-19 Baseline 2.7%				< 2% chronic absenteeism rate
Maintain a cohort graduation rate >95% with all student population subgroups moving to “Blue” as measured on the California School Dashboard.	No baseline data. 2021-22 first graduating class.				100% graduation rate for all student subgroups.
Maintain low rate of student suspension. “Blue” as measured	18-19 0.0% suspension rate; Blue baseline				0.0% suspension rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on the California School Dashboard					
Establish baseline scores for the California Healthy Kids Survey (CHKS) for high school, adolescent, and elementary representative grades with a minimum of 90% participation rate.	No baseline data.				Baseline scores increased by 5% each year for CHKS.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance	Expand school wide protocols for improving student attendance and addressing chronic absenteeism. Secure intern social workers from university programs to target chronic absenteeism and associated family issues. Partnership with HSU.	\$66,176.00	No
2	Chronic absenteeism	Continue to administer on an annual basis the California Healthy Kids Survey (CHKS), California School Safety Survey (CSSS), and the California School Parent Survey (CSPS) Mail attendance letters to parents outlining and communicating student attendance.	\$66,176.00	No

Action #	Title	Description	Total Funds	Contributing
3	Connections Curriculum	Implement Connections: A Four Year Pathway to Connect students with the right opportunities for all high school students.		No
4	Student advisors	Provide staff advisor for each high school student with regular weekly or bi-weekly meetings.		No
5	Student support Services	Provide supplemental student support through addition of resource specialist position	\$55,000.00	Yes
7	School Climate Survey	Plan and implement administering of CHKS	\$1,049.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.41%	110,729

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

Required Descriptions

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

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

Approximately \$110,729 will be allocated from LCFF supplemental funds charter--wide during the 2021-22 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, approximately 77% is designated to support academic progress for these targeted student groups. In addition, the remaining 23% of the funds will be used to address SEL learning for foster youth, EL, and low-income students.

Supplemental funds will be used for academic supports including providing reading intervention support for developing readers, academic learning loss support due COVID-19. Additionally, academic tutors and resource specialist time will be added to support FY, EL, LI students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,972,084.00	\$273,229.00	\$100,675.00	\$107,241.00	\$2,453,229.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,324,575.00	\$128,654.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Attendance	\$66,176.00				\$66,176.00
1	2	All Students with Disabilities	Chronic absenteeism	\$66,176.00				\$66,176.00
1	3	Students with Disabilities	Connections Curriculum					
1	4	Students with Disabilities	Student advisors					
1	5	English Learners Foster Youth Low Income	Student support Services	\$55,000.00				\$55,000.00
1	7	All	School Climate Survey	\$1,049.00				\$1,049.00
2	1	All	Highly qualified credential educators	\$1,683,341.00				\$1,683,341.00
2	2	All Students with Disabilities	Retain highly qualified teachers	\$5,700.00	\$1,620.00		\$3,293.00	\$10,613.00
2	3	English Learners Foster Youth Low Income	Reading intervention	\$30,106.00				\$30,106.00
2	4	All Students with Disabilities	Special education	\$16,000.00	\$35,000.00		\$103,948.00	\$154,948.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	All Students with Disabilities	COVID related learning loss		\$210,648.00			\$210,648.00
2	6	English Learners Foster Youth Low Income	Academic intern					
2	8	All Students with Disabilities	Support high quality math instruction	\$7,000.00				\$7,000.00
2	9	All	School Climate Survey	\$1,000.00				\$1,000.00
3	1	All	School Climate Survey	\$1,000.00				\$1,000.00
3	2	All	Manila Community Resource Center and First 5 Playgroup			\$100,675.00		\$100,675.00
3	3	All	Parent/guardian support and understanding of Montessori and PBL	\$8,000.00				\$8,000.00
3	4	All Students with Disabilities	After school care and enrichment activities	\$31,536.00				\$31,536.00
3	5	English Learners Foster Youth Low Income	Social/emotional counseling/support		\$25,961.00			\$25,961.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$85,106.00	\$111,067.00
LEA-wide Total:	\$55,000.00	\$80,961.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$30,106.00	\$56,067.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Student support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	\$55,000.00
2	3	Reading intervention	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Manila Campus	\$30,106.00	\$30,106.00
2	6	Academic intern	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	5	Social/emotional counseling/support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$25,961.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.