Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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

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

According to the California School Dashboard, we have much to celebrate and growth still to be made. The following chart is a summary of performance for the 2015-16 school year. This data, along with significant stakeholder engagement input has informed and influenced this plan.

Student Group Report

Redwood Coast Montessori - Humboldt County

Enrollment: 99   Socioeconomically Disadvantaged: 37%   English Learners: 3%   Foster Youth: N/A   Grade Span: K-8   Reporting Year: Spring 2017

Charter School: Yes

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	●	*	N/A	N/A	●	*	*	*	*	*	*	*	*	●
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)	●	*	N/A	N/A	*	*	*	*	*	*	*	*	*	●
Mathematics (3-8)	●	*	N/A	N/A	*	*	*	*	*	*	*	*	*	●

Performance Levels: ● Blue (Highest)   ● Green   ● Yellow   ● Orange   ● Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

LCAP HIGHLIGHTS

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

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

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

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

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

Improve student engagement.

1. Increase enrollment and grade level curriculum through 9th grade to fulfill charter.
2. Provide training for students in Positive Discipline strategies.
3. Increase student achievement on math and ELA CAASPP assessments.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

> Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation the greatest area of progress was in the area of maintaining a low suspension rate. During the 2016-17 school year, no students were suspended from any of the demographic groups. This success is in part due to our LCAP goal #2: Maintain or improve communication and connections with parent, student, and community. Good communication is maintained with parents, students, and school staff which helps RCM serve the needs of each individual student.

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

GREATEST NEEDS

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

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

PERFORMANCE GAPS

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

INCREASED OR IMPROVED SERVICES

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

Implementation of math assessment tools to help gather student specific information that will allow for targeted instruction towards those students in greatest need.

Improved lunch program to address nutritional needs of students, particularly low-income students, English learners, and foster youth.

Speech screening for all K-3rd grade students.

Expanded use of reading intervention program.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$1,349,712
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,052,178

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

After School and Summer Youth Program, First 5 Program, Manila Community Resource Center, Special Education Paraprofessional salaries and benefits, Prop 39 project(s), Administrative salaries and benefits, behavior services contracts, and utilities

$1,052,178	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	Conditions of Learning will include highly qualified teachers and upgrade of school site.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL   Recruit and retain highly qualified teaching staff.

1. Beginning Teacher Student Assessment (BTSA)/Induction
2. Montessori Teacher training programs and conferences
3. Grade level collaboration

Implement Positive Discipline as a school-wide strategy

1. Train all staff in Positive Discipline strategies

Continue to improve the overall quality of the site.

1. Implementation of BIIG Grant
2 Implementation of energy retrofit (Prop. 39)

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. 100% of teachers will be highly qualified. There will be no teacher miss-assignments. 2. 100% of staff will be trained in Positive Discipline strategies. 3. Internet access will be consistent and reliable throughout the campus. 4. Planning for energy retrofit will have been completed.	1. 100% of teachers are highly qualified. There are no teacher miss-assignments. 2. 100% of staff were trained in Positive Discipline strategies. 3. Internet access was upgraded through the BIIG K-12 grant. 4. Planning for energy retrofit has been completed.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED Recruit and retain highly qualified teaching staff and promote implementation of best practices. 1. Beginning Teacher Student Assessment (BTSA)/Induction 2. Montessori Teacher training programs and conferences 3. Grade level collaboration	ACTUAL 1. Resource teacher completing BSA program 2. Teachers attended several trainings to improve instruction. 3. Grade level collaboration occurred for all grade levels throughout school year.
Expenditures	BUDGETED Certificated and classified salaries and statutory expenses $629,947	ESTIMATED ACTUAL

Action 2

Actions/Services	PLANNED Train all staff in the use of Positive Discipline strategies.	ACTUAL 100% of staff completed Positive Discipline training.
Expenditures	BUDGETED Certificated and classified salaries and statutory expenses $629,947	ESTIMATED ACTUAL

Action 3

Actions/Services	PLANNED Expansion of wireless internet service throughout the campus.	ACTUAL School wireless internet service was upgraded to 100mb system through the BIIG K-12 grant.

Expenditures	BUDGETED Services and other operating expenses $179,227	ESTIMATED ACTUAL

Action **4**

Actions/Services	PLANNED Planning phase of site energy retrofit will be completed.	ACTUAL Planning phase of Prop. 39 site energy retrofit was completed and approved by Board.
Expenditures	BUDGETED Services and other operating expenses $179,227	ESTIMATED ACTUAL

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation of the actions/services was successful in all areas for this goal. All teachers are highly qualified and are teaching in their credentialed areas of expertise. Throughout the year, teachers attended several different types of trainings including writing, reading, STEAM, and special education. Implement of Positive Discipline was highly successful. All RCM staff attending the in-service training at the beginning of the school year. In addition, teachers and staff continue to meet on a monthly basis to revisit PD concepts and to discuss specific case studies. Implementation of several efforts including energy retrofit and Internet upgrade have progressed as planned.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Recruitment of highly qualified teaching staff was highly effective. In part due to the outstanding reputation of the Redwood Coast Montessori and the commitment of the staff, all teaching staff have demonstrated a high level of professionalism and are placed according to their credentials. Implement of the Positive Discipline training has proven to be very beneficial to the staff and the students. All classrooms are using the tools learned in the training including regular classroom meetings and the use of other tools learned in during the training. The school site is now equipped with a 100mb wireless system that is delivering high speed internet to all parts of the campus. This upgrade is due to the acquisition of the BIIG K-12 grant. In addition, the planning phase of the energy retrofit using Prop. 39 funding, has been completed as planned.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No significant differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	All staff were successfully trained with Positive Discipline. The tools and strategies are used in all classrooms. This action will shift from training to ongoing review of case studies and best practices to assure that Positive Discipline continues to be an effective strategy for RCM. This action was shifted to goal #3 (student engagement). The rubric that will be used to evaluate this action is that all classrooms will utilize classroom meetings on a weekly basis and the teaching staff will review best practices and case studies a minimum of 4 times throughout the school year.

Goal 2	Maintain or improve communication and connections with parent, student, and community.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

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

1. Improve school website and use of social media
2. Continue weekly newsletter
3. Update Local Control Accountability Plan (LCAP)
4. Update Single School District Plan

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

1. Expand duties of PTO
2. Create PTO website and increase use of social media
3. Develop new community partners

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
1. Continue weekly e-Newsletter and other social media. 2. Improve/update website to include more content that can be accessed by parents, students, and community. 3. Expand duties of Parent-Teacher Organization (PTO).	1. The RCM weekly e-Newsletter was continued and upgraded to include more information about school and community events. The RCM Facebook page continues to be a highly effective tool for communicating with families and the community regarding school events and developments. 2. A new webmaster was identified to help keep the school web page up to date and to maintain the school calendar. This is an effective tool for communicating with families. 3. The PTO has expanded its role at school and has taken over all the major fundraising activities. The PTO also supports several social events and staff appreciation efforts.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace. 1. Improve school website and use of social media 2. Continue weekly newsletter 3. Update Local Control Accountability Plan (LCAP) 4. Update Single School District Plan	1. The school website has a new webmaster that updates the website with all major events and keeps the calendar up to date. The RCM Facebook page is kept up to date with all major events and has proven to be an effective tool for reaching out to the larger community. 2. The weekly newsletter contains all school wide information and is sent out every week school is in session. 3. The Local Control Accountability Plan (LCAP) was updated using input from parents and staff. 4. The Single School District Plan was not updated during the 2017-18 school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Administrative expenses $58,210	

Action 2

	PLANNED	ACTUAL
Actions/Services	Identify opportunities and implement plans to increase parent and community participation to support the academic and personal success of every student. 1. Expand duties of PTO 2. Create PTO website and increase use of social media 3. Develop new community partners	1. The PTO has taken over all major fundraising efforts for the school. The PTO has also implemented several social events and staff support efforts. 2. The PTO continues to use the RCM website as a source of advertisement and communication. 3. RCM continues to collaborate with many community partners. Several new partners have been developed including the Humboldt Sponsors organization and the Peninsula Community Collaborative. RCM is one of the founding members of the Peninsula Community Collaborative, an organization that promotes community organization and communication.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Administrative expenses $58,210	

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation of the actions/services was met with good success in most areas. The effort to promote ongoing and open communication was achieved with an updated and improved website and RCM Facebook page. The weekly e-newsletter was also updated and maintained on a weekly basis to promote communication among the entire school community. The LCAP was updated using input from community survey results that included both parent and staff input. The Single School District Plan was not updated during this action period. Important partnerships were formed with local organizations. The adolescent program secured a grant from Humboldt Sponsors to support their Montessori Model United Nations project. RCM also helped to establish the Peninsula Community Collaborative which is a community group with the mission of increasing collaboration and communication among communities on the Samoa Peninsula.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Use of the weekly e-newsletter has been very effective with an average of 65-70% of the families reading the newsletter on a regular basis. In addition this same tool is used to communicate with families regarding issues of special importance including health concerns, PTO meeting announcements, and special school events. The school Facebook page has over 500 likes and continues to be a popular tool for communicating with families. Efforts to reach out to staff and the parent community for input regarding the LCAP were successful. Similar to last year, approximately 25% of the community provided valuable input for updating the LCAP for RCM. The Single School District Plan was not updated during this action period. Efforts to achieve the goal of increasing community connections and partnerships were quite successful. Several media stories were posted on efforts our adolescent students are undertaking in connection with the Montessori Model United Nations. In addition grant funding was secured from Humboldt Sponsors. Formation and support of the Peninsula Community Collaborative has also been an important accomplishment of Redwood Coast Montessori.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No significant differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal is integral to the success of Redwood Coast Montessori. Although the focus of this goal remains unchanged, the specific activities will adjust based on the needs of the community. Use of the weekly e-newsletter, website, social media, and LCAP will continue to provide avenues of communication between students, staff, and parents.

Goal 3

Ensure student has access to instructional materials that are aligned to CCSS.

1. CCSS Montessori materials
2. NGSS Science curriculum
3. Supplemental CCSS instructional materials

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

1. Increased enrollment to include 8th grade.

2. Ensure student access to instructional materials that are aligned to CCSS.

3. Train students in use of Positive Discipline strategies as a method for resolving conflicts and empowering students.

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Expand enrollment and curriculum to include 8th grade. 2. Increase by 5% the number of students performing at grade level in ELA and Math on the CAASPP. 3. Increase by 5% the number of students scoring at proficient level on science assessment. 4. Train 100% of all students with Positive Discipline strategies.	1. Enrollment was increase from 99 to 110 students which included 12 students in the 8th grade. 2. The number of students performing at grade level on the CAASPP ELA assessment increased by more than 5%. The number of students performing at grade level on the CAASPP math assessment did not increase by 5%. 3. The number of students taking the science assessment were not sufficient in order to receive results to compare with the prior year. 4. All students have been trained in and participated with Positive Discipline strategies throughout the school year.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	Expand CC aligned curriculum to accommodate 8th grade students.	A full set of common core aligned curriculum was developed for the 8th grade.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Certificated and classified salaries and statutory expenses $629,947	

Action 2

	PLANNED	ACTUAL
Actions/Services	Ensure student/teacher access to instructional materials that are aligned to CCSS. 1. Montessori materials 2. Science curriculum 3. Supplemental CCSS instructional materials Adopt math assessment tool.	1. Montessori curriculum materials were developed based on the outline in our school charter for the 8th grade. 2. Science curriculum materials were developed based on the outline in our school charter for the 8th grade. 3. Supplemental CCSS instructional materials were developed based on the outline in our school charter for the 8th grade. The math assessment tool EasyCBM was adopted as a school-wide math assessment tool.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Certificated and classified salaries and statutory expenses $629,947	

Action 3

	PLANNED	ACTUAL
Actions/Services	Train 100% of all students with Positive Discipline strategies.	All students participate in regular weekly Positive Discipline activities to help familiarize all students with the process and to help peacefully resolve conflicts.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Certificated and classified salaries and statutory expenses $629,947	

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	1. Implementation of increasing enrollment to include 8th grade was achieved with full success. 2. Students had full access to instructional materials that are aligned to CCSS at all grade levels TK-8. 3. All students participate in Positive Discipline strategies as a regular weekly activity. Students use the tools learned through the PD process to help resolve conflicts on a regular basis.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	1. Implementation of increasing enrollment to include 8th grade was achieved with full success. The eighth grade was at full student capacity with 12 students. 2. Students had full access to instructional materials that are aligned to CCSS at all grade levels TK-8. 3. All students participate in Positive Discipline strategies as a regular weekly activity. Students use the tools learned through the PD process to help resolve conflicts on a regular basis.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No significant differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal will be shifted from ensuring student access to instructional materials to increasing student engagement. RCM students continue to have good access to CCSS aligned instructional materials, however, the more important focus is on ensuring that students are engaging with the materials satisfactorily. The three main actions that will be used to support this goal are: 1) increase enrollment though 9th grade. 2) Continued use of Positive Discipline. 3) Increase student achievement on CAASPP assessments.

<u>Stakeholder Engagement</u>

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

January 27, 2017 - Presentation of LCAP annual update to RCM classified and certificated staff during monthly meeting. School director original goals and progress towards goals during prior year of LCAP.

February 10, 2017 - LCAP survey made available to RCM community. Results of survey gathered on an ongoing basis through April.

April 11, 2017 - Presentation of LCAP annual update to RCM Board of Directors during monthly meeting. School director original goals and progress towards goals during first year of LCAP.

May 9, 2017: Public Hearing and First Reading of the LCAP/Annual Update

June 14, 2017: Second Reading and Action for approval of the LCAP/Annual Update and approval of LCFF.

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

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

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 1	Conditions of Learning will include highly qualified teachers and upgrade of school site.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL
1) Recruit and retain highly qualified teaching staff.
   a) Beginning Teacher Student Assessment (BTSA)/Induction
   b) Montessori Teacher training programs and conferences
   c) School-wide teacher and staff collaboration

2) Continue to improve the overall quality of the site.
   a) Implementation of energy retrofit (Prop. 39)
   b) Rebuild Building A for use as part of Resource Center.

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of teachers that are highly qualified for their assigned position.	100% of teachers are highly qualified. There are no teacher misassignments.	Anticipated vacancy for resource teacher. Hire two high school teachers. 100% of teachers will be highly qualified. There will be no teacher misassignments.		

School-wide staff and teacher collaboration in-service meetings.	One staff meeting per month. One teacher meeting per month. All staff trained in Positive Discipline, all staff first aid/CPR trained.	Host a minimum of 8 school-wide staff collaboration in-service meetings. Host a min. of 16 teacher collaboration meetings (double from prior year). Other staff training as needed.		
Progress on construction of building A and on construction of energy retrofit.	Building A has been removed and needs to be rebuilt. Energy retrofit has undergone planning, no construction has started.	First year of energy retrofit will be completed. Building A will be completed.		

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Recruit and retain highly qualified teaching staff and promote implementation of best practices.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$177,740	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Teacher Salaries	Budget Reference		Budget Reference	

Action   **2**

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

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Minimum eight school-wide staff meetings & minimum 16 teacher collaboration meetings. PBL training for 4 staff members.		

[BUDGETED EXPENDITURES](#)

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

Action   **3**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☐ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Begin implementing energy retrofit measures identified during planning phase. Complete construction of building A.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$61,529.33	Amount		Amount	
Source	Prop. 39 funding	Source		Source	
Budget Reference	CA Clean Energy Jobs Act	Budget Reference		Budget Reference	

	New	☒ Modified		Unchanged

Goal 2	Maintain and improve communication and connections with parents, students, and community.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace.
1. Improve school website and use of social media
2. Continue weekly newsletter
3. Update Local Control Accountability Plan (LCAP)
4. Increase attendance at PTO and School Board meetings

Identify opportunities and implement plans to increase parent and business participation to support the academic and personal success of every student.
1. Increase opportunities for parents/guardians to learn more about RCM's academic mission and school culture.
2. Expand duties and effectiveness of PTO
2. Develop new community partners

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number and type of school events that promote parent/guardian opportunities to learn more about school academics and culture.	Open house in fall. Two parent conferences during fall and winter. Two parent information meetings in winter. Spring dinner and open house.	Include at least one additional parent open house to promote better understanding of Montessori materials and instruction. Provide written information about positive discipline and how to use at school and home.		

Duties/impact of PTO in school community.	PTO currently operates under the wing of RCM non-profit corporation.	Establish non-profit status for PTO as separate corporation.		
Establish new community partners to support mission of RCM.	RCM works with many community partners. Partnerships include both fiscal and in-kind support.	Increase number of community partners by a minimum of two to support the mission of RCM.		

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Include at least one additional parent open house to promote better understanding of Montessori materials and instruction. Provide written information about positive discipline and how to use at school and home.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,804.37	Amount		Amount	
Source	LCFF	Source		Source	

Budget Reference	Teacher Salaries	Budget Reference		Budget Reference	

Action   2

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Establish non-profit status for PTO as separate corporation.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount		Amount	
Source	School fundraising	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Increase number of community partners by a minimum of two to support the mission of RCM.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,902.19	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Teacher Salaries	Budget Reference		Budget Reference	

	New	☒ Modified		☐ Unchanged

Goal 3

Improve student engagement.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

1. Increased enrollment to include 9th grade.

2. Continue use of Positive Discipline as a school-wide strategy for resolving conflicts and empowering students.

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

Identified Need

1. Increase enrollment and grade level curriculum through 9th grade to fulfill charter.
2. Provide training for students in Positive Discipline strategies.
3. Increase student achievement on math and ELA CAASPP assessments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enrollment at all grade levels including 9th grade.	Current enrollment is from TK-8th grade.	Increase enrollment by 15% overall including addition of 9th grade enrollment.		
Use of Positive Discipline strategies in classrooms and with students.	All current teachers have been trained with Positive Discipline strategies. All current classrooms are using PD strategies	Provide training for all new hires, particularly all teachers. Continue to use PD strategies in all classrooms.		
CAASPP scores	Based on Dashboard, ELA scores are in the green zone overall. Based on Dashboard, math scores are in the yellow zone overall.	Increase ELA and math scores on CAASPP by 2% overall.		

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Increase enrollment by 15% overall including addition of 9th grade enrollment.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	No cost	Amount		Amount	
Source	N/A	Source		Source	
Budget Reference	N/A	Budget Reference		Budget Reference	

Action   **2**

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

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide training for all new hires, particularly all teachers. Continue to use PD strategies in all classrooms.		

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$7,804.37	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Contracted Services	Budget Reference		Budget Reference	

Action   **3**

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

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Increase ELA and math scores on CAASPP by 2% overall.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$1,183,607	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Teacher Salaries	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 79,312	Percentage to Increase or Improve Services:	7.23 %

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

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

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