

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**

Contact Name
and Title

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and
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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 2017, RSMS focused on providing students more opportunities to engage in visual and performing arts activities. RSMS adopted a school-wide theme “The Arts” which culminated 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. As a marker of this strive for excellence, RSMS saw substantial increases in SBAC scores for their students in Middle School, when

measured year-over-year for the same students in 2016-17. There were no significant changes in scores for students in grades 3-6

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

As indicated above and on the CA School Dashboard, Rising Sun students significantly increased their scores in English Language Arts and Math Assessments in grades 7 and 8. As a result of the prior year's LCAP, Rising Sun also implemented a very successful ARTS fair in the spring of 2018.

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. Parents would like Rising Sun to continue to add extra-curricular activities for students, such as after school STEM/Robotics classes as well as continued expansion of the Visual and Performing arts.

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.

Rising Sun, now its own LEA for the purposes of Special Education has hired personnel who will not only oversee the implementation of that program, but who also have extensive experience in serving English Learners. Rising Sun will continue to work in close coordination with our authorizers to determine the best course of action to work with enrolling and serving foster youth. Rising Sun served one foster youth student in 2017-18 school year.

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	\$ 973,236.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 46,006.00

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.

For the 2018-19 LCAP goals, RSMS will work to focus solely on Supplemental/Concentrated fund goal expenditures.

\$ 1,033,257.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: **2017-2018**

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 75% of its teaching staff meet the above described criterion at the start of the 2017-18 school year.

ACTUAL

100% of Rising Sun Teachers hold a valid CA Teaching Credential. 100% 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	PLANNED 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.	ACTUAL Rising Sun continues to utilize its membership on EDJoin to recruit qualified, certificated teaching staff.
	BUDGETED	ESTIMATED ACTUAL
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.

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.

With the addition of a TK/K program in 2017/18, the age-groupings of our population have shifted to younger students. Thus, RSMS will have two lower elementary classrooms next year and one upper elementary classroom, along with one Middle School.

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**

Actions/Services	PLANNED All instructional materials purchased will be aligned to CA CCSS. School leaders and faculty will participate in yearly update process.	ACTUAL 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.
	BUDGETED	ESTIMATED ACTUAL
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.

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

ACTUAL

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

Action **1**

Actions/Services	PLANNED 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.	ACTUAL All planned activities were performed on a routine daily basis.
	BUDGETED	ESTIMATED ACTUAL
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.	Per lease contract with facility landlord, Lakehills Covenant Church, campus and classrooms were cleaned on a weekly 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 2018-19 will reflect the lease agreement for these services with the landlord for the term of the existing 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	<p>PLANNED</p> <p>Instructional planning will be organized into three steps: long-term plan development, unit plan development, and monthly & weekly lessons.</p>	<p>ACTUAL</p> <p>Hiring of a part time curriculum coordinator for the purpose of observation, mentoring, and meeting with teachers, as well as assisting with developing RTI plans for students who are at risk of not progressing adequately due to lack of skills in math, language arts or behavior.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</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 addition of a part-time curriculum coordinator in the 2017-18 school year allowed for continuous improvement plans and mentoring of teachers through regular, weekly classroom observations, meetings and feedback.
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.	Teachers chose not to participate in the annual Montessori conference.
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 one EL student this year, and was able to administer one initial assessment and one end of year assessment. Results are not available at the time of this writing. Student was outside of SBAC testing range.

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>PLANNED</p> <p>Instructional planning will be organized into three steps: long-term plan development, unit plan development, and monthly & weekly lessons that have goals and strategies to support EL students and are aligned to ELD standards.</p>	<p>ACTUAL</p> <p>EL students are supported in the classroom with small class size, small group instruction and assistant teachers available for individualized instruction as needed.</p>
Expenditures	<p>BUDGETED</p> <p>\$20,150</p>	<p>ESTIMATED ACTUAL</p> <p>\$20,150</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 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 90% 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	
Actions/Services	PLANNED 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.	ACTUAL Parents had many volunteer opportunities throughout the year, and were involved in all of the planned actions for this goal.
Expenditures	BUDGETED \$	ESTIMATED ACTUAL \$

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.	Our parent committee actually raised funds in excess of the event(s) costs this year. A portion of the surplus income was used by the Parent Committee to purchase a supplemental “Personal Finance” curriculum for the Middle School 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.	No changes.

Identify where those changes can be found in the LCAP.

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

Parent Survey Results will indicate a 25% participation rate.

ACTUAL

Parent survey results were not met at 15% 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**

Actions/Services	<p>PLANNED</p> <p>Rising Sun will streamline its LCAP survey to more strongly align with local elementary and high school districts.</p>	<p>ACTUAL</p> <p>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>
Expenditures	<p>BUDGETED</p> <p>\$</p>	<p>ESTIMATED ACTUAL</p> <p>\$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 2017-18 school year had many questions that parents felt were difficult to interpret, or required further explanation than the format allowed for. As such, RSMS will streamline the survey for next year to allow for more explanation of the 8 state priorities and allow for easier feedback in terms of the stakeholders’ perception of our performance on these goals.

Goal 8	RSMS will co-sponsor at least five community events annually in conjunction with the Parent association.
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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

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.

The school held a Parent Orientation, Back to School Night, Harvest Festival, Open House, Spring Family Garden Day, and Art 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**

Actions/Services	<p>PLANNED</p> <p>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>ACTUAL</p> <p>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>
Expenditures	<p>BUDGETED</p> <p>\$</p>	<p>ESTIMATED ACTUAL</p> <p>\$</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 Committee 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

Benchmark + 1%

ACTUAL

Over the past three years, Rising Sun has averaged 55% of its Students in grades 3-8 being at or above standard in ELA, which Represents a 15% increase above our benchmark in year one. Over the past three years, Rising Sun has averaged 45% of its Students in grades 3-8 being at or above standard in math which Represents a 17% increase over our benchmark in year one.

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>PLANNED 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.</p>	<p>ACTUAL 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.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</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 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.	No changes.

Identify where those changes can be found in the LCAP.

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

Action **1**

Actions/Services	PLANNED EL students will receive smaller group lessons and supplemental level per the CELDT/ELPAC each academic year.	ACTUAL EL students met with the EL Coordinator who administered the CELDT test at the beginning of the year.
	BUDGETED	ESTIMATED ACTUAL
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	<p>PLANNED EL students will receive smaller group lessons and supplemental in-class instruction and individualized or one-on-one instruction.</p>	<p>ACTUAL EL students received smaller group lessons and supplemental in-class instruction and individualized or one-on-one instruction.</p>
Expenditures	<p>BUDGETED Same as Goals 9 & 10 above</p>	<p>ESTIMATED ACTUAL Same as Goal 9 & 10 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.	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		
Actions/Services	PLANNED 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.	ACTUAL 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	BUDGETED	ESTIMATED ACTUAL

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

PLANNED

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.

ACTUAL

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.

Expenditures

BUDGETED

\$

ESTIMATED ACTUAL

\$

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

Student expulsion rate from benchmark year minus 2%.

ACTUAL

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		
Actions/Services		<p>PLANNED 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>ACTUAL Bi-Weekly all staff meetings and training take place to discuss Student concerns with administrators. Rising Sun has expelled No students in its first four years of operation.</p>
Expenditures		<p>BUDGETED Same as Goal #13 above</p>	<p>ESTIMATED ACTUAL 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

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 State-Mandated Reporter training. Students and staff participated in monthly fire drills. All completion certificates for programs and trainings are kept in employee files on site.

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>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.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>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.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>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.</p>
<p>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.</p>	<p>No changes.</p>

Draft

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 1		
Actions/Services	PLANNED All academic areas will be available to all students, including student subgroups, unduplicated students and students with special needs at all grade levels.	ACTUAL All students, including unduplicated and students with special needs have access to all academic areas of the classroom.
Expenditures	BUDGETED	ESTIMATED ACTUAL

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

ACTUAL

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

As indicated on progress reports 90% 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	<p>PLANNED</p> <p>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.</p>	<p>ACTUAL</p> <p>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.</p>
	Expenditures	<p>BUDGETED</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Each student in every classroom had their own binder with individualized work schedules to follow the entire year.</p> <p>Star Reading subscription allowed students to practice reading skills on the computer while in class.</p>
---	--

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

ACTUAL

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

As indicated on progress reports, 97.2% 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	PLANNED 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.	ACTUAL Students participated in fieldtrips in the areas of social science, history and science. PE was provided at 80 minutes per week.
	BUDGETED	ESTIMATED ACTUAL
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.	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

ACTUAL

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

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	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>PLANNED</p> <p>Students will have access to technology for research, analysis, communication, skill building, and self-expression.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ACTUAL</p> <p>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.</p> </td> </tr> <tr> <td style="vertical-align: top;">Expenditures</td> <td> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">BUDGETED</td> <td style="width: 50%;">ESTIMATED ACTUAL</td> </tr> </table> </td> </tr> </table>	<p>PLANNED</p> <p>Students will have access to technology for research, analysis, communication, skill building, and self-expression.</p>	<p>ACTUAL</p> <p>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.</p>	Expenditures	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">BUDGETED</td> <td style="width: 50%;">ESTIMATED ACTUAL</td> </tr> </table>	BUDGETED	ESTIMATED ACTUAL
<p>PLANNED</p> <p>Students will have access to technology for research, analysis, communication, skill building, and self-expression.</p>	<p>ACTUAL</p> <p>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.</p>						
Expenditures	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">BUDGETED</td> <td style="width: 50%;">ESTIMATED ACTUAL</td> </tr> </table>	BUDGETED	ESTIMATED ACTUAL				
BUDGETED	ESTIMATED ACTUAL						

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.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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 17th 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 24th 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 27th, 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.

Actin **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	OR <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 nation-wide 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 nation-wide 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 nation-wide 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	\$	Amount	\$	Amount	\$
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Resource 0000

Budget
Reference

Resource
0000

Budge
t
Refere
nce

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 OR <input type="checkbox"/> Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

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

Amount \$43,604
Source LCFF
Budget Reference Resource 0000

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 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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

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

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

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

	and staff participated in monthly fire drills.	monthly fire and safety drills.		
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Action
n 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	OR <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

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	2018-19	2019-20
Amount: \$87,895	Amount: \$117,399	Amount: \$127,056
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Resource 0000	Budget Reference: Resource 0000	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	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
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.

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
 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:

<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 OR <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

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	\$4,975
Source	LCFF
Budget Reference	Resource 0000

2018-19

Amount	\$4,975
Source	LCFF
Budget Reference	Resource 0000

2019-20

Amount	\$4,975
Source	LCFF
Budget Reference	Resource 0000

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

	Student expulsion rate from benchmark year minus 2%	Student expulsion rate from benchmark year minus 2%	Student expulsion rate from benchmark year minus 3%	Student expulsion rate from benchmark year minus 2%
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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

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

2018-19

Amount Same as Goal 4
Source LCFF

2019-20

Amount Same as Goal 4
Source LCFF

Budget Reference **Resource 0000**

Budget Reference **Resource 0000**

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

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

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.

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.

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

2018-19

2019-20

Amount **Same as Goal 4**

Source **LCFF**

Budget Reference **Resource 0000**

Amount **Same as Goal 4**

Source **LCFF**

Budget Reference **Resource 0000**

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	Benchmark +8%	Benchmark +10%

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 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 Group(s) Schoolwide OR Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified 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; teacher assistants in classrooms to support instruction and student learning.

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.

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.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$20,150

Amount \$46,006

Amount \$38,187

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

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	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
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.	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.	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:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

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.

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.

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	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> 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.	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.	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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,486 Source: LCFF Budget Reference: Resource 0000	Amount: \$7,091 Source: LCFF Budget Reference: Resource 000000	Amount: \$8,694 Source: 1400/0000 Budget Reference: Resource 0000
<input type="checkbox"/> New Goal 19) <input type="checkbox"/> Modified <input checked="" type="checkbox"/> 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%
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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	OR <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

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: \$11,250
Source: LCFF
Budget Reference: Resource 0000

2018-19

Amount: \$11,609
Source: LCFF
Budget Reference: Resource 0000

2019-20

Amount: \$11,941
Source: LCFF
Budget Reference: Resource 00000

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.