

LCAP

Introduction:

LEA: River Montessori Charter School **Contact:** Kelly Griffith Mannion, M.Ed., Executive Director | admin@rivermontessoricharter.org 707.778.6414 **LCAP Year:** 2016-17

RIVER MONTESSORI

CHARTER SCHOOL

Our mission at River Montessori Charter School is to provide students with a learning culture grounded in Montessori philosophy. This historically proven educational model supports the whole child, creates lifelong learners, and educates for peace. The resulting academic excellence is supported by a prepared classroom environment that inspires self-paced, individualized discovery; a love of learning; and respect for self, others, and the environment.

Our vision at RMCS is to create a Montessori learning community where children are inspired to realize their academic, personal, and social potential to become global citizens.



Executive Summary

LCAP: In accordance with the CDE Designed LCAP Template, the RMCS LCAP serves to articulate working goals, actions, and expenditures which support RMCS's mission and vision of enabling students to become self-motivated, self-directed, and lifelong learners. The focus for the next three years drives the everyday work and activities which garner success for our students with the five overarching goals of the RMCS Charter: Promote Academic Excellence, Develop Attributes of Successful Learners, Create Strong Parent Involvement and Satisfaction, Become a Model Learning Community, and Facilitate Staff Development.

SECTION 1: Stakeholder Engagement

Participating in a variety of ways at RMCS, stakeholders, and their feedback, contributed greatly to the development of the 2016-17 LCAP goals and actions. Specifically, 2015-16 feedback has driven the following areas of priority for RMCS: Articulating and ensuring the individual Montessori academic, social, emotional, physical, and personal growth of students; improving communication and feedback processes for families and school; and increasing professional development opportunities for faculty.

SECTION 2: Goals, Actions, Expenditures, and Progress

The challenges of community communication was a topic of discussion for stakeholders throughout the year. Utilizing the language of the RMCS charter to drive consistent and common language, expectations, and articulation in the RMCS Strategic Plan, LCAP, and everyday interactions, is intended to support understanding of all stakeholders. In this spirit, and at the guidance of charter school consultants, the numerous preceding year's LCAP goals have been consolidated into a more efficient, streamlined, and user-friendly document which align with RMCS charter goals, and with which the entire community can become familiar and collaborative.

RMCS LCAP Goals, 2016-2019

Promote Academic Excellence through Montessori Methodology
Develop Attributes of Successful Learners in an Authentic Montessori School
Strengthen Montessori School-Family Communication and Partnership

Annual Update

Although it is listed subsequent to future goals in the CDE template, the Annual Update is the first step in the LCAP review process; a reflection of the previous year's LCAP goals. Each prior RMCS goal and action is stated with reporting data and expenditures as well as changes in actions, services, and expenditures to be made as a result of reviewing past progress and changes to goals. RMCS data reflects success in academic implementation and planned improvements in the areas of communication and parent satisfaction.

SECTION 3: Use of Supplemental and Concentration Grant funds and Proportionality Describes how the LEA is expending these funds in the LCAP year.

THANK YOU: The RMCS Faculty, Administration, and Board of Directors express sincerest gratitude for the commitment and support of Montessori Education and collaboration of our community members! Together we share in the vision of education creating a more peaceful world through children understanding themselves as individuals with unique and meaningful gifts to develop, refine, and contribute through their own individual effort of will.

*Our care of the child should be governed, not by the desire to make him learn things,
but by the endeavor always to keep burning within him that light which is called intelligence.*

*~ Dr. Maria Montessori, **The Advanced Montessori Method***

QUESTIONS OR COMMENTS: Although many plans are provided within the LCAP, these do not reflect all of the work we do at RMCS to serve our students and community. We welcome your questions, comments, or concerns! Please feel free to contact our Executive Director, 707.778.6414, so we can better understand your experience and perspective and continue the synergistic work of our dynamic school community. Written comments, questions, and concerns may also be submitted at any time to admin@rivermontessoricharter.org.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP						
<p>Meaningful engagement of all stakeholders is an invaluable priority to RMCS. In the 2015-16 school year, parents, pupils, school personnel, and the community, were involved in various ways for reflection on the planning, prioritizing, and implementation of RMCS goals. In order to increase participation and garner greater and more specific feedback, a more frequent delivery of surveys was conducted to offer another opportunity for contribution and sidestep historically low participation at meetings. Board, faculty, students, and families shared their perspectives on their experiences, interpersonal and academic success of students, community development, priorities and goals in formal and informal manners with teachers/guides, administration, and at Board meetings. Opportunities include but are not limited to:</p> <ul style="list-style-type: none"> • Regular Faculty Meetings, periodic professional development meetings, and debrief/reflection meetings • Frequent polls and annual surveys and results in English and Spanish for all stakeholders • Board-held Community Forum meeting and LCAP agenda updates • Administration-held community meetings with open agendas and targeted topics • Frequent meetings with individual stakeholders including families, faculty, and staff • Spanish-Speaking Community Forum meetings • Montessori, educational, special education, and other professional consultants' observation, interaction, and feedback 	<p>Stakeholder feedback contributed greatly to the development of the 2016-17 LCAP and has driven the following areas of focus for RMCS goals: Articulating individual Montessori academic, social, emotional, physical, and personal growth of students; communication and feedback processes for families and school; and increasing professional development opportunities for faculty and staff.</p>						
<p>Annual Update: Beginning the 2015-16 school year with the implementation of weekly email surveys launched a community conversation with varying levels of response. Sharing feedback of the previous survey's results with families incurred a deeper analysis with more specific and detailed questions and subsequent conversation which drove future surveys and inquiries with stakeholders regarding programs, preferences, and priorities.</p> <p>Regular meetings and collaboration among the faculty in varying capacities- as a group, by level, individually- allowed for frequent reflection, assessment, and feedback regarding all processes of RMCS, including review of Montessori implementation, educational support programs, academics, Attributes of Successful Learners, formative & summative Assessments, CAASPP, student challenges & success, parent satisfaction, professional development, etc. The RMCS Board hosted a Community Forum with an Ed Camp model to ensure that questions and topics of interest to all were included and addressed.</p> <table border="0" data-bbox="94 824 1018 1453"> <tr> <td data-bbox="94 824 703 901"> <u>Community Conversation Meetings</u> March 8, 2016 April 19, 2016 </td> <td data-bbox="724 824 1018 901"> <u>Spanish Forum Meetings</u> September 23, 2015 February 25, 2016 </td> </tr> <tr> <td data-bbox="94 917 703 1144"> <u>Board Meeting LCAP Discussions</u> June 29, 2015 September 11, 2015 October 15, 2015, Community Forum November 20, 2015 January 9, 2016 March 11, 2016 June 27, 2016 June 28, 2016 </td> <td data-bbox="724 917 1018 1291"> <u>Parent Surveys</u> July 31, 2015 (49 Responses) August 7, 2015 (63 Responses) August 21, 2015 (58 Responses) August 27, 2015 (59 Responses) August 28, 2015 (49 Responses) September 4, 2015 (39 Responses) September 7, 2015 (33 Responses) September 18, 2015 (33 Responses) October 16, 2015 (34 Responses) November 13, 2015 (47 Responses) January 22, 2016 – (39 Responses) February 12, 2016 (85 Responses) April 8, 2016 (65 Responses) April 15, 2016 (41 Responses) </td> </tr> <tr> <td data-bbox="94 1161 703 1453"> <u>Faculty Meetings</u> July 22, 23, 24, 2015 August 7, 14, 21, 2015 September 4, 18, 2015 October 16, 23, 30, 2015 November 2, 6, 20, 2015 December 4, 11, 2015 January 22, 29, 2016 February 12, 19, 26 March 4, 2016 <u>Faculty Survey</u> April 8, 2016 </td> <td data-bbox="724 1307 1018 1453"> <u>Student Surveys</u> April 8, 2016 May 17, 2016 May 24, 2016 </td> </tr> </table>	<u>Community Conversation Meetings</u> March 8, 2016 April 19, 2016	<u>Spanish Forum Meetings</u> September 23, 2015 February 25, 2016	<u>Board Meeting LCAP Discussions</u> June 29, 2015 September 11, 2015 October 15, 2015, Community Forum November 20, 2015 January 9, 2016 March 11, 2016 June 27, 2016 June 28, 2016	<u>Parent Surveys</u> July 31, 2015 (49 Responses) August 7, 2015 (63 Responses) August 21, 2015 (58 Responses) August 27, 2015 (59 Responses) August 28, 2015 (49 Responses) September 4, 2015 (39 Responses) September 7, 2015 (33 Responses) September 18, 2015 (33 Responses) October 16, 2015 (34 Responses) November 13, 2015 (47 Responses) January 22, 2016 – (39 Responses) February 12, 2016 (85 Responses) April 8, 2016 (65 Responses) April 15, 2016 (41 Responses)	<u>Faculty Meetings</u> July 22, 23, 24, 2015 August 7, 14, 21, 2015 September 4, 18, 2015 October 16, 23, 30, 2015 November 2, 6, 20, 2015 December 4, 11, 2015 January 22, 29, 2016 February 12, 19, 26 March 4, 2016 <u>Faculty Survey</u> April 8, 2016	<u>Student Surveys</u> April 8, 2016 May 17, 2016 May 24, 2016	<p>Annual Update: Much insight into the understanding and perspectives of stakeholders has been garnered by collaborations over the course of the 2015-16 school year. Mid-course directions for 2016-17 include the consolidation of LCAP goals into a more user-friendly format and understanding which align clearly with the goals of our charter, strategic plan, and priorities.</p> <p>Due to this feedback, 2015-2016 goals have been consolidated in the following manner:</p> <p>2015 Goals 1, 2, 4, 8, 9, 10 have been merged into the current LCAP Goal and Actions to <i>Promote Academic Excellence Through Montessori Methodology</i></p> <p>2015 Goals 5, 6, 7, 8, 9, 10 have been merged into current LCAP Goal and Actions to <i>Develop Attributes of Successful Learners (The Authentic American Montessori School)</i></p> <p>2015 Goals 1, 3, 8, 9, 10 have been merged in the current LCAP Goal and Actions to <i>Strengthen School-Family Communications and Partnership with Montessori Philosophy</i></p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Promote Academic Excellence Through Montessori Methodology	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : RMCS Charter
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Identified Need :	Students benefit from Montessori methodology to ensure exposure and achievement with a broad, interdisciplinary, and an integrated, whole-child educational experience.
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Goal Applies to:	Schools: RMCS School-wide
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All students, including EL and Foster youth, on average, continuously enrolled for Montessori three-year cycles at RMCS beginning in the TK/K, including those in numerically significant subgroups, will show measurable progress academically and on state assessments. English Learners continuously enrolled for Montessori three-year cycles at RMCS beginning in the TK/K will show consistent gains in language proficiency and increasing percentage of English Learners continuously enrolled at RMCS for five (5) years or more will achieve reclassification to Fluent English Proficiency as measured by CELDT and local measures. Students at RMCS will demonstrate knowledge of a broad course of study (English, mathematics, social sciences, science, visual and performing arts, health, physical education) as evidenced by individual and group work and presentations, portfolios, three-period lessons, observations, interactions with peers and guides, in-house and state-required formative and summative assessments. Increased number of guides will attend professional development/training.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Guide-Level teams to create Montessori lessons in the language of CAASPP for students. Guides to utilize Digital Library for practice and development in CCSS/CAASPP. Collect assessment data to address the concrete nature of Montessori Methodology in the early years and to begin to determine whether Montessori students have a greater performance increase on state assessments in later years when they are fully abstracting.	School-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$457,733 (obc 1100-1130)
Review and refine hiring processes and personnel files to ensure compliance in meeting RMCS charter requirements for Montessori and state-required credentials. Guides to receive professional development for supporting struggling learners.	School-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$367,124 (obc 1100) \$21,756 (obc 5202)

Continued implementation of 2015-16 pilot programs to support ELs in progress towards EL proficiency and having access to the content areas.	School-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$26,904 (obc 1100)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All students, including EL and Foster youth, on average, continuously enrolled for Montessori three-year cycles at RMCS beginning in the TK/K, including those in numerically significant subgroups, will show measurable progress academically and on state assessments. English Learners continuously enrolled for Montessori three-year cycles at RMCS beginning in the TK/K will show consistent gains in language proficiency and increasing percentage of English Learners continuously enrolled at RMCS for five (5) years or more will achieve reclassification to Fluent English Proficiency as measured by CELDT and local measures. Students at RMCS will demonstrate knowledge of a broad course of study (English, mathematics, social sciences, science, visual and performing arts, health, physical education) as evidenced by individual and group work and presentations, portfolios, three-period lessons, observations, interactions with peers and guides, in-house and state-required formative and summative assessments. Increased number of guides will attend professional development/training.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Guide-Level teams to assess need to create new Montessori lessons in the language of CAASPP for students.</p> <p>Guides to assess success of Digital Library and other resources for understanding of CCSS/CAASPP.</p> <p>Collect assessment data to address the concrete nature of Montessori Methodology in the early years and to begin to determine whether Montessori students have a greater performance increase on state assessments in later years when they are fully abstracting.</p>	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$462,768 (obc 1100-1130)
<p>Review and refine hiring processes and personnel files to ensure compliance in meeting RMCS charter requirements for Montessori and state-required credentials.</p> <p>Guides to receive professional development for supporting struggling learners.</p>	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$371,199 (obc 1100) \$21,997 (obc 5202)
Review and refinement of programs to support ELs in progress towards EL proficiency and having access to the content areas	School-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	\$27,203 (obc 1100)

__Other Subgroups:(Specify)_____

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- All students, including EL and Foster youth, on average, continuously enrolled for Montessori three-year cycles at RMCS beginning in the TK/K, including those in numerically significant subgroups, will show measurable progress academically and on state assessments.
- English Learners continuously enrolled for Montessori three-year cycles at RMCS beginning in the TK/K will show consistent gains in language proficiency and increasing percentage of English Learners continuously enrolled at RMCS for five (5) years or more will achieve reclassification to Fluent English Proficiency as measured by CELDT and local measures.
- Students at RMCS will demonstrate knowledge of a broad course of study (English, mathematics, social sciences, science, visual and performing arts, health, physical education) as evidenced by individual and group work and presentations, portfolios, three-period lessons, observations, interactions with peers and guides, in-house and state-required formative and summative assessments.
- Increased number of guides will attend professional development/training.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Guide-Level teams to assess need to create new Montessori lessons in the language of CAASPP for students.</p> <p>Guides to assess success of Digital Library and other resources for understanding of CCSS/CAASPP.</p> <p>Collect assessment data to address the concrete nature of Montessori Methodology in the early years and to begin to determine whether Montessori students have a greater performance increase on state assessments in later years when they are fully abstracting.</p>	School-wide	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)_____</p>	\$468,810 (obc 1100-1130)
<p>Review and refine hiring processes and personnel files to ensure compliance in meeting RMCS charter requirements for Montessori and state-required credentials.</p> <p>Guides to receive professional development for supporting struggling learners.</p>	School-wide	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)_____</p>	\$376,023 (obc 1100) \$22,282 (obc 5202)
<p>Review and refinement of programs to support ELs in progress towards EL proficiency and having access to the content areas</p>	School-wide	<p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> X </u> English Learners</p> <p><u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)_____</p>	\$27,555 (obc 1100)

GOAL:	Develop Attributes of Successful Learners in an Authentic Montessori School	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : RMCS Charter
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Identified Need : Students benefit personally and academically in a Montessori school culture of peace, and respect for self, others, and their environment. This experience allows individual talents to flourish, invites willing interest, eager participation, self-understanding and direction, purposeful work, and develops attributes of successful learners as defined by Attributes of Successful Learners in the Authentic American Montessori School: Cognitive Understanding and Thinking Skills, Confidence and Competence, Independence, Autonomy, Intrinsic Motivation, Ability to Handle External Authority, Social Responsibility, and Stewardship and Good Citizenship.

Goal Applies to: Schools: RMCS School-wide
 Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: RMCS will achieve a 95% ADA rate as evidenced through attendance records.
 RMCS will show an increase in positive school climate and satisfaction as evidenced by student surveys.
 RMCS will demonstrate less than 10% suspension and expulsion rates, as measured through student discipline records.
 Increase of students, including EL and foster youth, who show mastery on Attributes of Successful Learners.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish baselines of student perspective on school climate and satisfaction with school experience. Further inquiry, interaction, and understanding with students regarding student perspective, purposeful work, roles and leadership during each year in a Montessori classroom and within the larger school community. School leaders- faculty, administration, board- to frequently articulate leadership and focus on Montessori pedagogy for students and RMCS stakeholders. Review of attendance contracts and other strategies to ensure understanding and promotion of attendance awareness.	School-wide	<u>X</u> ALL	\$380,460 (obc 1300,2100-2400)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Students with exceptional needs, ELs, high and low-achieving in any area of Attributes of Successful Learners will receive documented differentiated curriculum and instructional supports to meet their developmental needs.	School-wide	<u>X</u> ALL	\$109,904 (obc 1100 &1900)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
In addition to Montessori record- keeping (student lessons), the	School-wide	<u>X</u> ALL	\$21,756 (obc

<p>school-wide on-line, pilot program of 2015-16 will be implemented from a planning perspective, parent education tool, and communication tool.</p> <p>Implementation of Montessori Professional Development Opportunities for Guides.</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5202)</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>RMCS will achieve a 95% ADA rate as evidenced through attendance records. RMCS will show an increase in positive school climate and satisfaction as evidenced by student surveys. RMCS will demonstrate less than 10% suspension and expulsion rates, as measured through student discipline records. Increase of students, including EL and foster youth, who show mastery on Attributes of Successful Learners.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Measure student perspective on school climate and satisfaction with school experience against baselines.</p> <p>Further inquiry, interaction, and understanding with students regarding student perspective, purposeful work, roles and leadership during each year in a Montessori classroom and within the larger school community.</p> <p>School leaders- faculty, administration, board- to frequently articulate leadership and focus on Montessori pedagogy for students and RMCS stakeholders.</p> <p>Implementation of attendance strategies to ensure understanding and promotion of attendance awareness.</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$384,683 (obc 1300, 2100-2400)</p>
<p>Students with exceptional needs, ELs, high and low-achieving in any area of Attributes of Successful Learners will receive documented differentiated curriculum and instructional supports to meet their developmental needs.</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$111,124 (obc 1100 & 1900)</p>
<p>Review the implementation of on-line Montessori record-keeping program as a planning tool, parent education tool, and communication tool.</p> <p>Implementation of Montessori Professional Development Opportunities for Guides.</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$21,997 (obc 5202)</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable</p>	<p>RMCS will achieve a 95% ADA rate as evidenced through attendance records. RMCS will show an increase in positive school climate and satisfaction as evidenced by student surveys. RMCS will demonstrate less than 10% suspension and expulsion rates, as measured through student discipline records.</p>
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Outcomes:

Increase of students, including EL and foster youth, who show mastery on Attributes of Successful Learners.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Measure student perspective on school climate and satisfaction with school experience against prior data.</p> <p>Further inquiry, interaction, and understanding with students regarding student perspective, purposeful work, roles and leadership during each year in a Montessori classroom and within the larger school community.</p> <p>School leaders- faculty, administration, board- to frequently articulate leadership and focus on Montessori pedagogy for students and RMCS stakeholders.</p> <p>Implementation of attendance strategies to ensure understanding and promotion of attendance awareness.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$389,667 (obc 1300 & 2100-2400)
<p>Students with exceptional needs, ELs, high and low-achieving in any area of Attributes of Successful Learners will receive documented differentiated curriculum and instructional supports to meet their developmental needs.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$112,564 (obc 1100 & 1900)
<p>Review the implementation of on-line Montessori record-keeping program as a planning tool, parent education tool, and communication tool.</p> <p>Implementation of Montessori Professional Development Opportunities for Guides</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$22,282 (obc 5202)

GOAL:	Strengthen Montessori School-Family Communication and Partnership	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : RMCS Charter
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Identified Need : Students benefit socially, emotionally, physically, personally, and academically by parent involvement and support in various forms- in the classroom, outside of the classroom, interactions, educational support at home, participating in leadership positions with the RMCS Board and committees, volunteering at school events, and in the efforts to maintain a positive and collaborative school community for students.

Goal Applies to: Schools: RMCS School-wide
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Establish baselines in satisfaction rating on annual community survey results.
 Establish baselines of parent participation in parent education events, volunteering in/for classroom, and on board committees.
 Establish baselines for parent participation in daily math facts and reading practice at home for all students, including EL and foster youth.
 Increase student support via parent participation in parent education, volunteering in/for classroom and on board committees.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent education calendar and promotion, establish strategies for increasing awareness of value, welcome, support, and community nature of RMCS, volunteering opportunities, and family events. Child care availability for enrolled students. Documentation of participation.	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$16,500 (obc 5850,5885,4340 & 4350)
Establish baselines for satisfaction. Increase depth of questions asked and answered in surveys. Measure participation rates in surveys, volunteering by level, F/RL, and ethnicity, to survey and ensure understanding of parent participation patterns.	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$16,500 (obc 5850,5885,4340 & 4350)
Communication and encouragement for help at home, daily skills practice in math facts and reading, independence, and support with organization, receptivity to learning, and executive functioning skills.	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$16,500 (obc 5850,5885,4340 & 4350)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Increased satisfaction rating on annual community survey results.
 Increase in parent participation in parent education events, volunteering in/for classroom, and on board committees
 Increase in parent participation in daily math fact and reading practice at home for all students, including EL and foster youth.

Outcomes:	Increase in student support via parent participation in parent education, volunteering in/for classroom and on board committees		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent education calendar and promotion created based on parent feedback/needs, increase awareness of value, welcome, support, and community nature of RMCS, volunteering opportunities, and family events. Child care availability for enrolled students. Documentation of participation.	School-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$16,683 (obc 5850,5885, 4340 & 4350)
Continue with successful strategies for communication/feedback. Measure participation rates in surveys, volunteering by level, F/RL, and ethnicity, to survey and ensure understanding of parent participation patterns.	School-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$16,683 (obc 5850,5885, 4340 & 4350)
Communication and encouragement for help at home, daily skills practice in math facts and reading, independence, and support with organization, receptivity to learning, and executive functioning skills.	School-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$16,683 (obc 5850,5885, 4340 & 4350)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increased satisfaction rating on annual community survey results. Increase in parent participation in parent education events, volunteering in/for classroom, and on board committees Increase in parent participation in daily math fact and reading practice at home for all students, including EL and foster youth. Increase in student support via parent participation in parent education, volunteering in/for classroom and on board committees		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent education calendar and promotion created based on parent feedback/needs, increase awareness of value, welcome, support, and community nature of RMCS, volunteering opportunities, and family events. Child care availability for enrolled students. Documentation of participation.	School-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$16,899 (obc 5850,5885,4340 & 4350)
Continue with successful strategies for communication/feedback. Measure participation rates in surveys, volunteering by level, F/RL, and ethnicity, to survey and ensure understanding of parent participation patterns.	School-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$16,899 (obc 5850,5885,4340 & 4350)

<p>Communication and encouragement for help at home, daily skills practice in math facts and reading, independence, and support with organization, receptivity to learning, and executive functioning skills.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	
		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$16,899 (obc 5850,5885,4340 & 4350)</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	All students will receive instruction from teachers fully credentialed in the subject areas, will have sufficient access to standards-aligned instructional materials, and learn in a well-maintained school environment.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: RMCS	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	More in-depth questions asked and answered via frequent surveys. 85% satisfaction rating on annual community survey results. RMCS personnel files will demonstrate that 100% of the teachers meet RMCS charter requirements for Montessori and state required credentials.	Actual Annual Measurable Outcomes:	Targeted, and detail-based surveys were distributed on a frequent, initially weekly, basis to parents. 68% and 71% satisfaction rating on annual parent surveys (44 and 41 responses, respectively). 92% of teachers meet RMCS charter requirements for Montessori and state required credentials. As required by charter regulations, any teachers working on credentials, per RMCS and state parameters, received oversight and supervision.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Students will learn in a fully-equipped learning environment and be taught by teachers with the highest level of quality instruction and credentials in Montessori Methodology and state standards and requirements. Stakeholders will evaluate current practices and successes to determine changes and supports required for student success in subsequent year.	\$520,282	Classrooms were fully-equipped learning environments, were taught by Montessori credentialed teachers, and were consistently supported in high levels of quality instruction via mentoring, administration, and professional consultants. In various stakeholder meetings this year, individual and group, stakeholders discussed the quality of teachers this year. Hiring, support, and review processes were evaluated by administration and the Board.	\$556,279	
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress	HR practices will continue to be evaluated and streamlined to ensure consistent communication and support for all parties. Additional support staff time has been redirected/added to HR processes for the 2016-17 schoolyear. A representative of the RMCS Board of Directors has been added to the interviewing team.			

and/or changes to goals?

Original GOAL from prior year LCAP:	RMCS will implement the CCSS through Montessori Methodology. All students will receive instruction in the academic and performance standards adopted by the state board/CCSS, and ELs will receive additional support, scaffolding, and English language development (ELD) instruction to access the content areas and gain English proficiency. Local criteria for the re-designation of EL students will be determined based on Montessori Methodology in conjunction with state requirements. Baseline data to be determined for the re-designation of EL students. State required performance, formative, and summative assessments as well as other complementing and Montessori assessments, will be conducted to ensure student success.		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	RMCS Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	Improvements to be determined for CCSS implementation and assessments based on baselines determined and requirements of California Dept. of Education and CAASPP. Majority of ELs make progress towards EL proficiency and have access to the content areas, as evidenced by CELDT scores or other applicable state-measure relating to English Language Proficiency. Improvements in the re-designation/reclassification of EL students within a Montessori/CCSS aligned program based on the research and baseline data determined in 2015-2016.		Actual Annual Measurable Outcomes:	RMCS awaits results of CAASPP. IBAs were implemented in 2015-2016 to drive instruction but provided insufficient practical information to drive lessons. RMCS awaits CELDT scores, although the majority of ELs made progress towards EL proficiency and have ready and consistent access to the content areas through Montessori didactics. Nine students were reclassified and in-house assessments demonstrate English Language Proficiency and were used with a newly designed process/form for teachers and parents in determining appropriateness of re-designation/reclassification.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Third Year of CCSS Implementation. Successes and areas of need/ improvement determined by various stakeholder assessments in order to drive decisions and actions plans in subsequent years.		\$103,337	CCSS implementation in the form of Montessori lessons were evaluated and adapted by faculty throughout the year. Instructional Support Team worked with students and families to assess, evaluate, and determine appropriateness of placement of EL and other struggling students.		\$96,583
Scope of service:			Scope of service:		
<u>X</u> ALL		<u>X</u> ALL			
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			
What changes in actions, services, and expenditures will be made as a		Faculty has determined to utilize Digital Library more strategically next year. Training and time to work on such is requested and will be accommodated into the faculty meeting schedule. EL development and reclassification processes will continue with the evidence based-analyses of instructional support team and			

result of reviewing past progress
and/or changes to goals?

Spanish-speaking families.

Original GOAL from prior year LCAP:	All students at RMCS will learn in a collaborative and peaceful Montessori learning environment with strong parent and community support that furthers the development and learning of all students. Parents view themselves as a key component of the student's success. RMCS will demonstrate high parent involvement, participation, and provide opportunities for input as evidenced by: records tracking parent volunteer hours, attendance rates at school events, documented by sign-in(s) whenever possible, documentation of parents serving on school committees, documentation of parent meetings held at a variety of times, with agenda(s) showing time designated for parental input, 85% positive feedback in parent surveys.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: RMCS	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	85% positive feedback in parent survey Baseline data for understanding parent needs, interests and participation at optional community building events such as Community Meetings and Parent Education Events via survey	Actual Annual Measurable Outcomes:	68% and 71% satisfaction rate of families (44 and 41 respondents respectively) with qualitative positive and constructive feedback in annual parent survey. Low participation at optional parent education events. Greater participation in educational events- International Day, Creator Faire, Silent Journey, and at social, community-building events. Participation is at a peak in youngest-level classroom communities, TK/K, and decreases as families progress through program.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will benefit academically, socially, and emotionally by supported parent involvement in various forms- inside the classroom, outside of the classroom, participating in leadership positions with the RMCS Board and committees, and in various volunteer positions at school and in the efforts to maintain a collaborative school community.	\$628,619	Parent volunteer logs maintained. Guides increased direct line of requests for parent volunteers with participation the greatest at the TK/K level. Great participation in student/family events, i.e., International Family Day, Creator Faire. According to families in attendance, the Montessori Silent Journey was a great help in understanding Montessori education- philosophy and the everyday practical work accomplished by the child, the individual nature of their child, and how to best support child at home and at school.	\$656,466
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a	Student and family surveys to be conducted on the quarter with results shared with guides for immediate analysis and follow up
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result of reviewing past progress
and/or changes to goals?

support by administration and guides. Measure participation rates by level, socioeconomic, and ethnic background, to survey and ensure understanding of parent participation patterns. Strategies for marketing- awareness, value, welcome, support, and community nature of parent education events. Increased strategies and documentation of participation.

Original GOAL from prior year LCAP:	<p>Students at RMCS, including those in numerically significant subgroups, will show measurable progress on state assessments. English Learners will show consistent gains in language proficiency. Upon receipt of First Year CAASPP Results, baseline data will be determined regarding state mandated assessments. Percentage of improvements to be determined as well as the progressive indicators of Montessori education. Collect data to address the concrete nature of Montessori Methodology in the early years while participating in an abstract assessment as a public school and to begin to determine whether Montessori students have a greater performance increase in later years. On average, students, including subgroups, demonstrate improvement with second year of CCSS implementation. English Learners will show consistent gains in language proficiency as evidenced by CELDT assessment. 75% of English Learners continuously enrolled at RMCS for five (5) years or more will achieve reclassification to Fluent English Proficiency as measured by CELDT.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Goal Applies to:	Schools: RMCS	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<p>Improvements for students determined by the baselines established for CAASPP in the year. On average, students, including subgroups, demonstrate improvement with subsequent years of CCSS implementation. English Learners will show consistent gains in language proficiency as evidenced by CELDT assessment. 75% of English Learners continuously enrolled at RMCS for five (5) years or more will achieve reclassification to Fluent English Proficiency as measured by CELDT. 80% of students will show growth on Attributes of Successful Learners.</p>	Actual Annual Measurable Outcomes:	<p>RMCS awaits CAASPP results. RMCS evidenced the long-term effect of Montessori Methodology for ELs with a large number of reclassifications in 2015-16. Improvement is noted with further understanding of CCSS through Montessori Methodology. ELs are showing consistent gains as evidenced by CELDT. While we do not yet have any ELs continuously enrolled for 5 years, reclassification rates have set a high baseline in 2015-16. 98% of students show growth on Attributes of Successful Learners.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students in the subsequent years of CCSS implementation will benefit from the curriculum and lesson changes/ additions, professional development, conducted as determined by achievement in previous years and assessments during the current year.	\$3,000	Faculty continue to review CCSS and methods for meeting the standards with Montessori didactics/lessons and adapt accordingly to meet the needs of individual students as classroom/ group needs.	\$13,986
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	CAASPP results to be analyzed upon receipt with areas of support to be determined and implemented. New Montessori lessons in the language of CAASPP will be created for students by Guide-Level teams.		

Original GOAL from prior year LCAP:	Students at RMCS will demonstrate positive engagement in learning. Students will attend school regularly, consistently, and on-time. RMCS will achieve a 95% ADA rate as evidenced through attendance records.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: RMCS	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	RMCS will achieve a 95% ADA rate as evidenced through attendance records. 85% student feeling of safety and a positive experience with school/learning. Determine benchmarks for the assessment to understand student experience and perspective at RMCS.	Actual Annual Measurable Outcomes:	95% Attendance rate. 81% students report feeling happy or very happy at school.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Students require regular and timely attendance to benefit from the experiential and collaborative educational structure of the Montessori learning environment. Students and families will be supported in their attendance. Supports for individual student/family improvements will be implemented. Successes and areas of need/ improvement determined by various stakeholder assessments in order to drive decisions and actions plans in subsequent years.	\$53,412	Attendance continued to be a focus for administration. Notices and letters sent in a timelier manner, communication, meetings held with families. Three student surveys conducted.	\$65,077	
Scope of service:		Scope of service:		
X ALL		_X_ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Attendance policies to be signed with written agreements for families with recurring issue. Establish formal support program and family meetings to be held earlier in process. Tracking to determine expressed causes- distance, family issue, etc. Further inquiry, interaction, and understanding with students regarding perspective, purposeful work, roles and leadership during each year in a Montessori classroom and within the larger school community. Student and family surveys to be conducted on the quarter with results shared with guides for immediate analysis and follow up support by administration and guides.			

Original GOAL from prior year LCAP:	<p>Students will be thoughtful, engaged citizens of a 21st century world. Students will be active participants in class and school activities. Students at RMCS will demonstrate respect for self, others, and the environment including, but not limited to, individual differences, self-regulation, and character values of integrity and personal ownership.</p> <p>RMCS will demonstrate less than 10% suspension and expulsion rates, as measured through student discipline records.</p> <p>RMCS will show a positive school climate as evidenced by 85% satisfaction rate with RMCS on parent, student, faculty, and staff surveys. 75% of students will show mastery on Attributes of Successful Learners assessment</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Goal Applies to:	Schools: RMCS	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<p>RMCS will demonstrate less than 10% suspension and expulsion rates, as measured through student discipline records. RMCS will show a positive school climate as evidenced by 85% satisfaction rate with RMCS on parent, student, faculty, and staff surveys. 75% of students will show mastery on Attributes of Successful Learners assessment</p>	Actual Annual Measurable Outcomes:	<p>0.6% suspension rate. 81% of students report being happy or very happy. 68% and 71% satisfaction rate of families (44 and 41 respondents respectively), 100% satisfaction in faculty/staff in director oversight/support. 88% of students show mastery on Attributes of Successful Learners.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Students benefit personally and academically in a school culture of peace, and respect for self, others, and their environment. This experience allows individual talents to flourish, invites willing interest, eager participation, and develops confidence and leadership skills.</p> <p>Successes and areas of need/ improvement determined by various stakeholder assessments in order to drive decisions and actions plans in subsequent years.</p>	\$87,985	<p>Buddy program a well-received and enjoyable success for/with TK/K students and older students. Each class hosting weekly whole-school, morning gatherings continued to enlighten their fellow students with inspiration, song, and encouragement for character development, personal and community values, peace and meditation. Increased student surveys.</p>	\$87,822
<p>Scope of service:</p> <p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	

What changes in actions, services,	More frequent feedback of student perspective. Return to implementation of regular small group meetings with UE/Executive
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and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Director. Student and family surveys to be conducted on the quarter with results shared with guides for immediate analysis and follow up support by administration and guides.

Original GOAL from prior year LCAP:	All RMCS Students will receive a well-rounded education and instruction that integrates content areas. Students with exceptional needs and all ELs, high and low-achieving students will receive documented modifications and differentiated curriculum to meet their needs in a timely manner. This will be measured by school wide data relating to lesson plans demonstrate standards-alignment in a broad course of study and modifications/adaptations for ELs, exceptional students, high and low-achieving students. Classroom walkthroughs will be conducted with results conveyed in written and verbal/meeting format to ensure that all teachers implement Montessori methodology and curriculum in teaching the broad course of study. Annual review of curriculum by administration and faculty to ensure broad course of study.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ X 8__ COE only: 9__ 10__ Local : Specify _____
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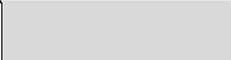
Goal Applies to:	Schools: RMCS	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Documentation and timeliness of interventions, modifications/adaptations for ELs, exceptional students, high and low-achieving students as evidenced by file review and Support Team of Administration and RTI team as necessary. Classroom walkthroughs will be conducted with results documented and conveyed in written and verbal/meeting format to ensure that all teachers implement Montessori methodology and curriculum in teaching the broad course of study. Supports provided accordingly. Annual review of curriculum by administration and faculty to ensure broad course of study.	Actual Annual Measurable Outcomes:	Interventions, modifications/adaptations for ELs, exceptional students, high and low-achieving students were timely and documented as evidenced by frequent meetings with instructional support team, file records, online programs which collect cumulative data for each student, and meetings with families. A minimum of weekly classroom walkthroughs, classroom observations, faculty goal-setting, progress, review, and evaluations, the school-wide initiation of an online record keeping program/learning record, as well as Montessori consultants ensure that teachers were implementing Montessori methodology and curriculum through a broad course of study.
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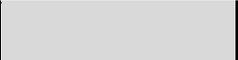
LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will use Montessori methodology with supplemental CCSS curriculum to ensure exposure and achievement with a broad, integrated, educational experience. Successes and areas of need/ improvement determined by various stakeholder assessments in order to drive decisions and actions plans in subsequent years.	\$44,600	Students used Montessori didactics and benefited from Montessori lessons in alignment with CCSS curriculum to ensure exposure and achievement with a broad, integrated, educational experience. Guides/teachers continuously reflect and adapt based on individual student needs and or successes and areas of need by classroom and/or level. More frequent and rigorous teacher-review and support conducted.	\$57,904
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____



__Other Subgroups:(Specify)_____



What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

In addition to Montessori record- keeping/student learning record, the school-wide pilot of an on-line program will be implemented and evaluated from a planning perspective, parent education tool, and communication tool. Teacher/Guide support to continue in high implementation of the on-line record-keeping program tailored for each on an individual basis.

<p>Original GOAL from prior year LCAP:</p>	<p>Students at RMCS will demonstrate knowledge of a broad course of study (English, mathematics, social sciences, science, visual and performing arts, health, physical education). All students will become proficient readers and writers of the English Language. All students will become proficient in mathematical skills and content. All students will become proficient in science concepts and scientific thinking. All students will become proficient in social science practice and content. This will be measured by school wide data relating to: Reading Skills: Smarter Balanced Assessment or other applicable state tests, running records, performance assessments, benchmark assessments. Writing Skills: Smarter Balanced Assessment or other applicable state tests, performance assessments. Speaking Skills: Rubrics relating to class presentations, teacher observations, and performance assessments. Listening Skills: Teacher observations of students during lessons and interactions with peers. Mathematics Skills: Smarter Balanced Assessment or other applicable state tests, curriculum benchmark tests, performance assessments. Science Knowledge: Applicable state tests, curriculum benchmark tests, performance assessments. History/Social Studies Knowledge: Applicable state tests, curriculum benchmark tests, performance assessments. Subgroup reports: Data tracking performance of each numerically significant subgroup. 70% or more of all students will improve on English Language Art CCSS assessment and on their benchmark assessments for English. 70% or more of all students will demonstrate improvement on the Mathematics CCSS assessment and benchmark assessments for math. 70% of students will show growth on their benchmark assessments for science. 70% of students will show growth on their benchmark assessments for social science assessment. 70% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) will demonstrate improvement on the CCSS test. RMCS conducts yearly review of curriculum and lesson plans show that curriculum is aligned to CCSS and ELD standards and have supports for ELs and struggling students.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8X__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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<p>Goal Applies to:</p>	<p>Schools:</p>	<p>RMCS</p>
	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>Understand and implement CDE expectations and standards for CAASPP 2016-17. Establish RMCS benchmark improvements. While utilizing baselines, a majority of students will improve on English Language Art CCSS assessment and on their benchmark assessments for English. While utilizing baselines, a majority of students will demonstrate improvement on the Mathematics CCSS assessment and benchmark assessments for math. While utilizing baselines, a majority of students will show growth on their benchmark assessments for science. While utilizing baselines, a majority of students will show growth on their benchmark assessments for social science assessment. While utilizing baselines, a majority of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) will demonstrate improvement on the CCSS tests.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Teachers well-understood CAASPP and expressed confidence in doing so, reflected on the implementation and success of use, reporting a positive experience for students and guides/teachers. (CAASPP results are pending at the time of this LCAP.)</p>
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<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual</p>

				Expenditures
<p>RMCS will be reflective in its work to ensure full implementation of the Montessori- CCSS aligned academic program as described in the RMCS charter. RMCS will research additional and meaningful multiple measures to measure student knowledge, achievement, and personal development as described in Attributes of Successful Learners. RMCS will analyze state assessments results/CAASPP to determine next steps to support our students, including significant subgroups, in their academic and personal success.</p>		\$523,282	<p>RMCS continued to be reflective in its work to ensure full implementation of the Montessori- CCSS aligned academic program as described in the RMCS charter and researched additional and meaningful measures for student knowledge, achievement, and personal development as described in Attributes of Successful Learners. As state assessment results have not yet arrived, RMCS was not able to analyze state assessments results/CAASPP to determine next steps to support our students, including significant sub-groups, in their academic and personal success (see action listed below).</p>	\$570,265
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Upon receipt, CAASPP results will be analyzed, shared with teachers/guides for supports, differentiation, and adaptations as necessary with individual students, classrooms, or level groups in the Montessori learning environments.</p>		

Original GOAL from prior year LCAP:	Low-income students and families are embraced at RMCS to ensure that individual needs are met and that there is easy and mutual collaboration between home and school. Foster Youth students and families are embraced at RMCS to ensure that individual needs are met and that there is easy and mutual collaboration between home and school. Professional Development to ensure teachers have training to properly support foster youth students and families.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9_X 10__ Local : Specify _____	
Goal Applies to:	Schools:	RMCS		
Expected Annual Measurable Outcomes:	85% parent satisfaction rating to ensure that parents feel welcome and collaborative at school.		Actual Annual Measurable Outcomes:	68% and 71% satisfaction rate of families (44 and 41 respondents respectively).
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
For low income pupils: All low income students are provided with Montessori methodology, CCSS based curriculum, and formative and summative assessments to ensure student achievement and success. For foster youth: All foster youth students are provided with Montessori methodology, CCSS based curriculum, and formative and summative assessments to ensure student achievement and success. Establish partnerships with support, social, and mental health organizations to establish practices of support, collaboration, and communication. Inquire more deeply to see if there is any greater support RMCS can provide. RMCS will offer service to community organizations which may serve the low income and foster youth student population and may allow a better understanding of how to serve such students in their growth and learning.	\$564,882	All low-income students were provided with Montessori methodology, CCSS based curriculum, and formative and summative assessments to ensure student achievement and success. RMCS did not enroll any foster youth during 2015-16. Partnerships were established with support, social, child-protective services, and mental health organizations to establish practices of support, collaboration, and communication. For students and families in need, teachers and administration collaboratively and respectfully inquired more deeply with the family to see if there is any greater support RMCS can provide. Spanish-speaking assistants and administrative assistance for Spanish-speakers has been expressly appreciated by Spanish-speaking families.	\$614,183	
Scope of service:		Scope of service:		
<u> X </u> ALL		<u> X </u> ALL		
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		
What changes in actions, services,			Communication and frequent invitations to families to engage and participate with teachers/guides, administration, and board in	

and expenditures will be made as a result of reviewing past progress and/or changes to goals?

educational events, parent education activities, community building events. Further inquiry regarding what parents are hoping for their children, satisfied with, and perspectives for areas of improvement. Increase participation in surveys and include socioeconomic status and ethnicity. Student and family surveys to be conducted on the quarter with results shared with guides for immediate analysis and follow up support by administration and guides.

<p>Original GOAL from prior year LCAP:</p>	<p>English Learners will show consistent gains in language proficiency. Students will show growth on Attributes of Successful Learners. Students at RMCS, including those in numerically significant subgroups, will show measurable progress on state assessments. English Learners will show consistent gains in language proficiency. Upon receipt of First Year CAASPP Results, baseline data will be determined regarding state mandated assessments. Percentage of improvements to be determined as well as the progressive indicators of Montessori education. Collect data to address the concrete nature of Montessori Methodology in the early years while participating in an abstract assessment as a public school and to begin to determine whether Montessori students have a greater performance increase in later years. On average, students, including subgroups, demonstrate improvement with second year of CCSS implementation. English Learners will show consistent gains in language proficiency as evidenced by CELDT assessment. 75% of English Learners continuously enrolled at RMCS for five (5) years or more will achieve reclassification to Fluent English Proficiency as measured by CELDT.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ <u>X</u></p> <p>Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: RMCS</p>	<p>Applicable Pupil Subgroups: ALL</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Determine baselines for EL students. Determine benchmarks for improvement. Establish supports based on data/evidence.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Individual baselines determined by utilizing an on-line educational tracking program. Data used by both classroom guides and instructional support staff in order to drive lessons, growth, and communication with families.</p>
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>For English learners: A current alignment of Montessori curriculum with CCSS will be maintained and implemented. Teachers will receive professional development on the implementation of CCSS. Faculty and staff will collaborate, refine instructional practices, and develop CCSS-aligned lessons. The Executive Director/designee will conduct regular walkthroughs to collect evidence of CCSS implementation and EL strategies employed during lessons. Teachers will demonstrate adaptations, modifications made for ELs and students with exceptional needs. Data regarding performance for all students and significant subgroups will be tracked on school wide benchmarks or other performance assessments For redesignated fluent English proficient pupils: All re-designated fluent English proficient students are provided with Montessori methodology, CCSS based curriculum, and formative and summative assessments to ensure student achievement and success.</p>	<p>\$523,282</p>	<p>Teachers/Guides received training in CCSS/CAASPP, worked collaboratively on understanding and improvements for all students, including ELs and students with exceptional needs. Montessori lessons and CCSS alignment available for teachers and families through a student-individualized on-line database. EL students were supported and their work and learning documented to determine paths of support and consequent improvement. New programs added to support which document and record progress and growth for instructional support time in addition to regular classroom lessons. Additional practice time via on-line reading ad math programs supplement the Montessori didactics and provide a well-rounded application of learning modalities while maintaining interest and eagerness. When data is received (awaiting results) regarding performance for all students and significant subgroups, it will be tracked on school wide benchmarks or other performance assessments. Re-designated fluent English proficient students were provided with Montessori methodology, CCSS based curriculum, and formative and summative assessments to ensure</p>	<p>\$570,265</p>

		student achievement and success.	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Professional development and support in how to assist and lead different types of learners including strategies for a variety of struggling learners. Professional development and practice time to promote greater use of Digital Library and Montessori-appropriate lessons and scaffolding.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 60,578.00
We are using these supplemental funds for salaries and materials to help enhance learning for this population group.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

.2398	%
All low-income students were provided with Montessori methodology, CCSS based curriculum, and formative and summative assessments to ensure student achievement and success. RMCS did not enroll any foster youth during 2015-16. Partnerships were established with support, social, child-protective services, and mental health organizations to establish practices of support, collaboration, and communication. For students and families in need, teachers and administration inquired more deeply to see if there is any greater support RMCS can provide. Spanish-speaking assistants and administrative assistance for Spanish-speakers has been expressly appreciated.	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

01-13-15 [California Department of Education]