

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--------------------------------|--|
| Rising Sun Montessori School | Karl Zierhut Head of School | kzierhut@risingsunmontessori.org (916) 936-2333 |

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Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | Increase student achievement in math as determined by Star Math Assessments and reported on the Unified Scale through a series of actions identified below |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|--|
| Math Grade Level Proficiency as Measured by STAR test Unified Scale | 81% of students at or above grade level in math using Unified Scale Report in Star Math Assessment by Renaissance | 80% of Students are at or above grade level in math using the Star Unified Scale Report in Star Math Assessments by Renaissance | 2022-23 STAR math Unified Scales indicate that 73.2% of RSMS students are at or above grade level using Star Math Assessments by Renaissance. | 59% of students are at or above grade level | 87% of students assessed using STAR math by Renaissance will demonstrate proficiency on the Unified Scale Report |

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Rising Sun did not meet the goal for proficiency in the subject matter assessments. This is due in large part to two major dynamics. First, RSMS is a small charter school and a relatively small change in scores among a few students can have a significant impact on aggregate percentages. Secondly, there was insufficient account made for higher achieving/longer attending students matriculating out through promotion and a large number of younger students moving into the assessment age group who came to our school as new students having not been able to attend school for over two years due to covid closures. RSMS is proud that we were able to remain open for in person instruction from 2020-2022, however a large percentage of our younger students were unable to attend school in person for kindergarten through second grade.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

RSMS implemented all elements of the actions intended to achieve the articulated goal. There were some technology related issues in implementing the upgrade to our site-based technology which did for a period of several weeks delay the assessment of children early in the school year. This has now been rectified.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

RSMS was able to maintain consistent and accurate funding expenses vs. projections for the three year cycle of the previous LCAP

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

RSMS did not make any changes to the planned goal, metrics, desired outcomes or actions. However, in future considerations, RSMS will also consider "growth data" for students in addition to "grade level proficiency" as RSMS often finds itself in the position of new students enrolling who had struggles at their previous schools. This is where our RTI process becomes a vital resource in identifying students who require additional supports and interventions early in the school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

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Goal

| Goal # | Description |
|--------|--|
| 2 | Increase student achievement on Star Reading Assessments through Summer Enrichment by offering this program to all students currently attending Rising Sun in the 2021-22 school year. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|---|---|---|
| Reading Grade Level Proficiency as Measured by STAR test Unified Scale | 85% of Students are reading at or above grade level based on Star Reading assessments delivered to students in 20-21 school year as determined by the Star Unified Scale | 73% of students are reading at or above grade level based on Star Reading assessments delivered to students in 21-22 school year as determined by the Star Unified Scale | 71% of RSMS students are reading at or above grade level based on Star Reading assessments delivered to students in the 2022-23 school year as determined by the Star Unified Scale | 59% of students are currently at or above grade level | 91% of students will be at or above grade level for reading as determined by Star Reading assessments delivered to students in the 23-24 school year as determined by the Star Unified Scale. |

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Rising Sun did not meet the goal for proficiency in the subject matter assessments. This is due in large part to two major dynamics. First, RSMS is a small charter school and a relatively small change in scores among a few students can have a significant impact on aggregate percentages. Secondly, there was insufficient account made for higher achieving/longer attending students matriculating out through promotion and a large number of younger students moving into the assessment age group who came to our school as new students having not been able to attend school for over two years due to covid closures. RSMS is proud that we were able to remain open for in person instruction from 2020-2022, however a large percentage of our younger students were unable to attend school in person for kindergarten through second grade.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

RSMS implemented all elements of the actions intended to achieve the articulated goal. There were some technology related issues in implementing the upgrade to our site-based technology which did for a period of several weeks delay the assessment of children early in the school year. This has now been rectified.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

RSMS was able to maintain consistent and accurate funding expenses vs. projections for the three year cycle of the previous LCAP

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

RSMS did not make any changes to the planned goal, metrics, desired outcomes or actions. However, in future considerations, RSMS will also consider "growth data" for students in addition to "grade level proficiency" as RSMS often finds itself in the position of new students enrolling who had struggles at their previous schools. This is where our RTI process becomes a vital resource in identifying students who require additional supports and interventions early in the school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

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Goal

| Goal # | Description |
|--------|--|
| 3 | Provide opportunities for students and their families to be active participants in their learning community, thereby building strong and trusting relationships between school and family and a sense of connectedness for students. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|---|---|---|
| Parent Participation in School events | Currently 60% of parents are participating in school-wide events and volunteering opportunities | 62% of parents participated in school wide events and volunteering services | 76% of parents participated in at least one parent-engagement, volunteer or observation opportunity in the 2022-23 school year. | 90% of RSMS parents have participated in at least one parent engagement opportunity this year. | 75% of parents participate in school events and volunteer opportunities |
| Suspension rate from 2019-20 school year | 3.7% of students were suspended at least once during the 2019-20 school year | No students were suspended in 2020-21 | 2021-22 saw a suspension rate of 2%, which represents a 34% decrease from the benchmark year of 2019-20. | Rising Sun has not had more than 2% of students suspended more than once. | Less than 2% of students suspended more than once |
| Parent survey responses | Currently 75% of families "strongly agree" or "agree" that the school actively seeks their input in their child's education. | 90% of families "strongly agree" or "agree" that the school actively seeks their input in their child's education. | 92% of families agree that RSMS actively seeks input from them in their child's education. | RSMS has held public board meetings, parent committee meetings and "parent coffee" events to seek parental feedback and input into their children's education. In addition, administration have | 90% of parents surveyed will strongly agree or agree that the school actively seeks their input in their child's education. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|--|-----------------------------|
| | | | | had several meetings with individual parents who wished to share their input and feedback. | |

Goal Analysis

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An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Rising Sun was able to host eight (8) parent/student events this year, in addition to Parent-Teacher conference week in October/November. Parent participation was recorded via sign in sheets, parent volunteer sign up sheets, and conference attendance records. There were no substantive difference between planned actions and actual implementation of those actions. Rising Sun had only two students suspended in the 2023-24 school year, and one of those was suspended more than one time. This represents a 1.3% suspension rate overall and a rate of less than one percent (0.7%) for any student being suspended more than one time.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted and actual expenditures for year 3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Rising Sun believes that its approach to restorative justice for students, as well as increased resources made available to parents has contributed greatly to our positive school climate results. Parent participation remains high, especially on parent volunteers for classroom events and observations. Parents were offered an online sign-up option for planned observation/support days, and RSMS adopted a new SIS for parent communication streamlining. Parent feedback on this is very positive.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Adoption of new parent-school communication tools, as well as online signups for planned parent events both contributed to positive gains in the school climate arena, RSMS having met all goals associated with this priority. This was all achieved at negligible cost difference and zero negative fiscal impact to the school.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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Goals and Actions

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Goal

| Goal # | Description |
|--------|--|
| 4 | Rising Sun will reduce the percentage of students who are chronically absent by focusing on the unique educational and social-emotional needs of the "whole child" as approached from a holistic framework of educational, community and social-emotional needs. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------------------------|--|---|---|---|-----------------------------|
| Student Chronic Absenteeism Rates | 9% According to 2019-20 School Dashboard | 2021-22 Chronic Absenteeism Rate is 17%. This is mostly due to absences related to Covid-19 quarantine rules. | 2022-23 Chronic Absenteeism rate is 20% per current data with one month remaining in the school year. Statewide average is 30% based on most recent data available on the 2022 state dashboard. | RSMS currently (12/23) has a Chronic Absenteeism rate of 12.2% which represents a 50% decrease year over year. This goal is very close to being met based on attendance data in April 2024. | Less than 4% |

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

| |
|--|
| There were no substantive differences between planned actions and actual implementation of actions |
|--|

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While RSMS has seen some moderate improvement in chronic absenteeism, it continues to be a major area of focus for our school moving forward into the new three year LCAP cycle. Convincing parents to send their students to school (other than when they have a fever in excess of 100 degrees, or have vomiting/diarrhea) has been challenging. While the number of unexcused personal absences, such as vacations have decreased, the number of "excused"/illness absences has increased. Rising Sun has referred students to the School Attendance Review Board, and has found the county to be very supportive of our position that learning needs to occur in person and it is okay to send a student to school with a cold. Rising Sun has also increased spending on mental health related services for students in an effort to support the whole child, reduce anxiety, and increase a student's desire to attend school.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

More frequent attendance letters, parent meetings with teachers and/or administration, SARB referrals, incentives for class parties when students attend at 95% for the week/month. We believe that these practices have had a positive impact on our attendance and chronic absenteeism this year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|-------------|
| 5 | |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|-----------------------------|
| | | | | | |

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

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Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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