

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	RISING SUN MONTESSORI SCHOOL		
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## 2017-20 Plan Summary

### THE STORY

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

Rising Sun Montessori School (RSMS) provides a small-sized learning community for students in grades TK/K-8 with two staff members per classroom (one certified lead teacher and one assistant teacher), and individualized instruction for each student within the framework of the Montessori method of education.

RSMS aspires to high standards in both student behavior and academic achievement, significant student support with smaller class sizes and strong academic and social intervention programs, talented staff sustained by extensive professional development, and meaningful parent and community involvement. RSMS is committed to strengthening its students’ critical thinking and problem-solving skills and encourages inquisitiveness, interaction and collaboration among student peers.

### LCAP HIGHLIGHTS

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

As a result of the electronic survey that was sent out to our community stakeholders in March, RSMS will focus on providing students more opportunities to engage in visual and performing arts activities. RSMS will adopt a school-wide theme “The Arts” which will culminate in a spring “Arts” fair in April 2018.

In keeping with the Vision of RSMS to provide a learning environment that expects high standards, students will participate in a school-wide culture of “Excellence.” Students will be expected to strive for their personal best in behavior as well as academic achievement. Teachers, school leadership, and the parent community will also model a culture of “personal best” by providing a learning community that is engaging and enriched with a variety of academic and extra-curricular activities.

## REVIEW OF PERFORMANCE

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

As indicated on the CA School Dashboard, Rising Sun students significantly increased their scores in English Language Arts and Math Assessments. In grades 3-6 there was a 22% increase in English Language Arts, and in Math there was a 15% increase. There were no significant changes in grades 6-7.

## GREATEST PROGRESS

As a result of the parent input from the prior year LCPA, Rising Sun provided more opportunities for parent involvement at the school, increasing communication between the school and parents and providing students and parents both, with more engaging ways to interact within the school and the greater community. This year we have seen an increased participation in all school events.

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

## GREATEST NEEDS

Based on the parent survey, there is still a need to provide students with exposure to a variety of subjects beyond standard academics. There is a strong interest in both visual and performing arts, language and music. As a result, Rising Sun is creating a school-wide theme of “The Arts” to bring more attention to these areas, and researching grants for additional funding of these subjects.

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

## PERFORMANCE GAPS

Rising Sun is proud to report that there was no performance for any student group that was two or more performance levels below the “all student” performance.

### INCREASED OR IMPROVED SERVICES

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

### BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 915,412.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 21,050.00

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

RSMS has been committed to reflect both unrestricted and restricted expenditures in the 2017-18 LCAP. For the 2018-19 LCAP goals, RSMS will work to focus solely on Supplemental/Concentrated fund goal expenditures.

\$ 936,462.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: **2016-2017**

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

## Goal 1

Employ teachers who hold a valid CA Teaching Credential and a Montessori Certification from an accredited institution for the grade level in which they teach.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Rising Sun will have at least 60% of its teaching staff meet the above described criterion at the start of the 2016-17 school year.

#### ACTUAL

100% of Rising Sun Teachers hold a valid CA Teaching Credential. 75% of teachers have Montessori training from accredited institutions for the grade level in which they teach.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services	<p><b>PLANNED</b></p> <p>Rising Sun will actively recruit nation-wide from both traditional and Montessori teacher job boards, community groups and professional organizations including teacher preparation programs which are accredited in CA.</p>	<p><b>ACTUAL</b></p> <p>Rising Sun continues to utilize its membership on EDJoin to recruit qualified, certificated teaching staff.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$218,278.00</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$160,127.00</p>

## ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Each year the school renews the annual membership with EDJoin in order to place advertisements to recruit qualified staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Positive school climate, professional development, staff-to-staff mentoring and regular meetings achieve staff retention of credentialed lead teachers. Teachers have access to the Montessori Training Center in Shingle Springs to receive Montessori Credentials in their grade level.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Growth plans for the year were changed due to the sudden passing of one lead teacher, so the decision was made to cancel the expansion plans to add another classroom, which saved in recruitment costs and teacher salary and benefits.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Lead teachers have Montessori training from accredited Montessori learning centers for the grade levels in which they teach. Teachers either have received their Montessori Certification or, they are working on finishing their practicum as a final step in the certification process.

# Goal 2

All pupils will have access to standards-aligned materials and additional instructional materials.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

All pupils will have access to standards-aligned materials and additional instructional materials.

### ACTUAL

All pupils enrolled at Rising Sun Montessori School had access to standards-aligned materials and additional instructional materials.

## ACTIONS / SERVICES

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

### Action 1

	<b>PLANNED</b>	<b>ACTUAL</b>
Actions/Services	All instructional materials purchased will be aligned to CA CCSS. School leaders and faculty will participate in yearly update process.	Materials were purchased from Montessori Research and Development to provide standards-aligned materials. The school enrolled in a membership with Vocabulary Spelling City to supplement the language materials.
Expenditures	<b>BUDGETED</b> \$54,040.00	<b>ESTIMATED ACTUAL</b> \$2,045.00

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All instructional materials purchased were aligned to the CCSS.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Materials were aligned to CA CCSS.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Many of the materials were purchased in the 2015-16 academic year in anticipation for an added classroom. When the classroom was not added this year, there were additional materials for teachers to use that did not need to be purchased.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	As the school continues to grow to include a new TK/K program, materials will be purchased to align the new grade levels to CCSS and to supply students with access to a complete, grade level appropriate curriculum.

# Goal 3

Rising Sun will maintain a clean, safe school facility that will also provide for future student growth and expansion of programs.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Review of growth plan annually. Monthly site inspection documents prepared by Head of School; Annual Facility Inspection reports.

### ACTUAL

As part of the lease agreement with the landlord of the facility, custodial services were provided to keep the campus clean and the facility free of any safety hazards.

## ACTIONS / SERVICES

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

### Action 1

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Daily general cleaning will maintain campus cleanliness; annual and monthly facility inspections will screen for safety hazards. Head of School and teachers will assess student's growth needs annually.</p>	<p><b>ACTUAL</b>                  All planned activities were performed on a routine daily basis.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  \$5,300.00</p>	<p><b>ESTIMATED ACTUAL</b>                  \$17,190.00</p>



## ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Per lease contract with facility landlord, Lakehills Covenant Church, campus and classrooms were cleaned on a monthly basis. School communicated any safety issues directly with church managers and any issues that came up were resolved immediately.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students enjoy a clean, safe, beautiful learning environment.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Utilities and custodial services were under budgeted for this goal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The new LCAP budget for 2017-18 will reflect the lease agreement for these services with the landlord for the term of the new 5-year lease.

# Goal 4

All teachers will participate in annual professional development on implementation of CCSS. All teachers will learn how to correlate Montessori curriculum with the CCSS.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CA CCSS, two hours of training in Montessori alignment and three hours of professional development. Professional Development calendar and rosters will evidence participation by teachers.

### ACTUAL

100% of teachers participated in the expected training schedule.

## ACTIONS / SERVICES

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

Action

1

Actions/Services

**PLANNED**  
 Instructional planning will be organized into three steps: long-term plan development, unit plan development, and monthly & weekly lessons.

**ACTUAL**  
 Two trainings with Montessori Consultant, Jonathan Wolff, and several trainings at staff or lead teacher meetings. Teachers continue to develop long-term plans. All lead teachers attended the Annual American Montessori Society training in March in San Diego.

Expenditures

**BUDGETED**  
 \$31,225.00

**ESTIMATED ACTUAL**  
 \$6,757.00

## ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Teachers effectively took advantage of the increase in the minimum day schedule this year to plan and develop curriculum, and do peer mentoring. In the fall and in the spring, Montessori Consultant, Jonathan Wolff provided training in Montessori methodology, and engaging students to be active learners.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Minimum days allowed teachers time to develop their instructional planning, long-term plan development, unit plan development and monthly & weekly lessons.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	It was originally planned that all teachers would be able to participate in the Annual American Montessori Teacher Conference. However, changes in our operating budget did not permit us to pay all the expenses for the conference this year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 5

All EL students will have full access to Rising Sun’s educational program through CA CCSS.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

EL student performance on the SBAC assessments, CELDT/ELPAC, Montessori Progress Reports, Report Cards. Benchmarked in 2014-15. 50% of students will see scores increase in year one, 65% in year two, 75% year three.

### ACTUAL

Rising Sun served only 3 EL students. Two of the students were enrolled from August – December 2016. The third student was enrolled the full academic year. The CELDT test was administered at the beginning of the school year for each of the three EL students.

## ACTIONS / SERVICES

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

### Action 1

<p>Actions/Services</p>	<p><b>PLANNED</b> Instructional planning will be organized into three steps: long-term plan development, unit plan development, and monthly &amp; weekly lessons that have goals and strategies to support EL students and are aligned to ELD standards.</p>	<p><b>ACTUAL</b> EL students are supported in the classroom with small class size, small group instruction and assistant teachers available for individualized instruction as needed.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> \$6,000.00</p>	<p><b>ESTIMATED ACTUAL</b> \$0.00</p>

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	CELDT tests were administered to three EL students in the fall.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	EL students are supported in the classroom with small class size, small group instruction and assistant teachers available for individualized instruction as needed.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Rising Sun does not have a significant number of EL students to designate separate budgeted expenses.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 6

RSMS will actively solicit parent input and continue to develop meaningful community partnerships to sustain and deliver its educational mission and maintain parent representation on the Charter School Governing Board.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Governing board meeting agendas and minutes will indicate 25% involvement from parent community.

### ACTUAL

The Parent Committee was in attendance at 80% of the board meetings.

## ACTIONS / SERVICES

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

Action **1**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Parents will have many opportunities to volunteer and support the school including: assisting teachers in class; field trip drivers/chaperones; serving on Parent Association; participating on a committee. Parents will be recruited via flyers, classroom newsletters, email notifications, and monthly parent meetings.</p>	<p><b>ACTUAL</b>                  Parents had many volunteer opportunities throughout the year, and were involved in all of the planned actions for this goal.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  \$2,000.00</p>	<p><b>ESTIMATED ACTUAL</b>                  \$16,567.00</p>

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Parent Association was very pro-active and held meetings every month. They produced agendas prior to each meeting along with meeting minutes from prior meetings. Notices were sent home via Montessori Compass and notes in student backpacks regarding all parent meetings and activities.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Parent involvement increased and there was greater communication about opportunities for parents and the community to be engaged in the school.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Advertising costs were higher than anticipated due to the participation in venues that were not used in prior years, including: radio sponsorship, Palladio Billboard, and Style School Guide, in order to generate more presence for the school within the community.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 7

Parent feedback will be solicited through an All School Climate Survey.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

Parent Survey Results will indicate a 35% participation rate.

Parent survey results were met at 35% participation rate.

## ACTIONS / SERVICES

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

Action **1**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Rising Sun will contract with an external provider who will provide the survey and manage the data collection from the results. Parent survey results will be reviewed by school leadership to plan for additional ways to increase parent satisfaction and participation.</p>	<p><b>ACTUAL</b>                  An electronic survey was sent using a google docs form. A copy of the survey link, along with instructions was sent to every parent/guardian of a student of RSMS. In the interest of anonymity, parents did not have to disclose any personal information, and were also given space to provide additional comments not covered in the survey questions.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  \$300.00</p>	<p><b>ESTIMATED ACTUAL</b>                  \$0.00</p>



**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	An electronic survey was developed in house and sent to all stakeholders.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The survey was completely anonymous and also offered space to add additional comments not included on the survey. The school also held an in person meeting for stakeholders to attend, immediately after the survey was launched in order to explain it in greater detail.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no cost involved as the survey was created internally by school administration and sent via email to all stakeholders. An electronic survey was developed in house and sent to all stakeholders.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The All Climate Survey that was distributed in the 2015-16 school year had many questions that parents felt did not apply to our student demographics (i.e. questions about smoking, drug and alcohol use). Rather than distribute this same survey, the school designed a survey that was more in line with LCAP goals in evaluating the school's performance in meeting the eight state priorities.

# Goal 8

RSMS will co-sponsor at least five community events annually in conjunction with the Parent association.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

School calendar will include events which will be advertised and publicized on our school website and through email/evite. 50% of families will participate as indicated by observation and parent sign in sheets.

### ACTUAL

The school held a Parent Orientation, Harvest Festival, Open House, Spring Family Garden Day, and Science Fair. There were Parent Coffee meetings held once/month. There was more than 50% participation in all school events.

## ACTIONS / SERVICES

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

### Action 1

<p>Actions/Services</p>	<p><b>PLANNED</b> Administration will meet with leadership of the Parent Association group to identify opportunities and events to create and nurture a sense of community on campus.</p>	<p><b>ACTUAL</b> Parent Association held meetings once monthly and followed up with administration on action items and supplies needed for upcoming events. Administration held parent coffee meetings throughout the year to address stakeholders on a variety of issues throughout the year and to develop a sense of community.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> \$300.00</p>	<p><b>ESTIMATED ACTUAL</b> \$4,506.00</p>

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The administration was very hands on with the involvement in all school events and participated in Parent Association meetings to be part of the dialogue on organizing events.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The school and families worked together to create a very engaging, active learning environment for all stakeholders. Banners created to announce events were hung the week of the event to create a more visible announcement to the community.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	In the prior year, sponsors were contacted for donations for school events. This year the school and Parent Association spent more of the budget on organizing the events. The Parent Association has already made plans to begin soliciting the community several months in advance for donations prior to this year's Harvest Festival. There was more effort made this year to engage the parents and students to create a sense of community.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 9

Increase students scoring proficient and above on CCSS/SBAC benchmark English Language Arts and Mathematics scores established in 2014-15.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

Benchmark + 1%	Grade 3 +9% in English Language Arts; +12% in Math Grade 4 +45% in English Language Arts; +36% in Math Grade 5 +11% in English Language Arts; -10% in Math  There were no significant changes over time in data available for Grades 6-7.
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## ACTIONS / SERVICES

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

### Action **1**

Actions/Services	<b>PLANNED</b> Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned Montessori instructional materials; implementation of a (RTI) Tier approach to assist at-risk students; teacher assistants in classrooms to support instruction and student learning.	<b>ACTUAL</b> The addition of a Curriculum Coordinator this year helped to fully implement the RTI program and ensure teachers were supporting students in their daily instruction.
Expenditures	<b>BUDGETED</b> \$8,903.00	<b>ESTIMATED ACTUAL</b> \$76,981.00

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The addition of a Curriculum Coordinator this year helped to fully implement the RTI program and ensure teachers were supporting students in their daily instruction.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Teachers were better prepared to refer students who needed additional supports for RTI and teachers assistants in every classroom helped with providing greater individualized instruction for all groups.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Each classroom had a 1.0 FTE assistant teacher to support students.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 10

EL students will advance at least one performance level per the CEDT/ELPAC each academic year.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

CELDT/ELPAC scores, EL re-classification; ELD folder; annual report cards. Benchmark +5%

### ACTUAL

The three EL students enrolled at RSMS at the beginning of the year, were administered the CELDT test, however two of the three students left the school prior to being retested for reclassification.

## ACTIONS / SERVICES

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

### Action **1**

Actions/Services	<b>PLANNED</b> EL students will receive smaller group lessons and supplemental level per the CELDT/ELPAC each academic year.	<b>ACTUAL</b> EL students met with the EL Coordinator who administered the CELDT test at the beginning of the year.
	<b>BUDGETED</b> Same as Goal #9 above	<b>ESTIMATED ACTUAL</b> \$50.26
Expenditures		

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	EL students met with the EL Coordinator who administered the CELDT test at the beginning of the year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Each classroom had a 1.0 FTE assistant teacher to support students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	With assistant teachers in every classroom, smaller group lessons were available to students. The only cost associated was the CELDT Test Kits.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 11

EL Students will be reclassified to Fluent English Proficient annually and perform at grade level on the SBAC assessment.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Analysis and review of CELDT/ELPAC results and SBAC assessment scores. Benchmark +10%

### ACTUAL

The two EL students enrolled at RSMS at the beginning of the year, were administered the CELDT test, however they left the school in December, which was prior to the SBAC testing period.

## ACTIONS / SERVICES

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

Action

# 1

Actions/Services

#### PLANNED

EL students will receive smaller group lessons and supplemental in-class instruction and individualized or one-on-one instruction.

#### ACTUAL

EL students received smaller group lessons and supplemental in-class instruction and individualized or one-on-one instruction.

Expenditures

#### BUDGETED

Same as Goals 9 & 10 above

#### ESTIMATED ACTUAL

Same as Goal 9 & 10 above



**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Each classroom had a 1.0 FTE assistant teacher to support students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	EL students received smaller group lessons and supplemental in-class instruction and individualized or one-on-one instruction.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Rising Sun does not serve more than three EL students.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 12

Rising Sun will maintain a 95% ADA rate annually.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

Monthly, quarterly, and annual ADA reports, periodic attendance updates.  
 Benchmark 94.5 +1%.

ADA is 95.54%

## ACTIONS / SERVICES

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

### Action **1**

	<b>PLANNED</b>	<b>ACTUAL</b>
Actions/Services	RSMS will provide a safe and engaging learning environment for all students; implement positive steps to encourage good attendance; regular communication with parents; use of Student Success Team.	The school, in collaboration with the Parent Association, created an engaging learning community by hosting several spirit nights. Increased communication between school and home helped to manage attendance.
Expenditures	<b>BUDGETED</b> \$4,800.00	<b>ESTIMATED ACTUAL</b> \$3,742.00

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The school, in collaboration with the Parent Association, created an engaging learning community by hosting several spirit nights and schoolwide community events. Increased communication between school and home helped to manage attendance.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Attendance was tracked by teachers daily using Montessori Compass and then entered into PowerSchool SIS. Administration communicated the importance of daily attendance to families who experienced higher levels of missed school days.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Cost for Montessori Compass internal student attendance tracking system was about 40% less than anticipated in the budget projection.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 13

Decrease the number of suspensions for all students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Student suspension rates from benchmark year will reflect a 5% reduction.

### ACTUAL

Benchmark year 2014/15 – 5 students suspended  
 2016-17 – 4 students suspended

## ACTIONS / SERVICES

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

### Action 1

Actions/Services	<p><b>PLANNED</b></p> <p>Teachers will be trained in Positive Discipline, classroom management, and behavioral techniques. Head of school will work with teachers and families to manage student behavior concerns.</p>	<p><b>ACTUAL</b></p> <p>Montessori Consultant, Jonathan Wolff, observed in each classroom and gave feedback directly to teachers on classroom management and areas for improvement. Teachers met during school minimum days to discuss areas of needed attention schoolwide and with supports for individual students in the classroom. The Head of School was available for teachers and parents whenever a student concern was raised.</p>
	Expenditures	<p><b>BUDGETED</b></p> <p>\$1,500.00</p>

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Teachers and Head of School took a proactive approach and met with parents and students to immediately address any concerns. Many behavioral issues were readily managed on campus, resulting in fewer suspensions.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Strong student support and frequent meetings with staff and parents helped manage many student behaviors.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 14

Decrease number of expulsions for all students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

Student expulsion rate from benchmark year minus 2%.

There were no student expulsions.

## ACTIONS / SERVICES

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

Action **1**

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b>                  Teachers will be trained in Positive Discipline, classroom management, and behavioral techniques. Head of school will work with teachers and families to manage student behavior concerns.</p>	<p><b>ACTUAL</b>                  Montessori Consultant, Jonathan Wolff, observed in each classroom and gave feedback directly to teachers on classroom management and areas for improvement. Teachers met during school minimum days to discuss areas of needed attention in the classroom, with individual students, and schoolwide. The Head of School was available for teachers and parents whenever a student concern was raised.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b>                  Same as Goal #13 above</p>	<p><b>ESTIMATED ACTUAL</b>                  Same as Goal #13 above</p>

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Teachers and Head of School took a proactive approach and met with parents and students to immediately address any concerns. Many behavioral issues were readily managed on campus, resulting in fewer suspensions.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Strong student support and frequent meetings with staff and parents helped manage many student behaviors.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 15

RSMS Students and staff will adhere to the school’s Health and Safety policies. Staff will participate in at least four hours of safety training and students will participate in at least eight fire and safety drills annually.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Professional development agenda and annual drill calendars. Accident report forms.

### ACTUAL

All staff received annual CPR/First Aid and Bloodborne Pathogen training, and Mandated Reporter. Students and staff participated in monthly fire drills.

## ACTIONS / SERVICES

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

### Action 1

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b> Annually, all school employees will be trained on Health and Safety policies. Students will participate in monthly fire and safety drills.</p>	<p><b>ACTUAL</b> All staff received annual CPR/First Aid and Bloodborne Pathogen training, and Mandated Reporter. Students and staff participated in monthly fire drills.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b> \$1,000.00</p>	<p><b>ESTIMATED ACTUAL</b> \$811.00</p>



**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	A certified CPR/First Aid trainer was contracted in August to get all staff updated on their certifications. Staff take the Mandated Reporter training online and receive a certificate to print for their file upon completion.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All staff are up to date on required certifications. Students and staff know the procedure for fire drill evacuation. When there was a non-routine drill (testing the equipment) during one month, the students and staff were well prepared and able to follow the procedure for fire drill evacuation as if it had been routine.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Some staff were not required to participate in the updated CPR/First Aid training because they were still within their two-year certifications from their prior year training.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 16

All students, including all student subgroups, unduplicated students, and students with special needs, will participate in regular coursework.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Student, teacher, course, grade level and academic support schedules.

### ACTUAL

All students, including all student subgroups, unduplicated students, and students with special needs, participated in regular coursework.

## ACTIONS / SERVICES

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

Action	<b>1</b>				
Actions/Services	<table border="1"> <tr> <td><b>PLANNED</b> All academic areas will be available to all students, including student subgroups, unduplicated students and students with special needs at all grade levels.</td> <td><b>ACTUAL</b> All students, including unduplicated and students with special needs have access to all academic areas of the classroom.</td> </tr> <tr> <td><b>BUDGETED</b> \$3,000.00</td> <td><b>ESTIMATED ACTUAL</b> \$544.00</td> </tr> </table>	<b>PLANNED</b> All academic areas will be available to all students, including student subgroups, unduplicated students and students with special needs at all grade levels.	<b>ACTUAL</b> All students, including unduplicated and students with special needs have access to all academic areas of the classroom.	<b>BUDGETED</b> \$3,000.00	<b>ESTIMATED ACTUAL</b> \$544.00
<b>PLANNED</b> All academic areas will be available to all students, including student subgroups, unduplicated students and students with special needs at all grade levels.	<b>ACTUAL</b> All students, including unduplicated and students with special needs have access to all academic areas of the classroom.				
<b>BUDGETED</b> \$3,000.00	<b>ESTIMATED ACTUAL</b> \$544.00				
Expenditures					

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Montessori prepared environment allows all students to have access to coursework and materials.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All academic areas are available to all students, including student subgroups, unduplicated students and students with special needs at all grade levels.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Teachers met during minimum days to collaborate on ideas and resources within their classrooms.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 17

All students, including all student subgroups, unduplicated students, and students with special needs, will demonstrate level proficiency in English Language and Mathematics.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Montessori Compass lessons and/or Powerschool progress reports. Computer logs, technology access and student schedules. Benchmark year (2014-15) +3%

### ACTUAL

As indicated on progress reports, 85.5% of all students, including student subgroups, unduplicated students, and students with special needs, demonstrate level proficiency in English Language and Mathematics.

## ACTIONS / SERVICES

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

Action

**1**

Actions/Services

#### PLANNED

All students will participate in RSMS' reading program, Writers Workshop, Montessori Language Arts and Math lessons and Albanesi Language and Math. Small group work, one-to-one assistance, individualized work plans, reading intervention program, speaking skills, narrative and response to literature, consultation with inclusion specialist, spiral math curriculum, peer tutorial support, use of didactic materials, collaboration with colleagues to support student goals.

#### ACTUAL

All students participated in RSMS' reading program, Writers Workshop, Montessori Language Arts and Math lessons and Albanesi Language and Math. Students participated in small group work, received one-to-one assistance, individualized work plans, reading intervention program, speaking skills, narrative and response to literature, consultation with inclusion specialist, spiral math curriculum, peer tutorial support, use of didactic materials, collaboration with colleagues to support student goals.

Expenditures

#### BUDGETED

\$9,875.00

#### ESTIMATED ACTUAL

\$40

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Each student in every classroom had their own binder with individualized work schedules to follow the entire year.  Star Reading subscription allowed students to practice reading skills on the computer while in class.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	RSMS' classrooms are structured to allow for different modalities of learning; small group work, reading intervention programs, use of didactic materials, peer collaboration. Early monitoring of student progress allows those who need interventions to be placed in groups that will help support their increased proficiency.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Most materials were purchased in the 2015-16 school year as a result of a PCSGP grant award.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 18

All students, including all student subgroups, unduplicated students, and students with special needs, will demonstrate level proficiency and content knowledge in social studies, science, visual and performing arts, physical education, and health.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Benchmark (2014-15) plus 3% as indicated by student progress reports, portfolio work, PPT results and CST/CAPA as applicable.

### ACTUAL

As indicated on progress reports, 96.2% of all students, including all student subgroups, unduplicated students, and students with special needs, demonstrate level proficiency and content knowledge in social studies, science, visual and performing arts, physical education, and health.

## ACTIONS / SERVICES

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

### Action **1**

Actions/Services	<p><b>PLANNED</b></p> <p>Students will participate in regular academic instruction in social sciences, VAPA, science, PE and the grade level health curriculum. Health curriculum provided by district nurse and RSMS staff, PE at 80 minutes per week on average. Field trips are planned and scheduled as a part of the regular academic framework.</p>	<p><b>ACTUAL</b></p> <p>Students participated in fieldtrips in the areas of social science, history and science. PE was provided at 80 minutes per week.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Same as Goal 17 above</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$12,164.00</p>

## ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students attended several fieldtrips in the areas of history, social science and science. A PE instructor was added to staff to deliver a physical education health program two days per week to every classroom.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The extra-curricular enrichment course study provided through fieldtrips created a positive experience and generated interest in subjects outside of general academia. The enrichment activities also encouraged students to write about their experiences, continue projects beyond the fieldtrip, and develop a greater sense of community within their classroom and school culture.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The middle school classroom participated in the New Horizons outdoor classroom program at Pigeon Point Lighthouse to learn about the ocean, tide pools, marine biology and local coastal history.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

# Goal 19

Students will incorporate the effective use of computers and related technology in order to effectively access the internet and multimedia as a means of enhancing learning and communication skills.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Montessori Compass progress reports, computer lab time, technology outcomes and portfolio results, student schedules. Benchmark+12%

### ACTUAL

Students had daily access to computers for keyboarding and typing practice, reports, and presentations.

## ACTIONS / SERVICES

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

Action

**1**

Actions/Services

#### PLANNED

Students will have access to technology for research, analysis, communication, skill building, and self-expression.

#### ACTUAL

Every classroom is equipped with computers for student research, writing, test-taking practice, keyboarding and typing practice, and reports and power point presentation development. Students in grades 4-6 participated in Intel's PC-Pals program.

Expenditures

#### BUDGETED

\$10,000.00

#### ESTIMATED ACTUAL

\$10,664.00



**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

In the prior year teachers expressed the need for students to learn more keyboarding skills in order to be more successful on the SBAC. During this school year, students had increased opportunities during class time, and in the extended after school program, to practice keyboarding through exercises such as weekly writing lessons, reports, and power point presentations. Students in grades 4-6 were able to participate in Intel's PC-Pals program, an email communication exchange between RSMS student and Intel assigned employee.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students in all classrooms had daily access to computers to do research for class reports and projects, create Powerpoint presentations, type reports and correspond through weekly email exchanges with Intel employees. All of these activities helped increase student's keyboarding skills, research abilities, and written communication.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The middle school classroom was broken into in August, just prior to the start of school. The school paid to replace the stolen computers, but was later reimbursed by the school's liability insurance.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.

# Stakeholder Engagement

LCAP  
Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

On March 14, 2017 an electronic message was sent out to stakeholders providing a link with instructions to take the LCAP survey via a google docs created survey form. They were asked to prioritize in order of importance to them, the eight State priorities. The message also conveyed to them that their input on the survey directly affects how funds are budgeted for the 2017-18 school year. Following the survey, a Parent Coffee was organized on March 17<sup>th</sup> where the Head of School presented a formal explanation and offered a question and answer session explaining the LCAP priorities in greater detail. The parents were also sent a letter prior to the Parent Coffee LCAP meeting, with written explanation of each of the eight State priorities. On March 24<sup>th</sup> the Head of School sent out a reminder letter to all stakeholders asking them to take the LCAP survey, as very few responses were received thus far. A third message was sent to stakeholders on March 27<sup>th</sup>, with the link for the survey, soliciting more responses.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Of the stakeholders who responded, a top priority was: State Element 3, with several requests for students to have more access to visual and performing arts, music, and foreign language. Prior to the results of the survey, administration met to prepare items for the 2017-18 academic calendar, and was already preparing to submit to the board a proposal to have a school-wide theme of “The Arts” for the 2017-18 school year. This mutual student goal will be reflected in the LCAP for the coming year. This will also tie into another top priority expressed by the stakeholders, State Element 6: Student Engagement.

Per stakeholder feedback, RSMS will also be focusing on State Element 4: Student Achievement. RSMS has many students who are advancing 1-2 grade levels above their current level, working at their own pace through the materials. However, in keeping with our vision of students aspiring towards high standards, we will be creating a school-wide culture where students will be able to “show what they know.” Rather than merely reciting facts they acquire as they advance through levels in the curriculum, teachers will provide students who complete a lesson unit, time to reflect on what they have learned in order to create a project to demonstrate to the classroom. Students will be expected to turn in their personal best at all times during the course of their work, from draft to completed project.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New                       Modified                       Unchanged

### Goal 1

Employ teachers who hold a valid CA Teaching Credential and a Montessori Certification from an accredited institution for the grade level in which they teach.

State and/or Local Priorities Addressed by this goal:

STATE  1    2    3    4    5    6    7    8  
 COE    9    10  
 LOCAL \_\_\_\_\_

Identified Need

To provide an authentic, quality academic Montessori Program in which every pupil has access to standards- aligned materials, Rising Sun will seek to hire teachers who are dual credentialed.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Valid California State Teacher Credential  
Montessori Teacher Certificate

75% of teaching staff met the above described criterion at the start of the 2016-17 school year.

Rising Sun will have at least 80% of its teaching staff achieve the above described criterion at the start of the 2017-18 school year.

Rising Sun will have at least 85% of its teaching staff achieve the above described criterion at the start of the 2018-19 school year.

Rising Sun will have at least 90% of its teaching staff achieve the above described criterion at the start of the 2019-20 school year.

**PLANNED ACTIONS / SERVICES**

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Rising Sun will actively recruit nationwide from both traditional and Montessori teacher job boards, community groups and professional organizations including teacher preparation programs which are accredited in CA.	Rising Sun will actively recruit nationwide from both traditional and Montessori teacher job boards, community groups and professional organizations including teacher preparation programs which are accredited in CA.	Rising Sun will actively recruit nationwide from both traditional and Montessori teacher job boards, community groups and professional organizations including teacher preparation programs which are accredited in CA.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	\$93,035	Amount	\$70,562	Amount	\$91,455
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0000	Budget Reference	Resource 0000	Budget Reference	Resource 0000

New                       Modified    **(Combined 2016/2017 LCAP Goals 2,4,16)**  
 Unchanged

## Goal 2

All students, including all student subgroups, unduplicated students, and students with special needs, will participate in regular coursework and have access to standards-aligned materials and additional instructional materials. All teachers will participate in annual professional development on implementation of CCSS. All teachers will learn how to correlate Montessori curriculum with the CCSS.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

All Rising Sun students need access to standards-aligned coursework instruction and materials. All teachers must participate in annual professional development in order to fully implement CCSS.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Montessori Accreditation Checklist	All pupils enrolled at Rising Sun Montessori School had access to standards-aligned materials and additional instructional materials.	All instructional materials purchased will be aligned to CA Common Core State Standards and align with our charter petition. A Montessori Accreditation checklist will be used to measure the amount of materials required per classroom. Faculty will participate in yearly updating process.	All instructional materials purchased will be aligned to CA Common Core State Standards and align with our charter petition. A Montessori Accreditation checklist will be used to measure the amount of materials required per classroom. Faculty will participate in yearly updating process.	All instructional materials purchased will be aligned to CA Common Core State Standards and align with our charter petition. A Montessori Accreditation checklist will be used to measure the amount of materials required per classroom. Faculty will participate in yearly updating process.

Professional Development calendar and rosters	100% of teachers participated in the expected training schedule.	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CA CCSS, two hours of training in Montessori alignment and three hours of professional development.	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CA CCSS, two hours of training in Montessori alignment and three hours of professional development.	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CA CCSS, two hours of training in Montessori alignment and three hours of professional development.
Student, teacher, course, grade level and academic support schedules	All students, including unduplicated and students with special needs have access to all academic areas of the classroom.	All academic areas will be available to all students, including student subgroups, unduplicated students and students with special needs at all grade levels.	All academic areas will be available to all students, including student subgroups, unduplicated students and students with special needs at all grade levels.	All academic areas will be available to all students, including student subgroups, unduplicated students and students with special needs at all grade levels.

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

All instructional materials purchased will be aligned to CA CCSS. School leaders and faculty will participate in yearly update process.

**2018-19**

New  Modified  Unchanged

All instructional materials purchased will be aligned to CA CCSS. School leaders and faculty will participate in yearly update process.

**2019-20**

New  Modified  Unchanged

All instructional materials purchased will be aligned to CA CCSS. School leaders and faculty will participate in yearly update process.

BUDGETED EXPENDITURES

**2017-18**

Amount: \$24,395  
Source: LCFF  
Budget Reference: Resource 0000

**2018-19**

Amount: \$36,604  
Source: LCFF  
Budget Reference: Resource 0000

**2019-20**

Amount: \$39,051  
Source: LCFF  
Budget Reference: Resource 0000

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Instructional planning will be organized into three steps: long-term plan development, unit plan

**2018-19**

New  Modified  Unchanged

Instructional planning will be organized into three steps: long-term plan development, unit plan

**2019-20**

New  Modified  Unchanged

Instructional planning will be organized into three steps: long-term plan development, unit plan

development, and monthly & weekly lessons.

development, and monthly & weekly lessons.

development, and monthly & weekly lessons.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	Same as Goal 1	Amount	Same as Goal 1	Amount	Same as Goal 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0000	Budget Reference	Resource 0000	Budget Reference	Resource 0000

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

All academic areas will be available to all students, including student subgroups, unduplicated students and students with special needs at all grade levels.

All academic areas will be available to all students, including student subgroups, unduplicated students and students with special needs at all grade levels.

All academic areas will be available to all students, including student subgroups, unduplicated students and students with special needs at all grade levels.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	Same as Goal 1	Amount	Same as Goal 1	Amount	Same as Goal 1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0000	Budget Reference	Resource 0000	Budget Reference	Resource 0000



New  
 Unchanged

Modified **(Combined 2016/2017 LCAP Goals 3 & 15)**

## Goal 3

Rising Sun will maintain a clean, safe school facility that will also provide for future student growth and expansion of programs. RSMS Students and staff will adhere to the school's Health and Safety policies. Staff will participate in at least four hours of safety training and students will participate in at least eight fire and safety drills annually.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

Rising Sun will maintain a clean, safe school facility that will provide for future student growth and expansion of programs. RSMS will improve student health and safety.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Monthly custodial services performed and safety and maintenance issues addressed.

As part of the lease agreement with the landlord of the facility, custodial services were provided to keep the campus clean and the facility free of any safety hazards.

Review of growth plan annually. Monthly site inspection documents prepared by Head of School; Annual Facility Inspection reports.

Review of growth plan annually. Monthly site inspection documents prepared by Head of School; Annual Facility Inspection reports.

Review of growth plan annually. Monthly site inspection documents prepared by Head of School; Annual Facility Inspection reports.

Staff In-Service training logs and completed fire drill logs.

All staff received annual CPR/First Aid and Bloodborne Pathogen training, and Mandated Reporter. Students and staff participated in monthly fire drills.

Annually, all school employees will be trained on Health and Safety policies. Students will participate in monthly fire and safety drills.

Annually, all school employees will be trained on Health and Safety policies. Students will participate in monthly fire and safety drills.

Annually, all school employees will be trained on Health and Safety policies. Students will participate in monthly fire and safety drills.

Action  
1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All Group(s) _____	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Daily general cleaning will maintain campus cleanliness; annual and monthly facility inspections will screen for safety hazards. Head of School and teachers will assess student's growth needs annually.

**2018-19**

New  Modified  Unchanged

Daily general cleaning will maintain campus cleanliness; annual and monthly facility inspections will screen for safety hazards. Head of School and teachers will assess student's growth needs annually.

**2019-20**

New  Modified  Unchanged

Daily general cleaning will maintain campus cleanliness; annual and monthly facility inspections will screen for safety hazards. Head of School and teachers will assess student's growth needs annually.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$87,895
Source	LCFF
Budget Reference	Resource 0000

**2018-19**

Amount	\$117,399
Source	LCFF
Budget Reference	Resource 0000

**2019-20**

Amount	\$127,056
Source	LCFF
Budget Reference	Resource 0000

## Action 2

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Annually, all school employees will be trained on Health and Safety policies. Students will participate in monthly fire and safety drills.

**2018-19**

New  Modified  Unchanged

Annually, all school employees will be trained on Health and Safety policies. Students will participate in monthly fire and safety drills.

**2019-20**

New  Modified  Unchanged

Annually, all school employees will be trained on Health and Safety policies. Students will participate in monthly fire and safety drills.

### BUDGETED EXPENDITURES

**2017-18**

Amount Same as Goal 1

Source LCFF

Budget Reference Resource 0000

**2018-19**

Amount Same as Goal 1

Source LCFF

Budget Reference Resource 0000

**2019-20**

Amount Same as Goal 1

Source LCFF

Budget Reference Resource 0000

New

Modified

Unchanged (formerly labeled

Goal 6 on 2016/17 LCAP)

# Goal 4

RSMS will actively solicit parent input and continue to develop meaningful community partnerships to sustain and deliver its educational mission and to maintain parent representation on the Charter School Governing Board.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

To involve parents in the school board governance and create a parent association group.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Governing board agendas and meeting minutes.

Governing board agendas and meeting minutes will indicate 25% involvement from parent community.

Governing board meeting agendas and minutes will indicate 30% involvement from parent community.

Governing board meeting agendas and minutes will indicate 35% involvement from parent community.

Governing board meeting agendas and minutes will indicate 40% involvement from parent community.

## Action 1

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

Parents will have many opportunities to volunteer and support the school including: assisting teachers in class; field trip drivers/chaperones; serving on Parent Association; participating on a committee. Parents will be recruited via flyers, classroom newsletters, and monthly parent meetings.

**2018-19**

New  Modified  Unchanged

Parents will have many opportunities to volunteer and support the school including: assisting teachers in class; field trip drivers/chaperones; serving on Parent Association; participating on a committee. Parents will be recruited via flyers, classroom newsletters, and monthly parent meetings.

**2019-20**

New  Modified  Unchanged

Parents will have many opportunities to volunteer and support the school including: assisting teachers in class; field trip drivers/chaperones; serving on Parent Association; participating on a committee. Parents will be recruited via flyers, classroom newsletters, and monthly parent meetings.

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount   
 Source   
 Budget Reference

**2018-19**

Amount   
 Source   
 Budget Reference

**2019-20**

Amount   
 Source   
 Budget Reference

New  Modified **(Combined 2016/2017 LCAP Goals 8, 12, 13 & 14)**  
 Unchanged

**Goal 5**

Rising Sun will maintain a 95% ADA rate annually. Decrease the number of suspensions and expulsions for all students.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

Community involvement and investment, upholding school reputation amongst stakeholders.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Observation and parent sign in sheets.	The school held a Parent Orientation, Harvest Festival, Open House, Spring Family Garden Day, and Science Fair. There were Parent Coffee meetings held once/month. There was more than 50% participation in school events.	School calendar will include events which will be advertised and publicized on our school website and through email/evite. 60% of families will participate in school events.	School calendar will include events which will be advertised and publicized on our school website and through email/evite. 70% of families will participate in school events.	School calendar will include events which will be advertised and publicized on our school website and through email/evite. 80% of families will participate in school events.
ADA Reports	Monthly, quarterly, and annual ADA reports, periodic attendance updates. Benchmark +1%	Monthly, quarterly, and annual ADA reports, periodic attendance updates. Benchmark +1.2%	Monthly, quarterly, and annual ADA reports, periodic attendance updates. Benchmark +1.5%	Monthly, quarterly, and annual ADA reports, periodic attendance updates. Benchmark +1.65%
School information data system	Student suspension rates from benchmark year will reflect a 5% reduction.  Student expulsion rate from benchmark year minus 2%	Student suspension rates from benchmark year will reflect a 5% reduction.  Student expulsion rate from benchmark year minus 2%	Student suspension rates from benchmark year will reflect a 5% reduction.  Student expulsion rate from benchmark year minus 3%	Student suspension rates from benchmark year will reflect a 5% reduction.  Student expulsion rate from benchmark year minus 2%

**Action 1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Administration will meet with Parent Association group to identify opportunities to create and nurture a sense of community on campus. RSMS will co-sponsor at least five events annually in conjunction with the Parent association.

**2018-19**

New  Modified  Unchanged

Administration will meet with Parent Association group to identify opportunities to create and nurture a sense of community on campus. RSMS will co-sponsor at least five events annually in conjunction with the Parent association.

**2019-20**

New  Modified  Unchanged

Administration will meet Parent Association group to identify opportunities to create and nurture a sense of community on campus. RSMS will co-sponsor at least five events annually in conjunction with the Parent association.

**BUDGETED EXPENDITURES**

**2017-18**

Amount: Same as Goal 4  
 Source: LCFF  
 Budget Reference: Resource 0000

**2018-19**

Amount: Same as Goal 4  
 Source: LCFF  
 Budget Reference: Resource 0000

**2019-20**

Amount: Same as Goal 4  
 Source: LCFF  
 Budget Reference: Resource 0000

**Action 2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

RSMS will provide a safe and engaging learning environment for all students; implement positive steps to encourage good attendance; regular communication with parents; use of Student Success Team.

**2018-19**

New  Modified  Unchanged

RSMS will provide a safe and engaging learning environment for all students; implement positive steps to encourage good attendance; regular communication with parents; use of Student Success Team.

**2019-20**

New  Modified  Unchanged

RSMS will provide a safe and engaging learning environment for all students; implement positive steps to encourage good attendance; regular communication with parents; use of Student Success Team.

**BUDGETED EXPENDITURES**

**2017-18**

Amount: Same as Goal 4  
Source: LCFF  
Budget Reference: Resource 0000

**2018-19**

Amount: Same as Goal 4  
Source: LCFF  
Budget Reference: Resource 0000

**2019-20**

Amount: Same as Goal 4  
Source: LCFF  
Budget Reference: Resource 0000

**Action 3**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_



ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

Teachers will be trained in Positive Discipline, classroom management, and behavioral techniques. Head of school will work with teachers and families to manage student behavior concerns.

2018-19

New  Modified  Unchanged

Teachers will be trained in Positive Discipline, classroom management, and behavioral techniques. Head of school will work with teachers and families to manage student behavior concerns.

2019-20

New  Modified  Unchanged

Teachers will be trained in Positive Discipline, classroom management, and behavioral techniques. Head of school will work with teachers and families to manage student behavior concerns.

BUDGETED EXPENDITURES

2017-18

Amount

Same as Goal 1

Source

LCFF

Budget Reference

Resource 0000

2018-19

Amount

Same as Goal 1

Source

LCFF

Budget Reference

Resource 0000

2019-20

Amount

Same as Goal 1

Source

LCFF

Budget Reference

Resource 0000

New  Modified **(Combined 2016/2017 LCAP Goals 9, 10, 11)**  
 Unchanged

**Goal 6**

Increase students scoring proficient and above on CCSS/SBAC benchmark English Language Arts and Mathematics scores established in baseline year. EL students will advance at least one performance level per the CELDT/ELPAC each academic year. EL Students will be reclassified to Fluent English Proficient annually and perform at grade level on the SBAC assessment.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

Increase the number of students who score proficient or above in English Language Arts and Mathematics SBAC assessment. Ensure that EL students advance in their performance each year. Reclassify EL student as Fluent English Proficient annually in order for them to perform at grade level on SBAC assessment.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Assessment	34% Met or Exceeded English Language Arts 32% Met or Exceeded Math	Benchmark +5%	Benchmark +10%	Benchmark +15%
CELDT/ELPAC scores, EL re-classification; ELD folder; annual report cards.	Not applicable in baseline year.	Benchmark +10%	Benchmark +12%	Benchmark +15%

**Action 1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned Montessori instructional materials; implementation of a (RTI) Tier approach to assist at-risk students;	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned Montessori instructional materials; implementation of a (RTI) Tier approach to assist at-risk students;	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned Montessori instructional materials; implementation of a (RTI) Tier approach to assist at-risk students; teacher assistants in

teacher assistants in classrooms to support instruction and student learning.

teacher assistants in classrooms to support instruction and student learning.

classrooms to support instruction and student learning.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$20,150  
Source Supplemental and Concentration Grant Funding  
Budget Reference Resource 0000

**2018-19**

Amount \$36,981  
Source Supplemental and Concentration Grant Funding  
Budget Reference Resource 0000

**2019-20**

Amount \$38,187  
Source Supplemental and Concentration Grant Funding  
Budget Reference Resource 0000

**Action 2**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

EL students will receive smaller group lessons and supplemental level per the CELDT/ELPAC each academic year. EL students will be reclassified to Fluent English Proficient annually. EL students will perform at grade level on SBAC.

**2018-19**

New  Modified  Unchanged

EL students will receive smaller group lessons and supplemental level per the CELDT/ELPAC each academic year. EL students will be reclassified to Fluent English Proficient annually. EL students will perform at grade level on SBAC.

**2019-20**

New  Modified  Unchanged

EL students will receive smaller group lessons and supplemental level per the CELDT/ELPAC each academic year. EL students will be reclassified to Fluent English Proficient annually. EL students will perform at grade level on SBAC.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	Same as Action 1 listed above	Amount	Same as Action 1 listed above	Amount	Same as Action 1 listed above
Source	Supplemental and Concentration Grant Funding	Source	Supplemental and Concentration Grant Funding	Source	Supplemental and Concentration Grant Funding
Budget Reference	Resource 0000	Budget Reference	Resource 0000	Budget Reference	Resource 0000

New                       Modified **(Combined 2016/2017 LCAP Goals 17 & 18)**  
 Unchanged

**Goal 7**

All students, including all student subgroups, unduplicated students, and students with special needs, will demonstrate level proficiency in English Language and Mathematics, will demonstrate level proficiency and content knowledge in social studies, science, visual and performing arts, physical education, and health.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

To improve proficiency in English Language and Mathematics coursework, and to have students demonstrate grade level skills in social studies, science, visual and performing arts, physical education and health.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Montessori Compass and/or Powerschool progress reports. Computer logs, technology access and student schedules.	Teacher-made assessments analysis 3%	Benchmark year (2014-15) +4%	Benchmark year (2014-15) +5%	Benchmark year (2014-15) +6%
Student progress reports, portfolio work, PPT results and CST/CAPA as applicable.	Teacher-made assessments analysis 3%	Benchmark (2014-15) plus 3%	Benchmark (2014-15) plus 5%	Benchmark (2014-15) plus 7%

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

All students will participate in RSMS' reading program, Writers Workshop, Montessori Language Arts and Math lessons and Albanesi Language and Math. Small group work, one-to-one assistance, individualized work plans, reading intervention program, speaking skills, narrative and response to literature, consultation with inclusion specialist, spiral math curriculum, peer tutorial support, use of didactic materials, collaboration with colleagues to support student goals.

**2018-19**

New  Modified  Unchanged

All students will participate in RSMS' reading program, Writers Workshop, Montessori Language Arts and Math lessons and Albanesi Language and Math. Small group work, one-to-one assistance, individualized work plans, reading intervention program, speaking skills, narrative and response to literature, consultation with inclusion specialist, spiral math curriculum, peer tutorial support, use of didactic materials, collaboration with colleagues to support student goals.

**2019-20**

New  Modified  Unchanged

All students will participate in RSMS' reading program, Writers Workshop, Montessori Language Arts and Math lessons and Albanesi Language and Math. Small group work, one-to-one assistance, individualized work plans, reading intervention program, speaking skills, narrative and response to literature, consultation with inclusion specialist, spiral math curriculum, peer tutorial support, use of didactic materials, collaboration with colleagues to support student goals.

**BUDGETED EXPENDITURES**

**2017-18**

Amount   
 Source   
 Budget Reference

**2018-19**

Amount   
 Source   
 Budget Reference

**2019-20**

Amount   
 Source   
 Budget Reference

Action **2**

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

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

**OR**

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

All Students will participate in regular academic instruction in social sciences, visual and performing arts, PE and the grade level health curriculum. Field trips are planned as a part of the regular academic framework.

**2018-19**

New  Modified  Unchanged

All Students will participate in regular academic instruction in social sciences, visual and performing arts, PE and the grade level health curriculum. Field trips are planned as a part of the regular academic framework.

**2019-20**

New  Modified  Unchanged

All Students will participate in regular academic instruction in social sciences, visual and performing arts, PE and the grade level health curriculum. Field trips are planned as part of the regular academic framework.

**BUDGETED EXPENDITURES**

**2017-18**

Amount   
 Source   
 Budget Reference

**2018-19**

Amount   
 Source   
 Budget Reference

**2019-20**

Amount   
 Source   
 Budget Reference

New Goal 19)
  Modified
  Unchanged (Prior 2016/17 LCAP)

## Goal 8

Students will incorporate the effective use of computers and related technology in order to effectively access the internet and multimedia as a means of enhancing learning and communication skills.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

Technology proficiency as a means of enhancing learning and retention.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Montessori Compass progress reports, computer lab time, technology outcomes and portfolio results, student schedules.	Teacher made assessment analysis of 10%	Benchmark+15%	Benchmark+20%	Benchmark+25%

### Action 1

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

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Students will have access to technology for research, analysis, communication, skill building, and self-expression.

**2018-19**

New  Modified  Unchanged

Students will have access to technology for research, analysis, communication, skill building, and self-expression.

**2019-20**

New  Modified  Unchanged

Students will have access to technology for research, analysis, communication, skill building, and self-expression.

BUDGETED EXPENDITURES

**2017-18**

Amount   
Source   
Budget Reference

**2018-19**

Amount   
Source   
Budget Reference

**2019-20**

Amount   
Source   
Budget Reference



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP  
Year

2017–18    2018–19    2019–20

Estimated Supplemental and Concentration Grant Funds:

\$21,050

Percentage to Increase or Improve Services:

2.3 %

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

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

As outlined in Goal 6: Increase students scoring proficient and above on CCSS/SBAC benchmark English Language Arts and Mathematics scores established in baseline year. EL students will advance at least one performance level per the CELDT/ELPAC each academic year. EL Students will be reclassified to Fluent English Proficient annually and perform at grade level on the SBAC assessment.