

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	Contact Name and Title	Email and Phone
River Montessori Charter School	Kelly Griffith Mannion, M.Ed. Executive Director & Superintendent	kmannion@rivermontessoricharter.org 707.778.6414

2018-19 Plan Summary

The Story

Describe the students and community and how the LEA serves them.



RMCS is a fully non-profit and independent organization proudly serving a beautiful and diverse population of children from Transitional Kindergarten - Sixth Grade with a free and public Montessori education. Montessori values academic achievement through the development of the individual in specialized and prepared classrooms which meet independence, personal development, and social emotional growth with hands-on learning materials, collaborative interactions among students, and a peaceful environment where each student develops respect for oneself as well as others.

Our LEA serves our students through partnership among students, Montessori teachers, and families with a shared commitment and purpose to the RMCS core values, vision, and mission:

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

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

Our Core Values are...

Collaboration: Working together, respecting others, and maintaining a global perspective enlighten students, teachers, families, and the larger community.

Academic Excellence: A prepared and rigorous Montessori environment challenges children cognitively, physically, emotionally, and socially, and provides each student with the freedom to progress at their own developmental level and pace.

Individuality: The limitless potential of every child contributes to the strength and diversity of our school community.

Community: Shared experiences foster lifelong commitment to social responsibility.

Respect: Uncompromising responsibility for self, others, and the environment is critical to overall success.

Educating For Peace: Inner contentment, self-actualization, and community harmony engender the all-encompassing goal of peace.

An education capable of saving humanity is no small undertaking; it involves the personal development of man, the enhancement of his value as an individual, and the preparation of young people to understand the times in which they live.

Dr. Maria Montessori, *Education and Peace*, 1943

Thank you! The RMCS Faculty, Administration, and Board of Directors express sincerest gratitude for the commitment and support of Montessori Education and collaboration of our community members! The purpose of education in creating a more peaceful world is a lofty and guiding goal as we assist our students in understanding themselves as individuals with unique and meaningful gifts to develop, refine, and contribute to a greater good through their own individual efforts and talents

Questions? An LCAP provides required information through a standardized template and does not reflect all of the work at RMCS to serve students and community. Please feel free to contact our Executive Director & Superintendent, 707.778.6414, so we can better understand your experience and perspective and continue the synergistic work of our dynamic school community. Written comments, questions, and concerns may also be submitted at any time to admin@rivermontessoricharter.org.

LCAP Highlights

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

In collaboration, RMCS stakeholders, including students, Montessori Guides, families, and the board of directors have determined the following goals for 2018-19 school year:

Goal 1: Promote Academic Excellence through Montessori Methodology

Goal 2: Develop Attributes of Successful Learners in an Authentic Montessori School, and

Goal 3: Strengthen Montessori School-Family Communication & Partnership

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

CAASPP growth for Fifth and Sixth year students increased 20% and 14% respectively. This is affirming in that the Montessori model is structured on a three-year culminating cycle of learning, with students who complete the cycle as mastering and cementing their learning both academically and personally. Third-year students who have been with RMCS for the three-year cycle of lower elementary and/or began in Transitional Kindergarten/Kindergarten demonstrated good achievement for their first year of CAASPP with 61% met or exceeded in ELA and 30% met or exceeded in Math.

As Montessori is based on individualized learning and growth, we note that individual students within subgroups of EL and Special Ed demonstrate significant progress in achievement based on CAASPP scores and local measures within their Fourth, Fifth, and Sixth year in ELA and Math as indicated by a 29% increase for EL and 50% increase for Special Education.

Evaluation of *Attributes of Successful Learners* demonstrates that most students made progress in the areas of Cognitive Understanding & Thinking Skills, Confidence & Competence, Independence, Autonomy, Intrinsic Motivation, Ability to Manage External Authority, Social Responsibility, and Stewardship & Good Citizenship.

Student Satisfaction surveys indicate that our children find their school peaceful, fellow students as kind, and that they enjoy options for support when needed. Students rated their Montessori teachers as highly peaceful, calm, kind, and helpful.

Parent Satisfaction in how we are serving students is high and affirms the work of supporting students in their learning through a developmental and holistic approach to education. High family participation in Parent University, Community Conversation Meetings, and community events.

Hispanic Family Gatherings and participation were increased with facilitation and personalized communication within the Hispanic Community by native speakers and Hispanic community leaders.

Faculty collaboration provided much support to each member as individual teachers, level teams, and for the group as a whole in serving students. Much thoughtful work was implemented in the scope and sequence of curriculum and with students who struggle academically or behaviorally.

Implementation of social-emotional strategies were implemented with guides, and staff and practiced daily with students within the school setting. Restorative practices and peace-talks are the norm for students and staff to resolve uncomfortable situations and disagreements. An ongoing partnership with a cognitive behavior therapy organization has been established to support guides, parents, and students with developing positive responses to uncomfortable emotions and situations. This served well during the confusing nature of the Sonoma County fires and consequent upset and reverberating effects for children and families.

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

Despite some gains for groups and individual students, 2017 performance indicators for suspension rate, ELA, and Math, were in the orange zone and already have strategies incorporated into the LCAP to be implemented in the daily learning experience and practices at school. It is worth noting that for small school populations at each level and demographic group, percentages are greatly impacted by an individual score and can reflect lower overall school achievement percentages and testing results.

Areas of improvement in CAASPP include math written responses, the articulation of critical thinking in a written format, and drafting thoughts and writing on the computer directly.

Per our local measures, in the following year, RMCS will focus on attendance and academics with individualized, consistent support for those who are struggling and or underperforming, more specifically in math for Fourth- and Fifth-year students, including new materials designed to cross-develop skills and ensure exposure to CAASPP/Common Core language and consistent practice of concepts.

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

The EL and Special Education subgroups will receive direct instruction and application practice related to articulation of critical thinking and written expression to increase their skills in demonstrating their understanding of ELA and Math concepts.

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.

Increased or Improved services

New materials and additional lessons for all students, including Low Income (LI), English Learners (EL), and Foster Youth (FY) students, not at level; Daily reading, language, and math skills and application practice; and on-line computer practice, assessments, and tracking in math, language, and science.

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 1,772,632

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ 1,772,632

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.

All general funds will be spent on LCAP goals.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 1,452,811

Annual Update

LCAP Year Reviewed: 2017-18

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

Promote Academic Excellence through Montessori Methodology

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: RMCS Charter

Annual Measureable Outcomes

Expected

Using local indicators and self- reflection tools, the progress of individual students, including EL and Foster youth, on average, continuously enrolled for Montessori three-year cycles at RMCS beginning in the TK/K, including those in numerically significant subgroups, will be measured and reported to the RMCS community of stakeholders and Board of Directors.

RMCS annually measures and reports progress in implementing state academic standards to the RMCS community and Board of Directors.

Compare ELPAC with CELDT to determine new understanding and baselines and report to RMCS community and governing Board of Directors.

Actual

RMCS began a long-term tracking of individual students electronically with nationally-normed universal assessments in 2017-18. Individual students have measurable achievement with local measures and will be continuously observed, monitored, and supported to continue progress and growth in meeting individual potential. Student Services Coordinator provides assessment reports and speaks to concerns of faculty and the Board of Directors as necessary.

The CDE posted in June 2018 a guide that corresponds to the 2017–18 ELPAC Student Score Report indicating not to compare results of the ELPAC with CELDT “because the ELPAC measures new English-language development standards, ELPAC results should not be compared to prior test results from the California English Language Development Test (CELDT).”

The results of the 2017-18 ELPAC indicate that our EL population demonstrate strengths in the areas of speaking, listening, and reading. The area of growth is in writing which is an area the school will focus on for all students.

Expected

Actual

Increased number of guides will attend more than one professional development/training and/or formally share their learning with faculty	An increased number of guides attended more than one professional development training/workshop and/or shared their learning with colleagues.
Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and teacher vacancies measured and reported to RMCS community and governing Board of Directors.	Zero misassignments. Teacher vacancies were reported to the community and Board of Directors and students/classrooms were supported with appropriately credentialed teachers.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Using local indicators and self- reflection tools, the progress of individual students, including EL and Foster youth, on average, continuously enrolled for Montessori three-year cycles at RMCS beginning in the TK/K, including those in numerically significant subgroups, will be measured and reported to the RMCS community of stakeholders and Board of Directors.</p> <p>RMCS annually measures and reports progress in implementing state academic standards to the RMCS community and governing Board of Directors.</p>	<p>Local indicators and self- reflection tools, were utilized to assess the progress of individual students, including EL, LI, and Foster youth, on average, continuously enrolled for Montessori three-year cycles at RMCS beginning in the TK/K, including those in numerically significant subgroups, will be measured and reported to the RMCS community of stakeholders and Board of Directors.</p> <p>RMCS annually measures and reports progress in implementing state academic standards to the RMCS community and governing Board of Directors.</p>	<p>\$1,127 6500 obc 1900</p>	<p>\$1,217</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Compare ELPAC with CELDT to determine new understanding and baselines and report to RMCS community and governing Board of Directors.	ELPAC with CELDT comparisons made to determine new understanding and baselines and report to RMCS community and governing Board of Directors.	\$1217 6500 obc 1900	\$1,217

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased number of guides will attend more than one professional development/training and/or formally share their learning with faculty.	Increased number of guides attended more than one professional development/training and/or formally share their learning with faculty.	\$17725 0000 obc 5201 & 5202	\$2,946

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and teacher vacancies measured and reported to RMCS community and Board of Directors.	Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and teacher vacancies were measured and reported to RMCS community and Board of Directors.	\$35100 0000 obc 2300	\$35,100

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.

Implemented as expected, see *Actuals Actions/Services* above.

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

Initial baselines and data tracking began and set a foundation for progress, growth, and consistent measurement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to changing and competing local priorities as determined by the public and transparent work of the RMCS finance committee and Board of Directors, training funds were reallocated and Training and Professional development was performed in-house by the Executive Director & Superintendent. The ED met with weekly with Guides to develop their teaching and performance outcome. Additionally, a two day training was conducted for the teacher's assistants by the ED. The ED's salary is a different object code than 5201 and 5202.

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.

Emphasis on articulation of critical thinking through the writing process for ELA and Math will be a focus for EL and Special Education subgroups. Online tracking and assessments, new Common Core/CAASPP aligned materials, professional development in such, and frequent review, sharing of data and planning in teams to support individual students, including EL, LI, FY, and Special Education students, who are struggling. New LCAP Goal 1 *Actions and Services* reflect strategies.

Goal 2

Develop Attributes of Successful Learners in an Authentic Montessori School

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: RMCS Charter

Annual Measureable Outcomes

Expected	Actual
RMCS will achieve a 95% ADA rate.	94%
RMCS will administer a local climate survey annually, measure and report outcomes to the community and governing Board of Directors and take actions based on results.	95% of students rate RMCS as “peaceful” or “very peaceful”. 85% of parent respondents stated that RMCS promotes academic excellence well or very well, 96% feel welcome to partner in their child’s education, 98% agree or strongly agree that RMCS provides a safe and welcoming environment for every student.
RMCS will maintain less than 10% suspension and expulsion rates.	Less than 1%
RMCS will measure and report the number of individual students, including EL and foster youth, who show mastery on Attributes of Successful Learners.	90% of students, including EL, LI, FY, and Special education students, demonstrate mastery on <i>Attributes of Successful Learners</i> .

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RMCS will strive to achieve a 95% ADA rate and measure and report to RMCS Board of Directors and Stakeholders.	RMCS achieved a 94% ADA rate and reported to RMCS Board of Directors and Stakeholders.	\$12568 0000 obc 2400	\$12,568

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RMCS will administer a local climate survey annually, measure and report outcomes to the community and governing Board of Directors and take actions based on results.	RMCS administered a local climate survey annually and report outcomes to the community and governing Board of Directors. Actions taken accordingly in current year and in LCAP goals.	\$12568 0000 obc 2400	\$12,568

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RMCS will maintain less than 10% suspension and expulsion rates.	RMCS maintained less than 1% suspension and expulsion rates.	\$4905 0000 obc 1300	\$4,905

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RMCS will annually measure and report the number of individual students, including EL and foster youth, who show mastery on Attributes of Successful Learners.	RMCS annually measured and reported the 90% of individual students, including EL, LI, FY, and Special Education Students, who showed mastery on Attributes of Successful Learners.	\$1127 6500 obc 1900	\$1,127

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.

Implementation as planned.

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

Strategies for attendance did not increase attendance. Local challenges such as the consequent health effects of the Sonoma County Fires, and flu, cold, and asthma season provided to be challenges for students, families, and school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material 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.

Attendance strategies and actions amended accordingly and are reflected in 2018-19 LCAP Goal 2 Action 1.

Goal 3

Strengthen Montessori School-Family Communication and Partnership

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: RMCS Charter

Annual Measureable Outcomes

Expected

RMCS will annually administer a local parent engagement and feedback survey, measuring and reporting input and participation outcomes to the RMCS community and governing Board of Directors.

Maintain professional development for faculty, administration, and board in leadership roles and responsibilities.
Faculty rotates presenting Montessori Mathematics lessons at Board meetings; the Board of Directors contributes to newsletters and hosts a Community Forum. Administration maintains and facilitates parent education opportunities for families and the larger community.

Increased proficiency of Guides to implement the on-line program, based on results of feedback from stakeholders.

Actual

53 Respondents, 95% stated that RMCS promotes academic excellence well or very well, 96% feel welcome to partner in their child's education, 98% agree or strongly agree that RMCS provides a safe and welcoming environment for every student.

Faculty and staff rotated leading faculty meetings, parent and team meetings, and presenting information to colleagues and the Board of Directors. Administration facilitated numerous Parent University and Community Conversation meetings for families and the larger community.

Guides who were already engaged in the on-line program increased proficiency with a new release and improvements to the program and familiarity of use. New guides were challenged by the scope of the program and will receive more training in the upcoming year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RMCS will annually administer a local parent engagement and feedback survey, measuring and reporting input and participation outcomes to the RMCS community and governing Board of Directors.</p>	<p>RMCS administered a local parent engagement and feedback survey, and will report input and participation outcomes to the RMCS community and governing Board of Directors (last participants entered after school ended).</p>	<p>\$2514 0000 obc 2400</p>	<p>\$2,514</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain leadership training for faculty, administration, and board in leadership roles and responsibilities. Faculty rotates presenting Montessori Mathematics lessons at Board meetings; the Board of Directors contributes to newsletters and hosts a Community Forum. Administration maintains and facilitates parent education opportunities for families and the larger community.</p>	<p>Leadership training was maintained for faculty, administration, and board in leadership roles and responsibilities with guidance and practice in various settings. Faculty rotated presenting Montessori Mathematics lessons at Board meetings; the Board of Directors contributed to newsletters and did not host a Community Forum. Administration maintained and facilitated multiple parent education opportunities for families and the larger community.</p>	<p>\$14717 0000 obc 1300</p>	<p>\$14,717</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased proficiency of Guides to implement the on-line record-keeping program, based on results of feedback from stakeholders.	Increased proficiency of familiar Guides to better-implement the on-line record-keeping program. New users are at a baseline level.	\$0	\$0

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.

Implemented as expected with the exceptions of communicating survey results as they arrived after year-end and the Board-led Community Forum was not held.

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

Survey results will be communicated to families in an upcoming email communication.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budget and actual.

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.

Faculty and staff will receive formal training and individual support in the on-line record-keeping and communication program. Parents will be encouraged to participate in the on-line record-keeping and communication program in order to maintain awareness, understanding, and partnership in supporting students, Reflected in 2018-19 Goal 3 *Actions and Services*.

Stakeholder Engagement

LCAP Year: 2017-18

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?

All stakeholders, including Students, Families, Faculty, Staff, and Board were consistently invited and encouraged to participate, share, and discuss academics, attributes of successful learners, and school and family partnerships through events, gatherings, meetings, and via survey.

Partnership Meetings held twice a year with students, teachers and families to review school work, progress, successes, areas of improvement and future goals, and need for support: Sept. 21-22, 2017 and March 15-16, 2018

Faculty Meetings were held in order to collaborate individually, in teams, or as a group to reflect on student work, successes, and areas of improvement. Dedicated days allowed for Assistant Training in support of LCAP goals, and for the faculty team to discuss scope and sequence of materials, review and debrief of year's successes, areas of improvement and respective goals, and planning for 2018-19:

July 19-21, 28, August 4, 11, 18, 25, September 8, 15, October 20, 27, November 1, 17, December 1, 8, 15, 2017, January 12, 19, February 2, 9, 16, 23, March 2, 30, April 6, 13, 23, 27, May 4, 18, 25, 2018

Hispanic Family Gatherings were held during the year to learn more about and address the unique needs of this community and increase participation and partnership: August 24, 2017, November 7, 2017, January 11, 2018, and March 1, 2018

Parent events and Community Conversation meetings provided opportunities for families to gather and share best practices for education, parenting, how to engage at school and support children in their growth: August 9, 31, 2017, (October 13 & 14 cancelled due to fires) November 9, 2017, December 1, 2017, Dec 1, 2017, February 1, 2018, Feb 28, 2018, March 2, 2018, April 26, 2018

Board Meetings addressed the responsibilities of reviewing and meeting RMCS/LCAP goals: September 12, 2017, October 10, 2017, November 14, 2017, December 12, 2017, January 20, 2018, February 20, 2018, March 13, 2018, BOD Mtg and LCAP Public Hearing: May 8, 2018, June 26, 2018

Parent LCAP/Feedback Survey: May-June 2018

Student Survey, May 10, 2018

Impact on LCAP and Annual Update

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

A feedback loop is essential and invaluable in learning stakeholder perspective regarding how RMCS is providing for students and families, faculty, and the larger community and how it might improve. Feedback and perspective is received, data is collected and analyzed, and adjustments are made accordingly in LCAP goals and daily experience for students, teachers, and families.

Attendance is an ardent effort with students, teachers, student services, administration, and families for whom this is a struggle; letters were not finding the hoped for success so we moved to individualized support and now have plans for further connection and supports in 2018-19.

Measuring achievement continues to be a discussion given the developmental approach that the community embraces. The community in general is uninterested in standardized testing and has selected a developmental educational model however, RMCS wishes to reflect the growth that our students are making and so local measures were increased to monitor growth over time and demonstrate progress.

CAASPP progress without heavy test prep in addressing language of the test and explaining ideas continues to be a challenge. RMCS has plans to increase the familiarity of the testing model and types of testing questions to assist the student success in demonstrating their knowledge, understanding, and application of learning.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Promote Academic Excellence through Montessori Methodology

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: RMCS Charter

Identified Need:

Students benefit from Montessori methodology to ensure exposure and achievement with a broad, interdisciplinary, and an integrated, whole-child educational experience.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19		
Local Assessments and measures (individual and group work and presentations, portfolios, three-period lessons,	Individual scores on local measures, CAASPP, CELDT/ELPAC, and SOLOM.	Tracking and documented support to ensure progress of individual students using local indicators and CAASPP, ELPAC and SOLOM, including EL, LI, and FY, to determine progress of all		

Metrics/Indicators	Baseline	2018-19		
observations, interactions with peers and guides.) CAASPP, CELDT/ELPAC, SOLOM (or other state-required assessments)		students as well as those continuously enrolled and completing three-year progressive and cumulative Montessori developmental educational levels, at RMCS beginning in TK/K,		
Faculty Attendance Rate	75% of faculty attended professional development training and formally shared their learning with colleagues	80% of faculty will attend professional development/training and/or formally share their learning with faculty		
Local Assessments and Measures	No misassignments.	No misassignments of teachers of ELs or total teacher misassignments. All teacher vacancies reported to RMCS governing Board of Directors.		

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

Individually determined frequent online practice and assessments in language, math, and science, and documented daily support in the classroom for struggling students/below level; regular monitoring and sharing of data by Student Services to determine necessary steps for improvement or increased progress. Individual and group lessons/practice in the explanation and articulation of work.

Budgeted Expenditures

Year 2018-19

Amount

\$8,014

Source

0000, 6500

Year 2018-19

Budget Reference 4340, 1100

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

New learning materials designed to combine Montessori didactic and Common Core language to assist children in articulating the explanation of their thinking and practicing such in written format. Professional Development for Montessori Math and Language, CAASPP language/how to increase student skills in the explanation and articulation of work, and in the recoding and sharing of data and progress for immediate support as necessary.

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Budgeted Expenditures

Year 2018-19

Amount \$19,152

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Source 0000, 6500

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Budget Reference 5201, 5202, 1300, 1100, 4310

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Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

Consistent and frequent review of academic levels and progress in student population, including focus on subgroups/EL, LI, FY, with teachers about individual students and progress, as well as level /team and global school academic areas and needs for improvement.

Budgeted Expenditures

Year 2018-19

Amount \$12, 300

Source 0000

Year 2018-19

Budget Reference 1100, 1300

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Develop Attributes of Successful Learners in an Authentic Montessori School

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2,3,4,5,6,7,8

Local Priorities: RMCS Charter,

Identified Need:

Students benefit personally and academically in a Montessori school culture of peace, and respect for self, others, and their environment. This experience allows individual talents to flourish, invites willing interest, eager participation, self-understanding and direction, purposeful work, and develops attributes of successful learners as defined by *Attributes of Successful Learners in the Authentic American Montessori School*: Cognitive Understanding and Thinking Skills, Confidence and Competence, Independence, Autonomy, Intrinsic Motivation, Ability to Handle External Authority, Social Responsibility, and Stewardship and Good Citizenship.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19		
Attendance records.	94%	Given state and county-wide challenges with attendance, RMCS will strive to achieve a 95% ADA rate.		
Student surveys and self-reflections Faculty Survey and continued qualitative and quantitative forums and meetings with Guides, support staff, and executive Director & Superintendent	95% of students rate RMCS as "peaceful" or "very peaceful"	Maintain high percentage of student ratings regarding a positive and supportive school climate and experience of learning at RMCS. Rotating/cycle meetings with faculty and staff to support Guides and staff in their work of supporting students.		
Student discipline records.	Less than 1%	Continued low rate of suspension with increased focus and attention to subgroups, such as students with Disabilities, EL, LI, FY, and students of color		
Evaluation of Attributes of Successful Learners.	90% of students show mastery in Attributes of Successful Learners	Maintain high level of progress toward mastery in Attributes of Successful Learners		

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Documented, early, individual, consistent support from teachers, student services, and administration for students and families struggling with attendance concerns.

Budgeted Expenditures

Year 2018-19

Amount \$30,771

Source 0000, 6500

Budget Reference 2400, 1300, 1100

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Conduct annual surveys of students and faculty, regular forums and meetings for feedback loops and collaboration regarding school climate, and individual perspective; measured and reported community and Board of Directors.

Budgeted Expenditures

Year 2018-19

Amount \$13, 067

Source 0000

Budget Reference 2400, 1300

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools/RMCS

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

ALL EL, FY, LI [sic]

LEA-wide/Schoolwide [sic]

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Documented proactive, team support and early intervention of individual students who are struggling emotionally or behaviorally in order to support success in school and thereby ensure low suspension and expulsion rates with specific analysis and focus on subgroups/Students with Disabilities, EL, LI, FY, and students of color.

Budgeted Expenditures

Year 2018-19

Amount \$33,967

Source 0000, 6500

Budget Reference 1100, 1300

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

RMCS will assess, report and support individual students, including students with Disabilities, EL, LI, and FY, in order to increase progress toward mastery on Attributes of Successful Learners.

Budgeted Expenditures

Year 2018-19

Amount \$43,843

Source 0000, 6500

Year 2018-19

Budget Reference

1100, 1300

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Strengthen Montessori School-Family Communication & Partnership

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: RMCS Charter

Identified Need

Students benefit socially, emotionally, physically, personally, and academically by parent involvement and support in various forms- in the classroom, outside of the classroom, interactions, educational support at home, participating in leadership positions with the RMCS Board and committees, volunteering at school events, and in the efforts to maintain a positive and collaborative school community for students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19		
Parent Surveys Continued qualitative and quantitative forums and meetings with Guides, support staff, and Executive	53 respondents in annual survey, documentation of meetings with Guides, support staff, and Executive Director & Superintendent	Increased number of respondents in annual survey		

Metrics/Indicators	Baseline	2018-19		
Director and Superintendent				
Faculty and Staff Training in On-line Record Keeping and Communication Program	Individual support as needed	80% participation in formal professional development of On-Line Record Keeping and Communication Program		
Parent participation in Online Record-Keeping and Communication Program	Need to establish baseline	RMCS will strive for 50% participation of families		

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

RMCS will annually administer and encourage participation in a local parent engagement and feedback loops, measuring and reporting input and participation outcomes to the RMCS community and governing Board of Directors.

Budgeted Expenditures

Year 2018-19

Amount \$7,916

Source 0000

Budget Reference 1300, 2400

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

Faculty and staff will receive formal training with on-line record keeping and communication program at beginning of year and ongoing support thereafter.

Budgeted Expenditures

Year 2018-19

Amount

\$0

Source

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration
Grant Funds

Percentage to Increase or Improve Services

\$86, 771

6.35%

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 an independent, fully-nonprofit, LEA, RMCS has allocated spending an excess of these funds in order to improve the achievement and success of all students who are struggling, including English Language Learners, Low Income, and Foster Youth/Homeless students. Please see details of expenditures reflected in above aforementioned Goals, Actions and Services.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066,

52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

(f) “Expulsion rate” shall be calculated as follows:

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?