

# The School Plan for Student Achievement

**School:** Redwood Coast Montessori  
**CDS Code:** 12-62679-0137653  
**District:** Redwood Coast Montessori  
**Principal:** Bryan Little  
**Revision Date:** 7/1/2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on 9/12/2018.**

## Table of Contents

School Vision and Mission.....	3
School Profile .....	3
Comprehensive Needs Assessment Components.....	3
Data Analysis.....	3
Surveys.....	4
Classroom Observations .....	4
Analysis of Current Instructional Program .....	4
Description of Barriers and Related School Goals.....	6
School and Student Performance Data .....	7
CAASPP Results (All Students).....	7
ELPAC Results .....	11
Planned Improvements in Student Performance.....	26
School Goal #1 .....	26
School Goal #2 .....	27
School Goal #3 .....	28
School Goal #4 .....	29
School Goal #5 .....	30
Centralized Services for Planned Improvements in Student Performance .....	31
Centralized Service Goal #1.....	31
Centralized Service Goal #2.....	32
Centralized Service Goal #3.....	33
Centralized Service Goal #4.....	34
Centralized Service Goal #5.....	35
Summary of Expenditures in this Plan .....	36
Total Allocations and Expenditures by Funding Source .....	36
Total Expenditures by Object Type .....	37
Total Expenditures by Object Type and Funding Source.....	38
Total Expenditures by Goal .....	39
School Site Council Membership.....	40
Recommendations and Assurances .....	41

## School Vision and Mission

### Redwood Coast Montessori's Vision and Mission Statements

#### Mission Statement

The mission of Redwood Coast Montessori is to serve a diverse population of elementary through high school children (K-12) in the Humboldt County area by providing children with a high quality educational option based on the Montessori method.

#### Vision Statement and Educational Goals

Redwood Coast Montessori maintains as part of its mission a commitment to a specific vision that emphasizes the needs of the child, the community and the earth. Although each of our vision statements are interwoven together to form the foundation of our core philosophy, our vision for each child is based on key educational goals.

#### For the Child

- Create a positive attitude toward school and learning
- Build habits of concentration and organization for lifelong study skills
- Foster an abiding curiosity and a sense of high self-esteem
- Encourage habits of initiative and persistence
- Instill an inner discipline and sense of order
- Develop sensory motor skills to sharpen the ability to discriminate
- Cultivate peaceful interactions, empathy and compassion
- Honor the child's natural desire to learn, to be helpful, and to contribute
- Nourish the child's spirit, imagination, creativity and intellect to achieve their highest level of academic achievement
- Enable students to become self-motivated, competent and lifelong learners

#### For the Community

- Build a cohesive school community
- Cultivate an understanding of our connectedness to each other
- Reach out to the community outside the school to provide opportunities for connection

#### For the Earth

- Connect with nature and encourage respect for our environment
- Honor our environment and our place in the global community

## School Profile

Redwood Coast Montessori (RCM) is a K-12 public charter school authorized by the Arcata Elementary School District. Based on the Montessori method, students at RCM are offered a rich curriculum that truly values the individual and the natural development of the whole child. Redwood Coast Montessori classrooms are based on the Montessori approach of a carefully prepared environment that is filled with beautiful, long lasting materials that are engaging, age appropriate and pedagogically designed as self-correcting learning tools. Students spend long uninterrupted academic time following their own passion as they work their way through the curriculum. The curriculum is integrated throughout all grade levels and all subject matter in such a way that it allows for mastery of concepts at an individual pace that is appropriate for each child.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys were made available to the entire community. Overall there was a high level of satisfaction in many key areas: 90% of respondents either agreed or strongly agreed that RCM ensures students receive instruction that is guided by academic content and performance standards and that RCM seeks input and encourages parental participation.

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

A couple of respondents expressed concern for the overall condition of the school facility.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Multiple different types of classroom observation take place on a daily basis by administrators, other staff, other professionals, and guardians. Observations are a combination of drop-in and prescheduled visits.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

RCM utilizes both interim and summative assessments to guide instruction and to target the needs of individual students and student subgroups.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Based on the Montessori method, extensive daily assessments are embedded into the flow of classroom instruction. Curriculum-embedded assessments are in the form of formal assessments and on-going observations.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

All RCM staff are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

RCM is fully staffed with credentialed teachers. All teachers are provided with professional development opportunities that are in line with RCM's charter and the mission of the school.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

RCM staff are provided staff development that is aligned to State content standards.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)(EPC)

RCM has a well established support system to provide in-house instructional coaches. Several RCM staff are also participating in the PBL Leadership Academy that provides instructional coaching in the area of Project Based Learning.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration meetings take place at least twice per month. In addition grade level and department meetings are conducted as needed on a weekly basis.

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All RCM curriculum, instruction, and materials are aligned to State content and performance standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

RCM closely adheres to recommended instructional minutes for ELA and mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

RCM has carefully designed it's school schedule to provide and emphasize intervention courses such as art, music, PE, and CTE.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups have ample access to standards-based instruction materials that are in-line with the school's Montessori approach to education.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

RCM teaching staff utilize standards-aligned instruction materials that are in conjunction with the school's Montessori approach to education.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

RCM provides reading and literacy intervention, math support and supplemental instruction, and social/emotional support for underperforming students.

14. Research-based educational practices to raise student achievement

RCM uses a well established Montessori approach to educating all students. This combined with a strong focus on project based learning provides a research-based approach to supporting student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

RCM works closely with families and community members to provide appropriate and targeted support and resources for under-achieving students.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Annual meetings with staff and community members along with parent and student surveys provide guidance for the implementation of ConApp programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Reading support, mathematics support, literacy support, student support services.

18. Fiscal support (EPC)

RCM provides fiscal support for all services provided that enable underperforming students as outlined in the school's LCAP.

**Description of Barriers and Related School Goals**

Math continues to be an area of continuous improvement as well as using research based intervention tools to support tier 2 students who need additional instruction. School goals focus on improving student engagement, enrichment, and achievement.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13	*	16	13	*	14	13	*	14	100		87.5
Grade 4	16	15	11	16	15	10	16	15	10	100	100	90.9
Grade 5	12	13	15	12	13	15	12	13	15	100	100	100
Grade 6	12	*	14	11	*	13	11	*	13	91.7		92.9
Grade 7	*	14	17	*	14	17	*	14	17		100	100
Grade 8	12	*	18	12	*	14	12	*	14	100		77.8
All Grades	73	69	91	70	67	83	70	67	83	95.9	97.1	91.2

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2429.1	*	2426.6	7.69	*	28.57	53.85	*	21.43	23.08	*	14.29	15.38	*	35.71
Grade 4	2436.3	2473.9	*	12.50	13.33	*	12.50	46.67	*	37.50	26.67	*	37.50	13.33	*
Grade 5	2544.7	2500.5	2523.9	33.33	15.38	26.67	50.00	38.46	33.33	0.00	7.69	26.67	16.67	38.46	13.33
Grade 6	2513.7	*	2544.5	9.09	*	23.08	45.45	*	38.46	27.27	*	23.08	18.18	*	15.38
Grade 7	*	2594.6	2581.6	*	28.57	35.29	*	42.86	23.53	*	21.43	11.76	*	7.14	29.41
Grade 8	2621.3	*	2588.7	41.67	*	7.14	33.33	*	50.00	25.00	*	28.57	0.00	*	14.29
All Grades	N/A	N/A	N/A	21.43	17.91	25.30	37.14	47.76	32.53	24.29	17.91	22.89	17.14	16.42	19.28

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.08	*	21.43	53.85	*	57.14	23.08	*	21.43
Grade 4	18.75	20.00	*	50.00	66.67	*	31.25	13.33	*
Grade 5	50.00	38.46	33.33	41.67	30.77	46.67	8.33	30.77	20.00
Grade 6	9.09	*	30.77	72.73	*	46.15	18.18	*	23.08
Grade 7	*	21.43	41.18	*	57.14	23.53	*	21.43	35.29
Grade 8	66.67	*	14.29	25.00	*	64.29	8.33	*	21.43
All Grades	35.71	29.85	28.92	45.71	50.75	49.40	18.57	19.40	21.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	*	14.29	69.23	*	50.00	23.08	*	35.71
Grade 4	6.25	26.67	*	56.25	46.67	*	37.50	26.67	*
Grade 5	16.67	23.08	20.00	66.67	38.46	73.33	16.67	38.46	6.67
Grade 6	36.36	*	23.08	54.55	*	53.85	9.09	*	23.08
Grade 7	*	42.86	47.06	*	57.14	41.18	*	0.00	11.76
Grade 8	41.67	*	35.71	58.33	*	64.29	0.00	*	0.00
All Grades	21.43	23.88	27.71	61.43	58.21	59.04	17.14	17.91	13.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	*	21.43	84.62	*	57.14	7.69	*	21.43
Grade 4	6.25	20.00	*	56.25	73.33	*	37.50	6.67	*
Grade 5	25.00	30.77	20.00	58.33	46.15	66.67	16.67	23.08	13.33
Grade 6	9.09	*	23.08	72.73	*	61.54	18.18	*	15.38
Grade 7	*	21.43	29.41	*	64.29	47.06	*	14.29	23.53
Grade 8	25.00	*	35.71	66.67	*	57.14	8.33	*	7.14
All Grades	17.14	23.88	24.10	65.71	65.67	61.45	17.14	10.45	14.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	*	35.71	84.62	*	28.57	7.69	*	35.71
Grade 4	6.25	13.33	*	68.75	66.67	*	25.00	20.00	*
Grade 5	58.33	15.38	20.00	25.00	61.54	66.67	16.67	23.08	13.33
Grade 6	9.09	*	38.46	72.73	*	46.15	18.18	*	15.38
Grade 7	*	35.71	35.29	*	50.00	41.18	*	14.29	23.53
Grade 8	33.33	*	28.57	58.33	*	42.86	8.33	*	28.57
All Grades	24.29	25.37	28.92	61.43	58.21	50.60	14.29	16.42	20.48

Conclusions based on this data:

- 1.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13	*	16	13	*	14	13	*	14	100		87.5
Grade 4	16	15	11	16	15	10	16	15	10	100	100	90.9
Grade 5	12	13	15	12	13	15	12	13	15	100	100	100
Grade 6	12	*	14	11	*	13	11	*	13	91.7		92.9
Grade 7	*	14	17	*	14	17	*	14	17		100	100
Grade 8	12	*	18	12	*	14	12	*	14	100		77.8
All Grades	73	69	91	70	67	83	70	67	83	95.9	97.1	91.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.2	*	2450.9	15.38	*	28.57	38.46	*	14.29	23.08	*	50.00	23.08	*	7.14
Grade 4	2404.7	2432.7	*	0.00	6.67	*	12.50	13.33	*	25.00	46.67	*	62.50	33.33	*
Grade 5	2501.9	2466.8	2482.9	25.00	7.69	13.33	8.33	23.08	13.33	33.33	23.08	26.67	33.33	46.15	46.67
Grade 6	2466.0	*	2480.2	0.00	*	7.69	18.18	*	23.08	45.45	*	15.38	36.36	*	53.85
Grade 7	*	2561.8	2586.6	*	14.29	29.41	*	28.57	23.53	*	35.71	35.29	*	21.43	11.76
Grade 8	2598.8	*	2589.5	33.33	*	28.57	8.33	*	14.29	41.67	*	42.86	16.67	*	14.29
All Grades	N/A	N/A	N/A	17.14	16.42	19.28	17.14	23.88	22.89	31.43	31.34	34.94	34.29	28.36	22.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	*	28.57	61.54	*	42.86	23.08	*	28.57
Grade 4	0.00	6.67	*	31.25	26.67	*	68.75	66.67	*
Grade 5	33.33	15.38	13.33	33.33	38.46	26.67	33.33	46.15	60.00
Grade 6	9.09	*	15.38	27.27	*	23.08	63.64	*	61.54
Grade 7	*	28.57	23.53	*	50.00	58.82	*	21.43	17.65
Grade 8	25.00	*	28.57	41.67	*	42.86	33.33	*	28.57
All Grades	18.57	22.39	20.48	37.14	35.82	40.96	44.29	41.79	38.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.46	*	21.43	38.46	*	64.29	23.08	*	14.29
Grade 4	0.00	20.00	*	43.75	40.00	*	56.25	40.00	*
Grade 5	16.67	7.69	20.00	41.67	38.46	53.33	41.67	53.85	26.67
Grade 6	9.09	*	7.69	63.64	*	30.77	27.27	*	61.54
Grade 7	*	14.29	35.29	*	78.57	58.82	*	7.14	5.88
Grade 8	41.67	*	28.57	41.67	*	50.00	16.67	*	21.43
All Grades	22.86	22.39	21.69	45.71	50.75	56.63	31.43	26.87	21.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.08	*	35.71	53.85	*	50.00	23.08	*	14.29
Grade 4	6.25	6.67	*	31.25	53.33	*	62.50	40.00	*
Grade 5	25.00	15.38	13.33	50.00	23.08	40.00	25.00	61.54	46.67
Grade 6	0.00	*	7.69	72.73	*	46.15	27.27	*	46.15
Grade 7	*	35.71	29.41	*	50.00	52.94	*	14.29	17.65
Grade 8	33.33	*	50.00	33.33	*	35.71	33.33	*	14.29
All Grades	20.00	23.88	27.71	45.71	41.79	48.19	34.29	34.33	24.10

**Conclusions based on this data:**

1. Data is incomplete based on small number of students.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 1							1	
Grade 6							1	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

**Conclusions based on this data:**

1. Inconclusive based on insufficient sample size.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>140</b>	<b>39.3</b>	<b>1.4</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	1.4
Foster Youth		
Homeless	3	2.1
Socioeconomically Disadvantaged	55	39.3
Students with Disabilities	32	22.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.7
American Indian	3	2.1
Asian	8	5.7
Filipino		
Hispanic	14	10.0
Two or More Races	7	5.0
Pacific Islander		
White	107	76.4

### Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students

### Academic Performance

English Language Arts



No Performance Color

Mathematics



No Performance Color

English Learner Progress

College/Career

Graduation Rate

Chronic Absenteeism



No Performance Color

### Conditions & Climate

Suspension Rate



No Performance Color

### Conclusions based on this data:

1.

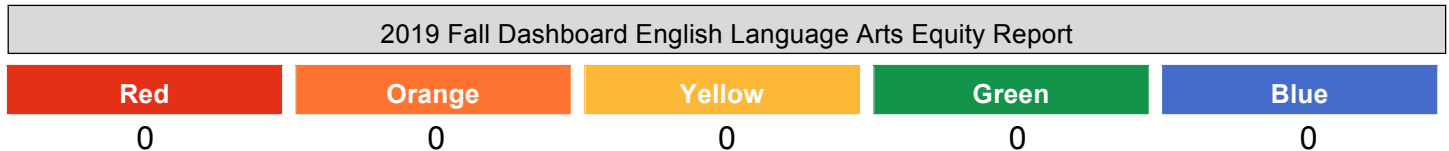
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 18.1 points above standard 80	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 23.8 points above standard 32	 No Performance Color 15.9 points below standard 27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 32.4 points above standard 60

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2	18.8 points above standard 76

Conclusions based on this data:

- 1.



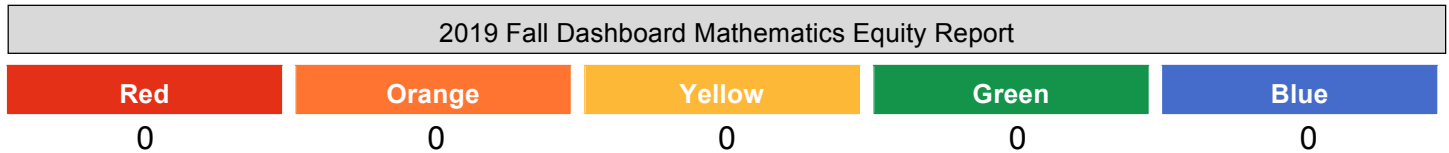
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 15.2 points below standard 80	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 32.3 points below standard 32	 No Performance Color 46.5 points below standard 28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color 2.1 points below standard 60

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2	13.3 points below standard 76

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2019 Fall Dashboard English Language Proficiency Assessments for California Results				
<b>Number of Students</b>	<b>Level 4 Well Developed</b>	<b>Level 3 Moderately Developed</b>	<b>Level 2 Somewhat Developed</b>	<b>Level 1 Beginning Stage</b>

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>

2019 Fall Dashboard College/Career by Race/Ethnicity			
<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

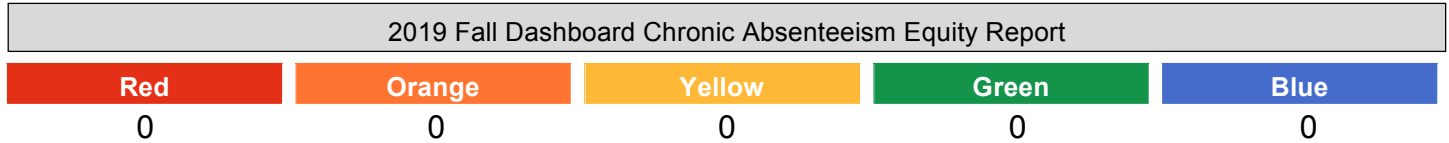
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color <hr/> 1.5 136	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color <hr/> 2 51	 No Performance Color <hr/> 5.7 35

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 1.9 105

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

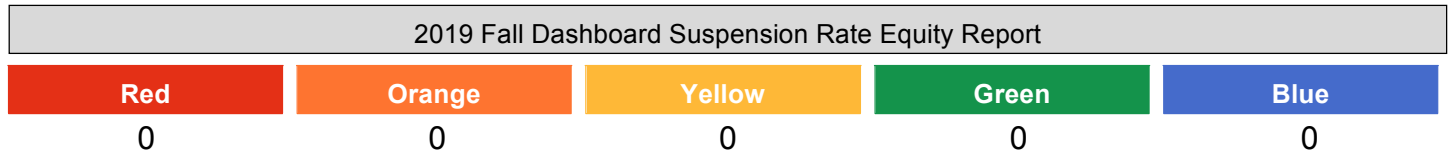
# School and Student Performance Data

## Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.









This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0.7 152	 No Performance Color Less than 11 Students - Data Not 4	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 5	 No Performance Color 0 57	 No Performance Color 0 37



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 8	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 7.1 14	 No Performance Color Less than 11 Students - Data 8		 No Performance Color 0 116

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
		0.7

Conclusions based on this data:

- 1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Conditions of Learning</b>
<b>LEA GOAL:</b>
Recruit and retain highly qualified teachers
<b>SCHOOL GOAL #1:</b>
Recruit and retain highly qualified teachers
<b>Data Used to Form this Goal:</b>
Certificated staff performance evaluations and retention history.
<b>Findings from the Analysis of this Data:</b>
Highly qualified staff are critical to success of RCM students.
<b>How the School will Evaluate the Progress of this Goal:</b>
Performance evaluations of certificated staff and length of employment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Recruit highly qualified staff	SY 2019-20	school director & hiring committee	General fund	1000-1999: Certificated Personnel Salaries	LCFF	
Assess performance	SY 2019-20	school director	General fund	1000-1999: Certificated Personnel Salaries	LCFF	
Beginning Teacher Support and Assessment	SY 2019-20	School Director	General fund	5000-5999: Services And Other Operating Expenditures	LCFF	

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: ELA &amp; Math</b>
<b>LEA GOAL:</b>
To annually increase the achievement of all students in language arts and mathematics.
<b>SCHOOL GOAL #2:</b>
Increase math and ELA CAASPP scores by 2% overall.
<b>Data Used to Form this Goal:</b>
Summative CAASPP assessment scores.
<b>Findings from the Analysis of this Data:</b>
School-wide RCM students are exceeding the target goal in math and ELA.
<b>How the School will Evaluate the Progress of this Goal:</b>
Review of summative assessment scores and increased use of interim assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish a structure and culture for continuous improvement by implementing best instructional practices through training and collaboration.	SY 2019-20	School Director	Use of Leveled Books. Professional Development on DRA. Use of easyCBM.	4000-4999: Books And Supplies	LCFF	10,000
Implementation of common assessment protocol for use with DRA and easyCBM.	SY 2019-20	All Staff		1000-1999: Certificated Personnel Salaries	LCFF	

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School culture and climate</b>
<b>LEA GOAL:</b>
Ensure student access to instructional materials that are aligned to CCSS.
<b>SCHOOL GOAL #3:</b>
Increase enrollment and grade level curriculum through 11th grade to fulfill charter
<b>Data Used to Form this Goal:</b>
Annual enrollment and ADA data.
<b>Findings from the Analysis of this Data:</b>
RCM successfully increased targeted enrollment while maintaining desired school culture and climate.
<b>How the School will Evaluate the Progress of this Goal:</b>
On-going ADA data and community climate survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand curriculum through 11th grade.	SY 2019-20	School director	Eleventh grade level curriculum in ELA & math.	4000-4999: Books And Supplies	LCFF	10,000

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Conditions of learning</b>
<b>SCHOOL GOAL #1:</b>
Recruit and retain highly qualified teachers

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Recruit highly qualified staff	SY 2019-20	School director and hiring committee	certificated staff salaries	1000-1999: Certificated Personnel Salaries	LCFF	
Assess teacher performance	SY 2019-20	School director	administrative salary	1000-1999: Certificated Personnel Salaries	LCFF	
Beginning Teacher Support and Assessment	SY 2019-20	School director	administrative salary	1000-1999: Certificated Personnel Salaries	LCFF	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA &amp; Math</b>
<b>SCHOOL GOAL #2:</b>
Increase ELA & math scores by 2% on CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish a structure and culture for continuous improvement by implementing best instructional practices through training and collaboration.	SY 2019-20	School Director	Use of leveled books. Professional development on DRA. Use of easyCBM	4000-4999: Books And Supplies	LCFF	
Implementation of common assessment protocol for use with DRA and easyCBM	SY 2019-20	All staff		1000-1999: Certificated Personnel Salaries	LCFF	



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in School culture and climate</b>
<b>SCHOOL GOAL #3:</b>
Increase enrollment and grade level curriculum through 8th grade to fulfill charter

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand curriculum through 11th grade	SY 2019-20	School director	Eighth grade level curriculum in ELA & math.	1000-1999: Certificated Personnel Salaries	LCFF	10,000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	20,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	20,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF	20,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	10,000.00
Goal 3	10,000.00

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

School Board

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 2/6/19.

Attested:

Bryan Little

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date