



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

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

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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>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>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>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
Metric/Indicator Successful hosting of Montessori educational event for parents/guardians. 19-20 RCM staff will host one event designed to educate parents/guardians about Montessori philosophy and curriculum. Baseline Parents/Guardians are interested in learning more about the Montessori method of education.	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.
Metric/Indicator Successful development of school site council. 19-20 RCM will develop a school site council composed of staff, parents/guardians, and students. Baseline Redwood Coast Montessori needs to develop a site council composed of staff and parents/guardians, and students.	While an initial school site council was developed, regular meetings were interrupted by the pandemic.
Metric/Indicator Successful hosting of events designed to strengthen the school community.	Several events took place designed to strengthen the school community including: Back to School Night, Fox Trot,

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>Thanksgiving Dinner, Parent conferences, Winter Holiday Event, Peaceful Winter concert, and PBL exhibition.</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>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>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>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>	RCM was able to provide lunch service throughout the school year even during the school closure.
<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>	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.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase enrollment to include 11th grade.	N/A Not Applicable 0.00	N/A Not Applicable 0.00
<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>	1000-1999: Certificated Personnel Salaries LCFF 202,865	1000-1999: Certificated Personnel Salaries LCFF 202,865

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	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. Learning Directors Director of School, Manila Site Supervisor, Resource Center Director; Resource Teacher Supplies/Materials (for School Climate Child Welfare and Attendance)	26,199	26,199	Yes
Mental Health and Social and Emotional Well-Being	School Support Staff Additional support staff provide direct services to students to promote positive school climate, good citizenship, and school safety. 2 Administration 1 Resource specialist 2 Student Specialists (AFCTR & HSU Intern)	26,199	26,199	Yes
Pupil Engagement and Outreach	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. Digital Subscription for Enhanced Parent/School/Teacher Communication Parent Education Center Supplies	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