

**AGENDA OF THE REGULAR MEETING
OF THE BOARD OF DIRECTORS OF
DREAM IT, BE IT INCORPORATED**
(A California Nonprofit Public Benefit Corporation)
1480 Ross Hill Road, Fortuna CA 95540
June 17, 2025 at 5:30 p.m.

I. PRELIMINARY

A. CALL TO ORDER

	Present	Absent
Emily Hobelmann, Vice President	_____	_____
Gnesa Kirchman, Treasurer	_____	_____
Diane Garrison, Secretary	_____	_____
Sarah Lourenzo, Member	_____	_____
Kyle Shamp, Member	_____	_____
Sarah Williams, Member	_____	_____
Vacant Board Member	_____	_____
Amy Betts, FESD Superintendent	_____	_____

B. ROLL CALL

C. FLAG SALUTE

II. COMMUNICATIONS

A. BOARD REPORT:

This is a presentation of information which has occurred since the previous Board meeting. They do not vote.

B. ORAL COMMUNICATIONS:

Non agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed twenty (20) minutes.

Board members will not respond to presentations and no action can be taken.

However, the Board may give direction to staff following a presentation.

If your sentiment has already been expressed by a speaker, please state that you are in agreement instead of restating your opinion. Please be respectful in words, actions and tone of voice.

C. STAFF REPORT:

This is a presentation of information which has occurred since the previous Board meeting. Board and staff discuss items of mutual interest.

D. PARENT COUNCIL REPORT:

Parents and stakeholders bring information to the Board pertaining to the school and participate in open session discussions. They do not vote.

E. STUDENT COUNCIL REPORT:

Student representatives bring information to the Board pertaining to the school and participate in open session discussions. They do not vote.

III. INFORMATIONAL

- A. Open Vacancy on the Board

IV. CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board vote.

- A. May Regular and Special DIBI Minutes
- B. DIBI May Financial Statements
- C. Approval of May Warrants
- D. 2025-2026 CharterSafe Insurance Renewal
- E. 2025-2026 ConApp
- F. CS1 and CS7 Signers

V. Public Hearing

- A. EPA Public Hearing: Regarding how the monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36.

Open For Public Comment:

Close:

- B. LCAP Public Hearing: Regarding the 2025-26 Local Control Accountability Plan (LCAP)

Open For Public Comment:

Close:

- C. Budget Public Hearing: Regarding the 2024-25 Budget

Open For Public Comment:

Close:

VI. ACTION ITEMS

Public Comment: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed twenty (20) minutes. If your sentiment has already been expressed by a speaker, please state that you are in agreement instead of restating your opinion. Please be respectful in words, actions and tone of voice.

- A. Review/Approve Discipline Matrix
- B. Review/Approve Family Handbook
- C. Review/Approve Instructional Continuity Plan (ICP)
- D. Review/Approve ELO-P Plan
- E. Review/Approve Unused Items for Sale

VII. Adjourn to Closed Session

- A. Section 54957: PUBLIC EMPLOYEE APPOINTMENT- Title: Academic Interventionist
- B. Conference with Legal Counsel – Anticipated Litigation § 54956.9(b): 2 Cases
- C. Section 54957: PUBLIC EMPLOYEE PERFORMANCE EVALUATION- Title: Director
- D. Section 54957.6: Conference with Labor Negotiators- Title: Business Manager

VIII. Return to Open Session

The president of the board will report out on any action taken while in closed session.

IX. Future Business

X. Adjournment

**MINUTES OF THE REGULAR MEETING
OF THE BOARD OF DIRECTORS OF
DREAM IT, BE IT INCORPORATED**
(A California Nonprofit Public Benefit Corporation)
1480 Ross Hill Road, Fortuna CA 95540
May 13, 2025 at 5:30 p.m.

I. PRELIMINARY

A. CALL TO ORDER

Emily called the meeting to order at 5:30 pm.

	Present	Absent
James Woolley, President	_____	__X__
Emily Hobelmann, Vice President	__X__	_____
Gnesa Kirchman, Treasurer (arrived at 5:35)	__X__	_____
Diane Garrison, Secretary	__X__	_____
Sarah Lourenzo, Member	__X__	_____
Kyle Shamp, Member	__X__	_____
Sarah Williams, Member	__X__	_____
Amy Betts, FESD Superintendent	__X__	_____

B. ROLL CALL

C. FLAG SALUTE

II. COMMUNICATIONS

A. BOARD REPORT:

This is a presentation of information which has occurred since the previous Board meeting. They do not vote.

B. ORAL COMMUNICATIONS:

Non agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed twenty (20) minutes.

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However, the Board may give direction to staff following a presentation.

If your sentiment has already been expressed by a speaker, please state that you are in agreement instead of restating your opinion. Please be respectful in words, actions and tone of voice.

C. STAFF REPORT:

This is a presentation of information which has occurred since the previous Board meeting. Board and staff discuss items of mutual interest.

D. PARENT COUNCIL REPORT:

Parents and stakeholders bring information to the Board pertaining to the school and participate in open session discussions. They do not vote.

E. STUDENT COUNCIL REPORT:

Student representatives bring information to the Board pertaining to the school and participate in open session discussions. They do not vote.

III. INFORMATIONAL

- A. Acting President

IV. CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board vote.

- A. April DIBI Minutes
- B. DIBI Financial Statements
- C. Approval of Warrants

Sarah L. motioned to approve, Diane seconded, approved unanimously

V. ACTION ITEMS

Public Comment: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed twenty (20) minutes. If your sentiment has already been expressed by a speaker, please state that you are in agreement instead of restating your opinion. Please be respectful in words, actions and tone of voice.

A. Prospective Board Member Interviews

Kyle motioned to appointment Ryan Richardson, Diane seconded, approved unanimously

B. Review/Approve Reading Difficulties Screener

Gnesa motioned to approve, Sarah W. seconded, approved unanimously

C. Review/Approve Discipline Matrix and Supporting Behavior Management Materials

Tabled - no action taken

D. Review/Approve June Board Meeting Dates

Sarah L. motioned to approve June 17 & 18, Gnesa seconded, approved unanimously

VI. Adjourn to Closed Session

- A. Section 54957: PUBLIC EMPLOYEE APPOINTMENT- Title: Education Specialist
- B. Conference with Legal Counsel – Anticipated Litigation § 54956.9(b): 1 Case
- C. Section 54957: PUBLIC EMPLOYEE PERFORMANCE EVALUATION- Title: Director

Emily adjourned the meeting to closed session at 5:59 pm.

VII. Return to Open Session

The president of the board will report out on any action taken while in closed session.

Emily returned the meeting to open session at 6:40pm

Report: The director has hired an education specialist 2025-2026 and the board has approved the directors evaluation.

VIII. Future Business

- A. Director's Evaluation

IX. Adjournment

Emily adjourned the meeting at 6:47 pm.

**MINUTES OF THE SPECIAL MEETING
OF THE BOARD OF DIRECTORS OF
DREAM IT, BE IT INCORPORATED**
(A California Nonprofit Public Benefit Corporation)
1480 Ross Hill Road, Fortuna CA 95540
May 27, 2025 at 5:30 p.m.

I. PRELIMINARY

A. CALL TO ORDER

Emily called the meeting to order at 5:31 pm.

	Present	Absent
James Woolley, President	_____	__x__
Emily Hobelmann, Vice President	__x__	_____
Gnesa Kirchman, Treasurer	__x__	_____
Diane Garrison, Secretary	__x__	_____
Sarah Lourenzo, Member	__x__	_____
Kyle Shamp, Member	__x__	_____
Sarah Williams, Member	__x__	_____
Amy Betts, FESD Superintendent	_____	__x__

B. ROLL CALL

C. FLAG SALUTE

II. COMMUNICATIONS

ORAL COMMUNICATIONS:

Non agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed twenty (20) minutes.

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III. Adjourn to Closed Session

Emily adjourned the meeting to closed session at 5:33 pm.

- A. Conference with Legal Counsel – Anticipated Litigation § 54956.9(b): 1 Case

IV. Return to Open Session

The president of the board will report out on any action taken while in closed session.

Emily returned the meeting to open session at 5:56 pm.

Report: No action taken.

V. Future Business

VI. Adjournment

Emily adjourned the meeting at 5:58 pm.

Checks Dated 05/01/2025 through 05/31/2025

Board Meeting Date 6/17

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000276424	05/01/2025	American Express	62-4310	ELOP Supplies	209.57	
				Family Events Goal 3.2	175.95	
				SpEd Supplies	87.99	
				UDL Toolkit	509.32	
				Ukulele Cases	270.00	
			62-5950	Postage	88.06	1,340.89
3000276425	05/01/2025	CRYSTAL CREAMERY	62-4700	Weekly Milk		385.95
3000276426	05/01/2025	Demetrius DiStefano DBA Ferndale Tech	62-5800	Monthly Statement		962.01
3000276427	05/01/2025	Dore, Katie L	62-4310	UDL Toolkit		495.79
3000276428	05/01/2025	Kendall, Kimberly A	62-4310	UDL Toolkit		582.93
3000276429	05/01/2025	Nature Joe's	62-4310	Student Events Goal 3.4		500.00
3000276430	05/01/2025	Pacific OneSource Inc	62-4445	Chromebook		399.62
3000276431	05/01/2025	PG&E	62-5520	Monthly Statement		946.30
3000276432	05/01/2025	STAPLES BUSINESS ADVANTAGE DEP	62-4310	School Supplies		181.73
3000276433	05/01/2025	SYSCO	62-4700	Weekly Order		2,426.44
3000276618	05/05/2025	CRYSTAL SPRINGS	62-4700	Weekly Milk		411.08
3000276619	05/05/2025	DCI BUILDERS	62-5800	Playground Install		2,500.00
3000276620	05/05/2025	Dore, Katie L	62-4310	Classroom Storage		595.33
3000276621	05/05/2025	FORTUNA ACE HARDWARE	62-4310	Monthly Statement		37.33
3000276622	05/05/2025	Hall, Karissa D	62-4310	CAASPP Testing Supplies		139.90
3000276623	05/05/2025	J & G GARDEN	62-5800	Monthly Statement		291.00
3000276624	05/05/2025	RECOLOGY EEL RIVER	62-5560	Monthly Statement		613.31
3000276625	05/05/2025	SYSCO	62-4700	Weekly Statement		2,929.58
3000276626	05/05/2025	VIA HEART PROJECT	62-5300	Renewal		350.00
3000277120	05/08/2025	CITY OF FORTUNA	62-5530	Monthly Statement		310.47
3000277121	05/08/2025	COASTAL BUSINESS SYSTEMS	62-5623	Monthly Statement		1,737.50
3000277122	05/08/2025	CRYSTAL SPRINGS	62-4700	Monthly Statement		80.00
3000277123	05/08/2025	Drake, Morgan	62-4310	Kinder Grad Supplies		61.69
3000277124	05/08/2025	DREAM IT, BE IT INC.	62-5300	After School Dues		131.00
3000277125	05/08/2025	MCGRATH FIVE INC	62-4310	Art Class Supplies		93.97
3000277126	05/08/2025	MISSION LINEN SUPPLY	62-4374	Custodial Supplies		463.16
3000277127	05/08/2025	Mystery Science	62-4450	STEAM Class		1,999.00
3000277128	05/08/2025	SYSCO	62-5300	Monthly Dishwasher Rental		124.83
3000277129	05/08/2025	The Party Place	62-5300	Spring Camp Timberwolf		390.00
3000277130	05/08/2025	U.S. CELLULAR	62-5900	Monthly Statement		150.48
3000277131	05/08/2025	YOUNG MINNEY & CORR LLP	62-5823	Monthly Statement		507.50
3000278199	05/19/2025	Croteau, Krista S	62-4310	SEL Supplies	137.78	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 05/01/2025 through 05/31/2025

Board Meeting Date 6/17

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000278199	05/19/2025	Croteau, Krista S	62-4310	TK Supplies	399.60	537.38
3000278200	05/19/2025	CRYSTAL CREAMERY	62-4700	Milk 2 Weeks		602.63
3000278201	05/19/2025	Demetrius DiStefano DBA Ferndale Tech	62-5800	Monthly Statement		2,000.74
3000278202	05/19/2025	DEPARTMENT OF JUSTICE	62-5861	Fingerprints		96.00
3000278203	05/19/2025	DREAM IT, BE IT INC.	62-5300	ELOP Dues		140.00
3000278204	05/19/2025	Kendall, Kimberly A	62-4310	8th Grade Supplies		388.33
3000278205	05/19/2025	PRESENCE LEARNING, INC	62-5800	Monthly SLP		5,546.43
3000278206	05/19/2025	SYSCO	62-4700	Weekly Order		2,927.78
3000279259	05/29/2025	707 PEST SOLUTIONS	62-5800	Pest Control		425.00
3000279260	05/29/2025	Carroll, Dawn J	62-4310	1st Grade Class		1,379.20
3000279261	05/29/2025	CRYSTAL CREAMERY	62-4700	Weekly Milk		274.05
3000279262	05/29/2025	DREAM IT, BE IT INC.	62-5612	June USDA		10,184.00
3000279263	05/29/2025	JBs Janitorial & Maint Service	62-5800	Monthly Statement		3,178.00
3000279264	05/29/2025	MGI	62-5612	Monthly Lease		300.00
3000279265	05/29/2025	MISSION LINEN SUPPLY	62-4374	Weekly Supplies		1,242.34
3000279266	05/29/2025	PG&E	62-5520	Monthly Statement		542.16
3000279267	05/29/2025	River Lodge Conference Center	62-5300	2 and 5 Plays		525.00
3000279268	05/29/2025	Scarfone, Sarah	62-4310	5th Grade Class		1,352.64
3000279269	05/29/2025	STAPLES BUSINESS ADVANTAGE DEP	62-4310	Supplies		140.93
3000279270	05/29/2025	SYSCO	62-4700	Weekly Order		3,345.15
Total Number of Checks					51	57,266.55

Includes checks for only Bank Account COUNTY

Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTERI	51	57,266.55
	Total Number of Checks	51	57,266.55
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		57,266.55

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

CharterSAFE

BE SAFE • FEEL SAFE

2025-2026 Membership Renewal Proposal

Prepared for Named Member:

**Dream It. Be It. Incorporated, dba Redwood Preparatory
Charter School**

Coverage Effective:

July 01, 2025 at 12:01 AM - July 01, 2026 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: May 30, 2025 at 4:48 pm

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details.

Dear Karissa,

CharterSAFE is pleased to present your membership renewal for the 2025-2026 year. Your membership includes the following:



For a more detailed listing of our member services, please contact **Karli Daniels** at kdaniels@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII (\$50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

REQUIRED SIGNATURES:

To bind coverage, you must login to the CharterSAFE web portal to complete and sign the Member Renewal Acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

We look forward to working with you in the 2025-2026 year!

Thank you,

The CharterSAFE Team

CharterSAFE • Protecting Schools. Promoting Safety. Customizing Insurance.

MEMBER CONTRIBUTION SUMMARY

Named Member:

Dream It. Be It. Incorporated, dba Redwood Preparatory Charter School

Coverage Effective: July 01, 2025 at 12:01 AM - July 01, 2026 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution

\$62,826.00

Core Liability Program

- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime

Property

Student & Volunteer Accident

Additional Program Coverages

- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution

\$16,891.00

Total Member Contribution

\$79,717.00

Member can choose one of two payment options when accepting the proposal online

Payment in Full - \$79,717.00

Installment Plan

- Deposit (25%) - Due Now - \$19,929.00
- 9 Monthly Installments - \$6,643.00

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. **CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

EXPOSURES & LOCATIONS

Mailing Address

1480 Ross Hill Road
Fortuna, CA 95540

Member contributions are calculated based on the exposures listed below, which represent the total sum of all scheduled locations.

Student Count	236
Employee Count	35
Annual Estimated Payroll	\$1,501,576.00
Total Insured Value	\$5,000,000.00
Building Value (owned or required to insure)	\$1,300,000.00
Tenant Improvements	\$0.00
Portable Value	\$2,200,000.00
Content Value	\$900,000.00
Electronic Data Processing (EDP) Value	\$600,000.00
Number of Portables	12

Scheduled Locations and Breakdown of Exposures

Location ID: 14605	
Dream It. Be It. Incorporated: 1480 Ross Hill Road	
Fortuna, CA, 95540	
Leased/Owned: Leased	
Students:	236
Employees:	35
Payroll:	1,501,576.00
Total TIV:	5,000,000.00
Building Value:	1,300,000.00
Tenant Improvements:	0.00
Portable Value:	2,200,000.00
Content Value:	900,000.00
EDP Value:	600,000.00
# of Portables:	12

Vehicles

None scheduled.

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **\$55,000,000** Per Member Aggregate

Directors & Officers, Employment Practices, and Fiduciary Liability

Directors & Officers Liability Retroactive Date: **08/01/2011**
Employment Practices Liability Retroactive Date: **08/01/2011**
Fiduciary Liability Retroactive Date: **07/01/2012**

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	\$5,000,000 per claim and Named Member aggregate	\$15,000.00 per claim
Employment Practices Liability	\$5,000,000 per claim and Named Member aggregate	\$15,000.00 per claim
Fiduciary Liability	\$1,000,000 per claim and Named Member aggregate	\$0
Reporting: Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.		

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	\$5,000,000 per occurrence and Named Member aggregate	\$2,500 per occurrence for bodily injury arising out of participation in a school sponsored <i>High-Risk Activity</i> *
Premises Medical Payment	\$10,000 per person \$50,000 per occurrence	\$0
Products and Completed Operations	\$5,000,000 per occurrence and Named Member aggregate	\$0
Fire Legal/Damage to Premises Rented Sublimit	\$1,000,000 per occurrence	\$0
*A list of <i>High-Risk Activities</i> is available at www.chartersafe.org or you may contact Karli Daniels at kdaniels@chartersafe.org		

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	\$5,000,000 per occurrence and Named Member aggregate	\$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	\$5,000,000 per occurrence and Named Member aggregate	\$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	\$50,000 per occurrence/ aggregate reimbursement sublimit \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$7,500 per occurrence

Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date:

07/01/2021

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	\$5,000,000 per claim and Named Member aggregate	\$0 if school completes training mandate* \$125,000 if school does not complete training mandate*
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
*Training Mandate Members must complete the CharterSAFE Mandated Reporter Training in compliance with State and Federal requirements. Should a loss occur, if all employees involved, including mandated reporters, respectively completed the CharterSAFE Mandated Reporter Training, the deductible is waived. If not all employees involved completed the CharterSAFE Mandated Reporter Training, there is a \$125,000 deductible.		
CLAIM means: All notices or SUITS demanding payment of money based on, or arising out of the same CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT or series of CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT by one or more persons. No CLAIM exists where the only DAMAGES sought or demanded are costs of SUIT and/or attorney's fees.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	\$5,000,000 per occurrence and Named Member aggregate	\$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	\$5,000,000 per occurrence and Named Member aggregate	\$0
Auto Physical Damage*	\$2,000,000 per occurrence and Named Member aggregate	\$1,000 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	\$50,000,000 per occurrence/ claim and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the \$5M limits above to total a limit of \$55M.

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities	\$1,000,000 per occurrence and Named Member aggregate	\$2,500 per occurrence
Forgery or Alteration		\$2,500 per occurrence
Employee Dishonesty		\$5,000 per occurrence
Computer and Funds Transfer Fraud		\$2,500 per occurrence

PROPERTY

Perils Include:

Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation:

Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	\$1,000 per occurrence for all other covered perils Causes of Loss: 1. Water Damage: \$2,500 per occurrence 2. Wildfire: \$10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	\$1,000 per occurrence
Business Interruption	\$10,000,000 per occurrence	\$1,000 per occurrence
Extra Expense	\$5,000,000 per occurrence and \$10,000,000 CharterSAFE Members' Combined Annual Aggregate	\$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over \$200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over \$200,000 in hard and soft costs, please contact your CharterSAFE Representative: **Karli Daniels** at kdaniels@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to \$10,000,000 onto your policy. Additional member contribution would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact **Kiki Goldsmith** (kiki_goldsmith@ajg.com/ 949-349-9842).

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	\$50,000 per injury/accident 104 Week benefit period	\$2,500 per injury/accident for <i>High-Risk Activities</i> *
Volunteer Accident	\$25,000 per injury/accident 104 Week benefit period	\$2,500 per injury/accident for <i>High-Risk Activities</i> *

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact **Karli Daniels** at kdaniels@chartersafe.org

Terms & Conditions:

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
2050 Main Street, Suite 1250
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	<p>\$1,000,000 per pollution condition or indoor environmental condition and aggregate</p> <p>\$5,000,000 CharterSAFE Members' Combined Annual Aggregate</p> <p>Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.</p>	\$10,000 per pollution condition
<p>Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.</p> <p>Coverage is provided on a claims-made basis.</p>		

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	\$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	\$0
<p>Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.</p> <p>Coverage is provided on a claims-made basis.</p>		

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	<p>As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence</p> <p>See "Exposures & Locations" section for schedule limits</p> <p>Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.</p>	\$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability	\$1,000,000 per claim \$10,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	<p>Qualification Level 1 \$1,000,000 ransom payment sublimit* \$1,000,000 ransomware limit</p> <p>Qualification Level 2 \$500,000 ransom payment sublimit* \$1,000,000 ransomware limit</p> <p>Qualification Level 3 \$50,000 ransom payment sublimit* \$750,000 ransomware limit</p>	<p>Level 1 \$10,000 per claim</p> <p>Level 2 \$25,000 per claim</p> <p>Level 3 \$75,000 per claim</p>
Reporting:	<p>Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.</p> <p>Coverage is provided on a claims-made basis.</p>	

***Requirement for Coverage to be in effect:**

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.

Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials.

Qualification Level 3 - Members who did not submit a cyber application, do not meet the security requirements, and/or net income of budget is less than or equal to \$0.

If a Named Member is controlled or managed by a single entity, group or board of directors, or governed under the terms of a common charter or set of bylaws, or has data under its care, custody and control in a shared network environment with any other Named Member they will share a single limit.

Deadly Weapons Protection

Coverages	Limits	Deductibles
Deadly Weapons Protection	<p>\$500,000 per occurrence of a Deadly Weapon Event</p> <p>\$2,500,000 CharterSAFE Members' Combined Annual Aggregate</p> <p>Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.</p>	\$0

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	\$0
Employer's Liability	\$5,000,000 per Accident \$5,000,000 by Disease per Employee \$5,000,000 by Disease Policy Limit	\$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Redwood Preparatory Charter (12 76802 0124164)

[Home](#)[Data Entry Forms](#)[Certification Preview](#)[Reports](#)[Users](#)[Contacts](#)[FAQs](#)[Data Entry Instructions](#)

2025–26 Application for Funding

Required fields are denoted with an asterisk ().*

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that ☐
the Local Board has approved the
Application for Funding for the listed fiscal
year:

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that ☐
parent input has been received from the
District English Learner Committee (if
applicable) regarding the spending of Title
III funds for the listed fiscal year:

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

* **Title I, Part A (Basic Grant):** ☐ No ☒ Yes
ESSA Sec. 1111 et seq.
SACS 3010

* **Title II, Part A (Supporting Effective Instruction):** ☐ No ☒ Yes
ESEA Sec. 2104
SACS 4035

* **Title III English Learner:** ☒ No ☐ Yes
ESEA Sec. 3102
SACS 4203

* **Title III Immigrant:** ☒ No ☐ Yes
ESEA Sec. 3102
SACS 4201

* **Title IV, Part A (Student and School Support):** ☐ No ☒ Yes
ESSA Sec. 4101
SACS 4127

Title V, Part B Subpart 2 Rural and Low-Income School Grant: ☐ No ☒ Yes
ESSA Sec. 5221 SACS 4126

Last Saved: Jennifer Burger (jburger), 5/6/2025 10:29 AM, Draft[Save](#)[Return to List](#)

May 1, 2025

MEMORANDUM

TO: LEA Superintendents, Directors and Business Managers

FROM: Angela West, Director of Fiscal Services

SUBJECT: **WARRANT DISTRIBUTION AUTHORIZATION FORM CS-1
AND CERTIFICATION FORM CS-7 FOR THE 2025-2026 SCHOOL YEAR**

Attached are two forms for your completion. The WARRANT DISTRIBUTION AUTHORIZATION FORM (CS-1) serves to identify the person or persons in your district who are authorized to pick up payroll checks when ready for distribution by this office and notifies the Business Office of the method of directing your commercial checks. Postage costs for mailing checks to the district (both payroll and commercial) are fully reimbursable to HCOE.

The CERTIFICATION FORM (CS-7) serves as official notification as to the person or persons who are authorized to sign commercial check orders and payroll check orders for the 2025-2026 school year as agents of the board. Education Code section 42632 is listed below for your information. An **original** signature of the authorized person(s) listed is required, as well as **every** board member. (Note: PLEASE PRINT OR TYPE EACH NAME UNDERNEATH THEIR SIGNATURE)

“Each order drawn on the funds of the school district shall be signed by at least a majority of the members of the governing board of the district or by a person or persons authorized by the governing board to sign orders in its name. No person other than an officer or employee of the district shall be authorized to sign orders.”

Please complete these forms and return the original copy with wet signatures by June 30 to Brittany Moreano in the Business Office. Without exception, these forms must be submitted before any commercial or payroll checks may be issued or released to a district after June 30, 2025.

Revised forms should be submitted at any time during the year when there is a change in authorized personnel. These forms are available at hcoe.org through the HCOE: NET Forms Room under “Business.” Please contact April Hurd-Mattos at 445-7054 if you have any questions.

AW: ts

Attachments

c: April Hurd-Mattos

AUTHORIZATION FOR FISCAL YEAR: 2025-2026

CS-1

DATE: June 17, 2025

SCHOOL DISTRICT Redwood Preparatory Charter

WARRANT DISTRIBUTION AUTHORIZATION

Please complete and return to Humboldt County Office of Education's Business Office.

Please check appropriate box(es).

PAYROLL

☒ Will pick up when ready

Names of persons authorized to pick up payroll warrants:

Karissa Hall-Feierabend, Cynthia Nixon,
Krista Croteau

Please list an after hours emergency number: Cyndi 530-638-6849

☐ Mail all payroll to: *Individual's Name* _____
(Postage cost to be reimbursed to HCOE)

☐ Other (specify) _____

COMMERCIAL WARRANTS

☒ Will pick up when ready

Please list emergency number: Cyndi 530-638-6849

☒ Courier

☐ Mail all APY warrants to: *Individual's Name* _____
(Postage cost to be reimbursed to HCOE)

☐ Mail all VOL DED warrants to: *Individual's Name* _____
(Postage cost to be reimbursed to HCOE)

☐ Other (specify) _____

DISTRICT AUTHORIZATION

Superintendent or Trustee _____

Return to HCOE Business Office

AUTHORIZATION FOR FISCAL YEAR: 2025-2026

CS-7

DATE: June 17, 2025

SCHOOL DISTRICT Redwood Preparatory Charter

CERTIFICATION

This is to certify that the Board of Trustees of the above stated School District passed the following motion at its June 17, 2025 meeting authorizing the following to sign commercial warrants and payroll payment orders as agent of the Board.

"It was moved by _____

and seconded by _____

that _____

Be authorized to sign commercial warrants and payroll payment orders as agent of the Board

of trustees of the Redwood Preparatory Charter School District.

Ayes (Members' Names): _____

Noes (Members' Names): _____

Motion Carried."

Authorized Signatures:

Karissa Hall-Feierabend

Cynthia Nixon

Krista Croteau

Board of Trustees Signatures:

(signed) Clerk, Board of Trustees

05/17/BUS/forms/CS-7

Return to HCOE Business Office

Redwood Prep Agenda Item A.

FROM: Cynthia Nixon
SUBJECT: EPA Resolution

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence
2. Social Responsibility
3. Shared Leadership
4. Community Involvement
5. Well-Rounded Child

BACKGROUND/SUMMARY:

Article XIII, Section 36 to the California Constitution requires that the governing board must adopt a resolution in an open session of a public meeting in regards to how the District will spend the monies received through the Education Protection Account.

RECOMMENDED ACTION:

- ☐ Receive staff presentation and review questions with staff
- ☐ Open public comment
- ☐ Close public comment
- ☐ Board Discussion
- ☐ Recommendation - DIBI board member makes a motion to approve the resolution regarding the EPA.

ATTACHMENTS: The resolution regarding the Education Protection Account (EPA).

**Redwood Preparatory Charter School
Resolution Regarding the Education Protection Account**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(t);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(t) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Redwood Preparatory Charter School;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Redwood Preparatory Charter School has determined to spend the monies received from the Education Protection Act as attached.

Dated: _____

_____ Board Member

_____ Board Member

_____ Board Member

_____ Board Member

_____ Board Member

_____ Board Member

_____ Board Member

Redwood Prep Agenda Item B.

FROM: Cynthia Nixon

SUBJECT: EPA Expenditure Plan

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence

2. Social Responsibility

3. Shared Leadership

4. Community Involvement

5. Well-Rounded Child

BACKGROUND/SUMMARY:

Article XIII, Section 36 to the California Constitution requires that the governing board must adopt a resolution in an open session of a public meeting in regards to how the District will spend the monies received through the Education Protection Account. Attached is the 2024-2025 actual expenditure plan and the 2025-2026 estimated expenditure plan.

RECOMMENDED ACTION:

- ☐ Receive staff presentation and review questions with staff
- ☐ Open public comment
- ☐ Close public comment
- ☐ Board Discussion
- ☐ Recommendation - DIBI board member makes a motion to approve the EPA Expenditure Plan.

ATTACHMENTS: Education Protection Account (EPA) Expenditure Plan.

Education Protection Account
Program by Resource Report
Expenditures by Function- Detail

Actual Expenditures for the period of July 1, 2024 through June 30, 2025

For Fund 62, Resource 1400 Education Protection Account

Redwoow Preparatory Charter School

Description		Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Beginning Balance	Object: 8999	0.00
Revenue Limit Source	8012	457,583.00
Revenue Limit Source-Prior Year	8019	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		457,583.00
EXPENDITURES AND OTHER FINANCING USES		
Instruction	Functions: 1000-1999	457,583.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		457,583.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Education Protection Account
Program by Resource Report
Expenditures by Function- Detail

Projected Expenditures for the period of July 1, 2025 through June 30, 2026

For Fund 62, Resource 1400 Education Protection Account

Redwood Preparatory Charter School

Description		Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Beginning Balance	Object: 8999	0.00
Revenue Limit Source	8012	463,916.00
Revenue Limit Source-Prior Year	8019	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		463,916.00
EXPENDITURES AND OTHER FINANCING USES		
Instruction	Functions: 1000-1999	463,916.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		463,916.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

FROM: Cynthia Nixon and Karissa Feierabend

SUBJECT: 2025-2026 Budget Overview for Parents (BOP) and Local Control Accountability Plan (LCAP)

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence

2. Social Responsibility

3. Shared Leadership

4. Community Involvement

5. Well-Rounded Child

BACKGROUND/SUMMARY:

California law requires school boards to approve both the Local Control and Accountability Plan (LCAP) and the Budget Overview for Parents (BOP) annually. Education Code (EC) Section 41400 states that the governing board of a local educational agency (LEA), which includes school districts, must annually approve the LCAP for the following school year. This plan serves as a blueprint for how the district will invest Local Control Funding Formula (LCFF) resources to improve student outcomes.

Furthermore, EC Section 52064.1 ties the approval of the Budget Overview for Parents (BOP) to the LCAP. This code section mandates that each LEA develop the BOP in conjunction with the LCAP by July 1st of each year. The BOP provides parents with a user-friendly explanation of the district's budget and how it aligns with the goals outlined in the LCAP. By approving both documents, the school board ensures transparency and accountability to the community regarding the use of allocated funds for student success.

RECOMMENDED ACTION:

- Receive staff presentation and review questions with staff
- Open public comment
- Close public comment
- Board Discussion
- Recommendation - DIBI board member makes a motion to approve the 2025-2026 BOP and LCAP.

ATTACHMENTS: 25-26 LCAP and BOP



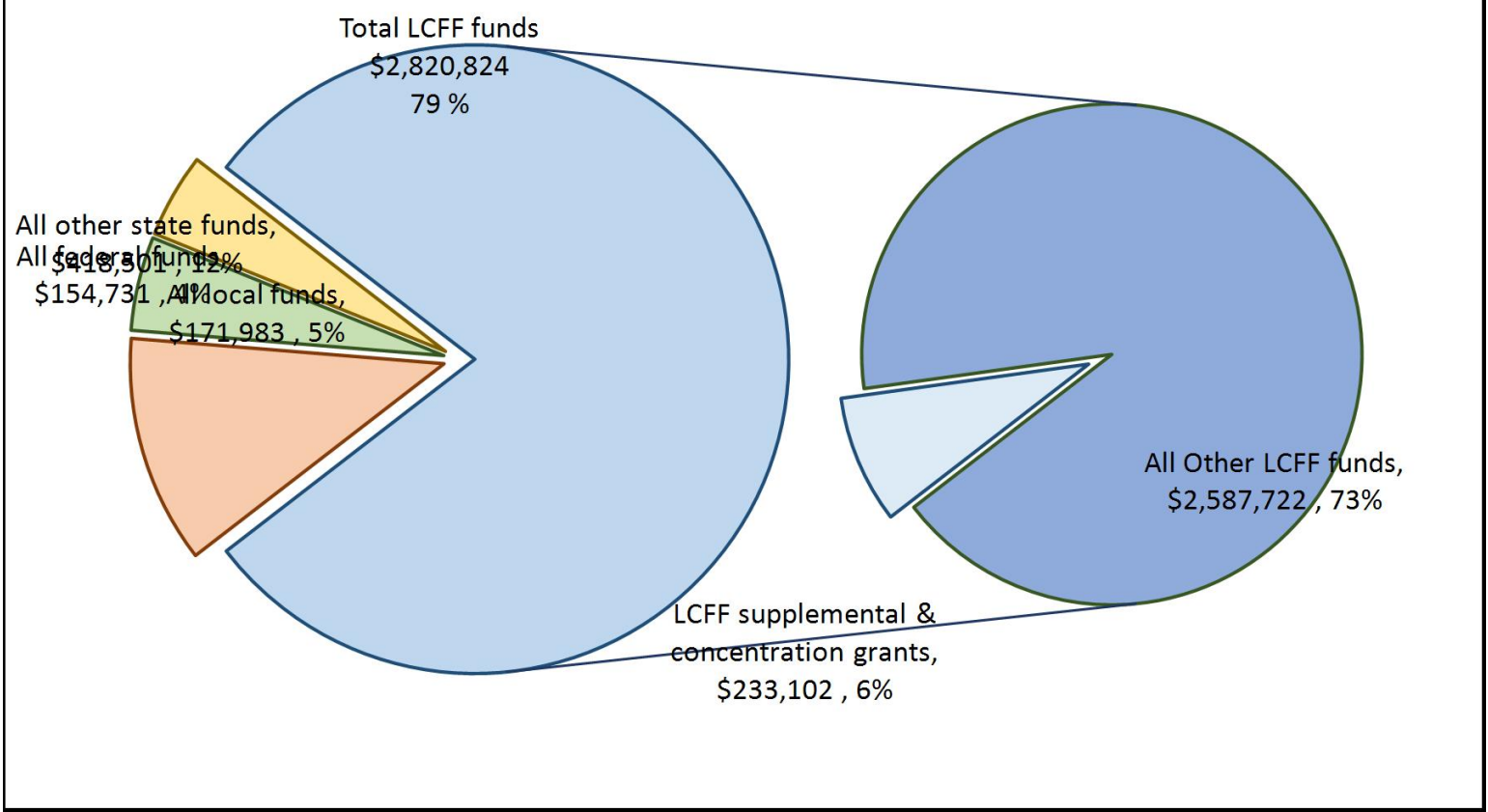
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redwood Preparatory Charter School
CDS Code: 12-76802-0124164
School Year: 2025-26
LEA contact information:
Karissa Feierabend
Director
director@redwoodprep.org
(707) 682-6149

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

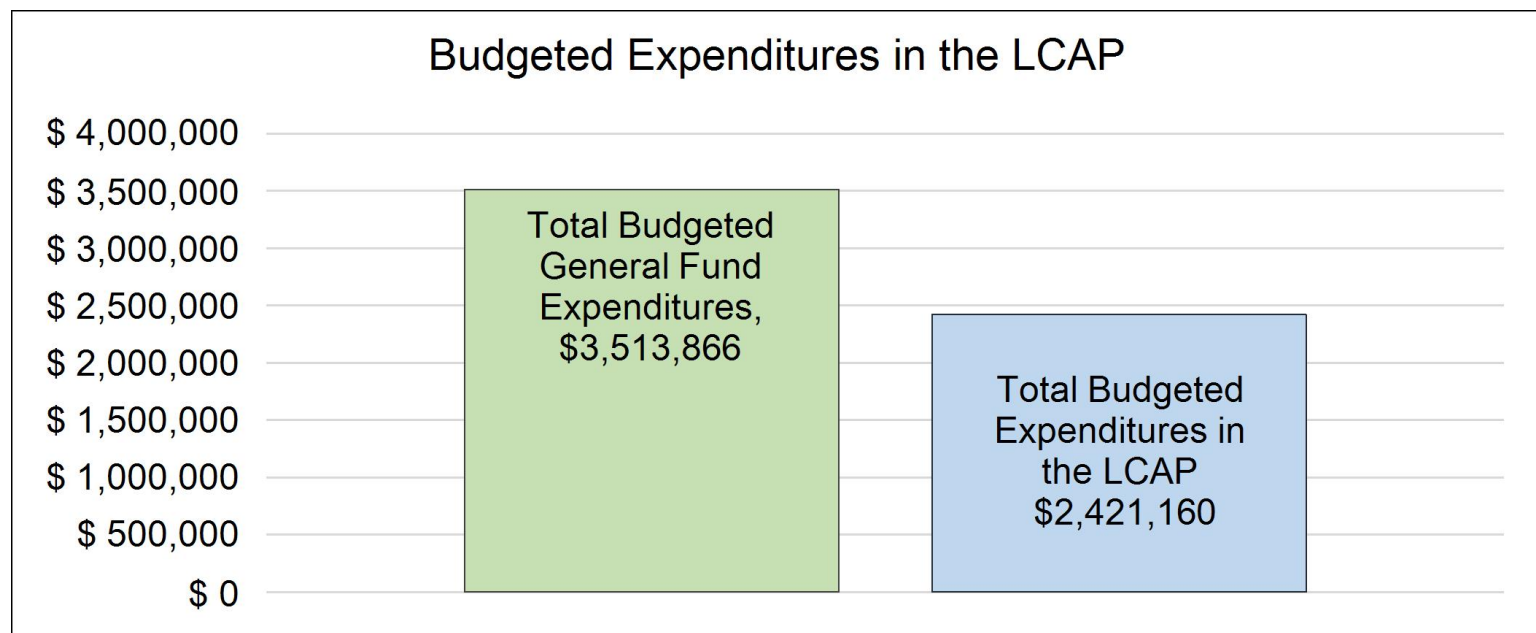


This chart shows the total general purpose revenue Redwood Preparatory Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redwood Preparatory Charter School is \$3,566,039, of which \$2,820,824 is Local Control Funding Formula (LCFF), \$418,501 is other state funds, \$171,983 is local funds, and \$154,731 is federal funds. Of the \$2,820,824 in LCFF Funds, \$233,102 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Redwood Preparatory Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Redwood Preparatory Charter School plans to spend \$3,513,866 for the 2025-26 school year. Of that amount, \$242,1160 is tied to actions/services in the LCAP and \$1,092,706 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

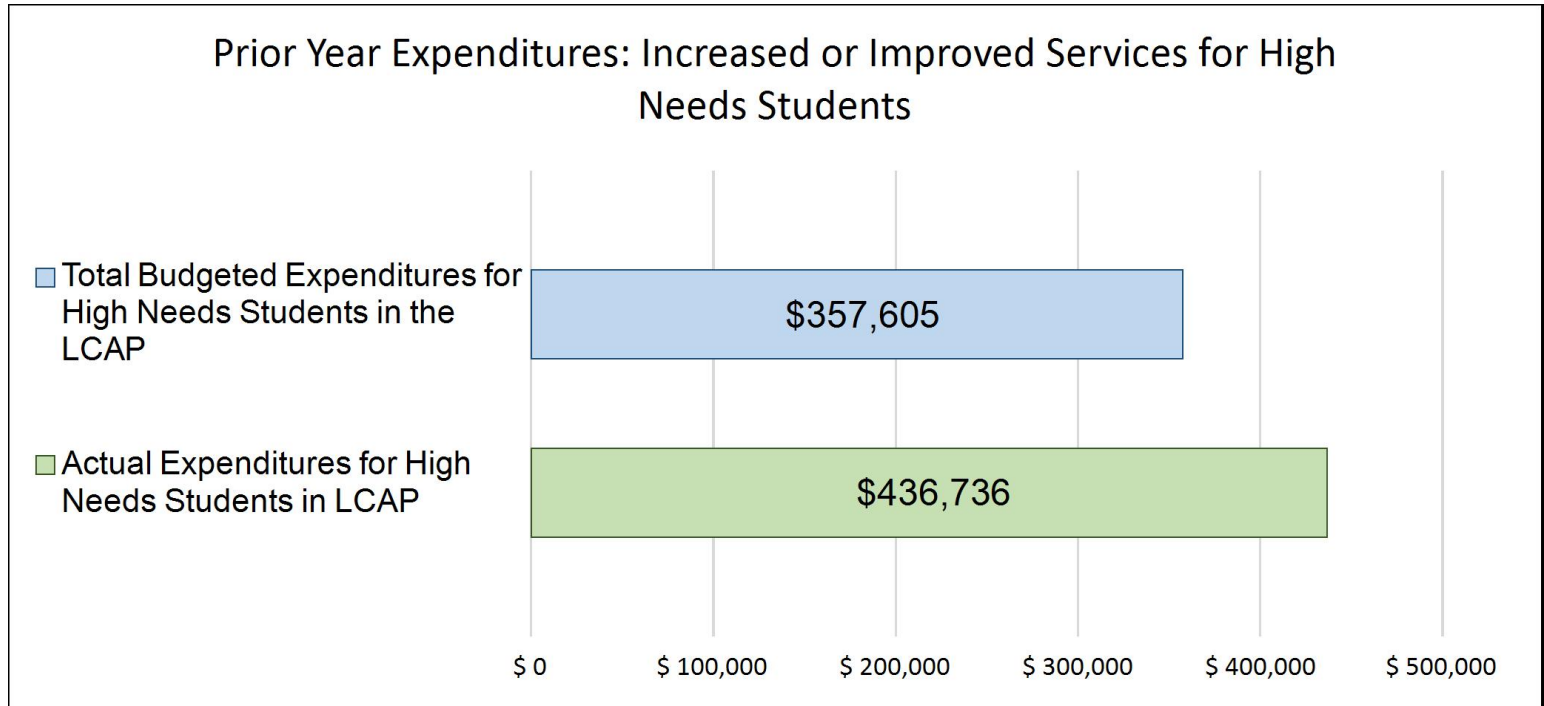
The following expenditures are not included in the LCAP: Charter Oversight Fee, Fortuna Elementary Gym Use Fee, Administrative Costs, Legal Fees, Audit Fees, and the Learning Recovery Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Redwood Preparatory Charter School is projecting it will receive \$233,102 based on the enrollment of foster youth, English learner, and low-income students. Redwood Preparatory Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Redwood Preparatory Charter School plans to spend \$345,410 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Redwood Preparatory Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redwood Preparatory Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Redwood Preparatory Charter School's LCAP budgeted \$357,605 for planned actions to increase or improve services for high needs students. Redwood Preparatory Charter School actually spent \$436,736 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redwood Preparatory Charter School	Karissa Feierabend Director	director@redwoodprep.org (707) 682-6149

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Redwood Preparatory Charter School is a community of learners that exists to inspire each student to academic excellence using research based best practices and innovative means to build a passion for learning, a solid foundation of knowledge, and a strong sense of social responsibility. We are a public charter school operated by the non-profit organization Dream It. Be It. Incorporated. Our school is located in Fortuna, a rural community in the Eel River Valley of Humboldt County.

The 2025-2026 school year marks our fourteenth year of operation serving 236 students from transitional kindergarten through eighth grade. Our student demographics are as follows: 1% American Indian, 2.1% Asian, 62% White, 12.7% identify as 2 or more races, 20.8% are Hispanic or Latino, and 1.4% other race. 42.44% of our students are identified as Socioeconomically Disadvantaged, 14.4% receive Special Education services, 7.1% are designated as GATE, 3 students are designated as English Learners, and there are no Foster Youth. No families are eligible for McKinney Vento services.

Our school embraces five core values: Academic Excellence, Community Involvement, Social Responsibility, Shared Leadership, and Educating the Whole Child. Redwood Preparatory Charter School is committed to offering a quality, rigorous and meaningful educational program that sets students on the path to college or trade school, and empowers students to become productive, healthy, ethical citizens in a rapidly changing society. Through a curriculum based on core academic standards and research based best practices, we empower students to become self-motivated, lifelong learners. Utilizing assessments and data to guide our instruction, we ensure that all students reach their highest levels of academic achievement. Through participation in classroom, school, local and global communities, Redwood Preparatory Charter nurtures respect for diversity and civic responsibility. We establish a vigorous learning community that reflects and supports our core

values. Children develop social responsibility and feel a greater sense of belonging in an environment which promotes close, long term relationships between classmates and teachers. In an atmosphere of collaboration and family involvement, which embraces considerate and clear communication, we believe that children flourish and grow to be healthy, competent, engaged members of our society. Students thrive when offered opportunities to expand experiences through enrichment. We foster a culture of exploration through programs and choices that promote individual and collaborative inquiry. We aim to educate the whole child by integrating drama, music, art, social-emotional learning, technology, and wellness into the curriculum. These experiences teach students to problem solve, work creatively and develop perseverance. By integrating our five core values, Redwood Preparatory Charter School is committed to educating students that are equipped with the essential skills, knowledge, and passion for learning that are critical for success in the 21st Century. According to the California School Dashboard, we have much to celebrate and growth still to be made.

As an elementary school high school related priorities such as advanced placement courses, high school graduation and dropout rates, or college preparedness do not apply to this school. Our facilities received a rating of exemplary on the Facilities Inspection Tool and all our teachers are appropriately credentialed. At Redwood Preparatory Charter, we operate without a bargaining unit for either certificated or classified employees.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Redwood Preparatory Charter School demonstrated significant student academic growth and achievement on the 2023-2024 CAASPP assessments.

In English Language Arts (ELA), 63% of students met or exceeded the standard, with 60% showing growth. The school received a "Green" rating on the CA School Dashboard, scoring 21.5 points above the standard.

For Math, 53% of students met or exceeded the standard, and 61% showed growth. The school also achieved a "Green" rating on the CA School Dashboard, coming in 4.8 points above the standard.

While overall scores were strong, the data also highlights areas for continued focus regarding specific student subgroups:

Socioeconomically Disadvantaged Students:

In ELA, 59% met or exceeded the standard and 27% nearly met, resulting in a "Yellow" rating on the CA School Dashboard. For Math, 53% met or exceeded and 32% nearly met, scoring 9 points above the standard.

Students with Disabilities:

In ELA, 36% met or exceeded the standard and 32% nearly met, leading to a "Yellow" rating on the CA School Dashboard. Math scores showed 4% meeting or exceeding and 44% nearly meeting, resulting in an "Orange" rating on the CA School Dashboard.

There were no lowest performing student groups on the 2023 CA School Dashboard.

To address these achievement gaps, Redwood Preparatory Charter School is implementing Universal Design for Learning (UDL) through staff training. Additionally, the school plans to provide after-school tutoring, specifically prioritizing socioeconomically disadvantaged students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Certificated staff meetings weekly on Friday. The focus is always a topic aligned to the LCAP/Business of the school.
Parents	Parent council meets monthly to provide parent input to the Director. In the 2024-2025 school year we met each month of the school year with the exception of August. The Parent Council had a LCAP night where we reviewed current goals and asked parents to give input regarding what is working and what is not working.
Students	Student council met monthly starting in August.
The Leadership Team	Leadership Team Meetings - This group of board members, classified staff, certificated staff and administration meets at least once each trimester.
Grandparents in Action	Grandparents in Action meet monthly on the first Tuesday.
DIBI Board Meetings	DIBI Board Meetings are on the second Tuesday of each month.
Surveys	Student and Parent Survey- CA Healthy Kids Grades 4-7 Local Climate Student Survey

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Teacher Input:

Add more education regarding safe technology use for students and parents (3.1).

Upgrade camera system and internet (1.6).

Increased community involvement.

Challenging students who are already exceeding expectations with extension activities. (2.4)

The teachers reported that the current LCAP is addressing the needs of the school community (3.4).

Classified Staff Input:

Shade needed on the playground (1.6)

Grandparents in Action (3.3 and 3.5)

Parent involvement (3.1)

More time for classified staff to collaborate with certificated staff

Continue staff professional development (2.6)

School events specifically the talent show (2.16)

Parent Input:

Social emotional learning (2.10 and 2.11)

Focus on the whole child- music, STEAM, sports, clubs, and mindfulness. (2.2 and 2.16)

Rigorous academic program (2.3, 2.4, and 2.6)

Family involvement (3.1)

Parent and student education nights and classes (3.1)

Student recognition (3.4)

Communication between the school and families (3.1)

Student discipline (2.11)

Organized activities at recess (3.1)

Field trips (3.9)

Facilities are safe and clean (1.4 and 1.6)

Technology for students (1.6 and 2.7)

School events (3.4)

Increased community involvement (3.4)

Student Input:

Continue to provide a safe learning environment (1.4)

More opportunities to connect with students from different grade levels (2.2 and 3.5)

Continue Restorative Practices for handling student discipline (2.11)

More male teachers/aides on campus (2.15)

Continue with antibullying programs (3.5)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a safe and productive learning environment for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Maintaining a safe and clean environment for learning promotes student and staff wellness. As a charter school, we are fortunate to own our facilities and want to ensure they are maintained.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities and Lease	1.1 Rating of Exemplary on the 2023 FIT. We have a lease agreement with Dream It. Be It. Incorporated for adequate school facilities for up to 240 students.	1.1 Rating of Exemplary on the 2024 FIT. We have a lease agreement with Dream It. Be It. Incorporated for up to 240 students.		Maintain a rating of exemplary on the FIT and maintain lease agreement with DIBI.	The school maintained a rating of exemplary on the FIT and maintained a lease agreement with DIBI and MGI.
1.2	Safety Trainings and Materials	1.2 100% of staff met all mandated safety training. Emergency drills conducted monthly.	1.2 100% of staff met all mandated safety training. Emergency drills conducted monthly.		Maintain 100% compliance with mandated safety training and maintain monthly safety drills.	The school maintained 100% compliance with mandated safety trainings and monthly safety drills.
1.3	Student Data Tracking	1.3 There have been a total of 70 student incident reports for the year. The school utilizes	There have been a total of 40 student incident reports for the year.		Decrease the number of incidents experienced by	There are 30 less incident reports this school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Pathways and PBIS apps to track student data.			students by 5 each year and maintain license with School Pathways and PBISApps.	
1.4	Safe Learning Environment for Students	<p>1.4 We contract with FESD for nurse services and we send out the CA Healthy Kids Survey and Local Climate Surveys annually.</p> <p>2024 Local School Climate Survey Results On average 90.75% of the students in grades 4-7 feel safe at school all or most of the time.</p> <p>2024 CA Healthy Kids Survey Data 98% of parents agree or strongly agree that the school is safe for their students.</p> <p>On average, 83.5% of students feel they have a relationship with a caring adult.</p>	<p>We utilize an independent contractor for nursing services. We conducted the CA Healthy Kids Survey for students and parents.</p> <p>2025 Local School Climate Survey Results On average 89% of the students in grades 4-7 feel safe at school all or most of the time.</p> <p>2025 CA Healthy Kids Survey 94% of parents agree or strongly agree that the school is safe for their students.</p> <p>On average, 74% of students feel they have a</p>		<p>Maintain our contract with FESD for nurse services.</p> <p>Maintain an average of 90% of students feeling safe at school and 98% of parents reporting school as a safe place as measured by a local school climate survey or CA Healthy Kids Survey.</p> <p>Maintain the percent of students in grades 4-7 who report having a relationship with a caring adult as measured by the CA Healthy Kids Survey data.</p>	<p>FESD did not have a school nurse at the start of the school year so we found an independent contractor.</p> <p>2025 Local School Climate Survey Results: Maintained student sense of safety.</p> <p>2025 CA Healthy Kids Survey: -4% parent perception of student safety.</p> <p>-9.5 students reporting a relationship with a caring adult at school.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			relationship with a caring adult.			
1.5	Ventilation and Air Quality	1.5 We have replaced 6 out of 10 HVAC systems in the classrooms.	1.5 We have replaced one additional HVAC System. 7 out of 10 HVAC systems have been replaced.		To have replaced 10 out of 10 HVAC systems in the classrooms.	We replaced one additional HVAC system.
1.6	Facilities Maintenance and Projects	1.6 The school playground does not provide adequate shade, the camera system has 2 blind spots, and there are not gates/fences between two needed areas.	1.6 The school purchased a shade a structure to cover the outdoor eating area. It will be installed over the summer break. Cameras were installed on the new portable building to reduce blind spots. A fence was installed in the two needed areas.		To have purchased and installed a shade structure for the playground, updated camera systems eliminating blind spots, and fencing off 2 areas to create a more secure campus.	The school purchased a shade a structure to cover the outdoor eating area. It will be installed over the summer break. Cameras were installed on the new portable building to reduce blind spots. A fence was installed in the two needed areas.
1.7	Boone Street Development	1.7 Dream It Be It (DIBI) co-owns land with Wendt Construction. We would like to secure our 2-acre portion of land to eventually create a usable space for our students.	This was added for the 25-26 LCAP.		To have completed a land survey and lot line adjustment and for DIBI to be the sole owner of the 2-acre parcel.	This was added for the 25-26 LCAP.

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were no substantive differences between the planned actions and actual implementation.

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.

We did not spend as much as originally budgeted in Goal 1.4 due to the fact that FESD did not have a school nurse at the start of the school year. We hired an independent contractor that ended up being less expensive.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our metrics, all actions are effective.

A notable success observed during the 24-25 school year was a significant decrease in student incident reports. This positive outcome is likely attributable to two key factors: increased staff training focused on behavior management strategies and new systems designed to address lower-level behaviors at the site level effectively. Specifically, staff are now proactively managing minor behavioral issues on the playground, preventing their escalation and the need for formal documentation through incident reports. The school implemented a "levels of behavior" chart to provide clarity and consistency in addressing student behavior. This chart clearly defines which behaviors require office management and completing a student incident form. Furthermore, a behavior referral form was introduced to address chronic low-level behaviors, providing a structured approach for intervention and support without resorting to formal incident reports for less serious infractions. This multi-tiered approach reduces the number of documented incidents while empowering staff to manage a broader range of behaviors effectively.

The facilities improvements are effectively enhancing the school environment. Purchasing a shade structure for the eating area, installing cameras on the new portable, and adding fencing in needed areas are all contributing to a more comfortable and secure campus. New playground equipment is also providing valuable opportunities for student activity. The success of these projects is attributed to shared leadership, with regular stakeholder meetings ensuring effective planning and implementation. These improvements are creating a more supportive learning environment.

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

Having met metric 1.6, the school has added metric 1.7 to track progress further. A significant development stemming from parent input is the desire to enhance the school's property to create more usable student space. In response to this feedback, the school established the Boone Street Development Committee, comprising various stakeholders, to guide this initiative. Recognizing the importance of this project to the

community, the school plans to allocate funds towards the development of the property in the upcoming year. This demonstrates a responsive approach to stakeholder needs and a commitment to continuous improvement based on prior outcomes and community input.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Facilities and Lease	1.1 Met Rating of Exemplary on the 2023 FIT. We employ one custodian to clean the campus daily. We purchase cleaning supplies and and contract with maintenance companies to maintain a safe, clean learning environment for students. Continue lease agreement with Dream It. Be It. Incorporated for adequate school facilities for up to 240 students. Including ongoing facilities costs, utilities, insurance and other day to day expenses pertaining to facilities, operations and maintenance.	\$314,058.00	No
1.2	Safety Trainings and Materials	<p>1.2 100% of staff met all mandated safety training. Emergency drills conducted monthly.</p> <p>Analyze school safety systems and update them as needed to provide a safe school environment for all students.</p> <p>All staff participates in mandatory school safety training annually and receives a stipend.</p> <p>Staff and students will participate in regular and ongoing safety and emergency preparedness drills and courses. Including but not limited to: ALICE, Digital Citizenship, Puberty/Sex Education.</p> <p>Safety tools, materials, and professional development will be purchased to ensure optimal school safety.</p>	\$8,550.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Safety and State Reporting Compliance	Maintain our contract with School Pathways for our student information system, in order to provide the state with required records and track student safety information.	\$5,530.00	Yes
1.4	Safe Learning Environment for Students.	Continue contracting with FESD to provide nurse services, all required health screenings for our students, maintain accurate student health records and maintain 100% compliance with all immunization requirements. Continue subscribing to PBIS Apps to track and manage student behavior.	\$4,350.00	No
1.5	Ventilation and Air Quality	Improve air quality in classrooms and offices. We plan to apply for a matching grant through USDA.	\$50,000.00	No
1.6	Facilities Maintenance and Projects	Shade on the playground, upgrade internet and camera system, secure campus with gates/fences and install a roof over the classroom walkway. Update projects for 2025-2026: 3rd grade classroom cabinets and counter top, Marquee, Network Upgrade, two classroom carpet replacements and student bathroom roof.	\$20,000.00	No
1.7	Boone Street Development	1.7 Dream It Be It (DIBI) co-owns land with Wendt Construction. We would like to secure our 2-acre portion of land to eventually create a usable space for our students.	\$7,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve Academic Achievement for all Students	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Redwood Preparatory Charter strives to create a learning environment that supports the academic growth of all students. We aim to meet students where they are and remove barriers to learning so they can grow to the greatest extent possible. We recognize that each student comes to us with a unique set of interests, strengths and challenges. Our goal is to develop expert learners who are resources and knowledgeable, strategic and goal directed, and purposeful and motivated.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP Results	2.1 2022-2023 67% of all students met or exceeded the ELA standards. 51% of students showed growth toward the standard. Green on CA School Dashboard- 21.6 points above the standard.	2023-2024 63% of students met or exceeded the standard in ELA. 60% of students showed growth in ELA. Green on CA School Dashboard- 21.5 points above the standard.		Maintain green on CA School Dashboard for ELA for all students.	-4% met or exceeded the standard in ELA. +9% showed growth. Maintained green on the CA School Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Math CAASPP Results	2.1 2022-2023 46% Met/Exceeded 54% of students showed growth toward the standard. Yellow on CA School Dashboard- 5.9 points below the standard.	2023-2024 53% of students met or exceeded the standard in math. 61% showed growth toward the standard. Green on the CA School Dashboard- 4.8 points above the standard.		Green on CA School Dashboard for all students in mathematics.	+6% of students met or exceeded the standard in math. +7% showed growth toward the standard. Maintained Green on the CA School Dashboard.
2.3	2.3 CAASPP Results for students identified within the economically disadvantaged (SED) sub-group.	2.3 2022-2023 ELA - 57% Met/Exceeded 27% Nearly Met Yellow on CA School Dashboard- 7 points above the standard. Math - 36% Met/Exceeded 38% Nearly Met Yellow on the CA School Dashboard- 18.5 points below the standard.	2023-2024 ELA - 59% Met/Exceeded 27% Nearly Met Yellow on CA School Dashboard Math - 53% Met/Exceeded 32% Nearly Met 9 points above the standard.		A 9 point increase in language arts and mathematics on the CAASPP.	SED Subgroup +2% increase in students meeting or exceeding the standard in mathematics. Maintained Yellow on CA School Dashboard for SED subgroup. +17% increase in met or exceeded for mathematics.
2.4	2.4 CAASPP results for Students With Disabilities	2.4 2022-2023 ELA - 15.75% Met/Exceeded 18.6% Nearly Met Orange on CA School Dashboard.	2023-2024 ELA - 36% Met/Exceeded 32% Nearly Met Yellow on CA School Dashboard.		Reach yellow on CA School Dashboard in Language Arts for SWD.	We went from Orange to Yellow on the CA School Dashboard in ELA for SWD. In mathematics for SWD The percent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math- 12.26% Met/Exceeded 14.97% Nearly Met Yellow on CA School Dashboard.	Math- 4% Met/Exceeded 44% Nearly Met Orange on CA School Dashboard.		Increase scores in mathematics on the CAASPP by 9 points.	who met or exceed declines by 8.26%. However, the percent that nearly met increased by 29.03%.
2.5	2.5 CAST Results	2.5 2022-2023 52% Met or Exceeded	2023-2024 37% Met or Exceeded		Maintain CAST scores.	-15% met or exceeded CAST.
2.6	2.6 Attendance Rates	98.9% attendance rates. Blue on the CA School Dashboard for Chronic Absenteeism.	Blue on the CA School Dashboard for Chronic Absenteeism. Current attendance rate as of 12/31/24 is 99%.		Maintain attendance rate and rating of blue on the CA school dashboard for Chronic Absenteeism.	We maintained our attendance rate and are still blue on the CA School Dashboard for Chronic Absenteeism.
2.7	2.7 Suspension Rates	2.7 -2022-2023 Suspension Rate -2% Expulsions - 0 Middle School Dropouts - 0	2023-2024 Suspension Rate- 2.6% 2.1 % Increase from 22-23 Orange on CA School Dashboard		Maintain 2% suspension rate, 0 expulsions, and 0 middle school dropouts.	There was a 0.6 percent increase in suspensions from the 23-24 school year to the 24-25 school year.
2.8	2.8 Afterschool	We provide a scholarship for 12 unduplicated students. Afterschool also provides reading intervention once per week.	The afterschool program does reading intervention and work completion/study hall.		Increase the number of afterschool scholarships provided to unduplicated students by 15.	-9 student scholarships for afterschool.
2.9	2.9 NWEA	NWEA Winter 2023	NWEA Fall 2024		50% of students will perform above	We saw a slight increase in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		41% of students are performing above the 60th percentile in math and reading. 49% of students are performing above the 60th percentile in language usage.	<p>50% of students are performing above the 60th percentile in mathematics. 47% of students are performing above the 60th percentile in reading. 50% of students are performing above the 60th percentile in language usage.</p> <p>NWEA Winter 2024 43% of students are performing above the 60th percentile in mathematics. 33% of students are performing above the 60th percentile in reading. 44% of students are performing above the 60th percentile in language usage.</p>		the 60th percentile in math, reading, and language as measured by winter NWEA results.	percent of students who are performing above the 60th percentile in math. There was a decrease in the percent of students scoring above the 60th percentile in reading and language usage. When you look at Fall 2024 data, students are showing positive growth across all areas. We suspect testing fatigue accounted for the lower scores in Winter.
2.10	2.10 Pupil Access to a Broad Course Study	All pupils are enrolled in a broad course of study as defined in Ed Code	All pupils are enrolled in a broad course of study as		All students have access to a broad course of study.	We maintained 100% of students having access to a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		51220 (2023-24 Local data).	defined in Ed Code 51220 (2023-24 Local data).			broad course of study.
2.11	2.11 Music Instruction	100% of students receive music instruction in the classroom in grades TK-6th grade. Five students participate in the school band afterschool.	100% of students receive music instruction in the classroom in grades TK-6th grade. Six students participate in the school band afterschool.		Maintain music participation rates.	We maintained music participation rates and increased band participation by one students.

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation: The implementation of planned actions generally proceeded as intended.

Successes:

Mathematics Growth (All Students): The school experienced overall growth in mathematics achievement for all students.

Mathematics Growth (SED Students): Socioeconomically disadvantaged (SED) students also demonstrated significant growth in mathematics.

ELA Improvement (SWD): In English Language Arts, Students with Disabilities (SWD) showed considerable improvement, moving from the "Orange" to the "Yellow" performance level on the California School Dashboard.

Challenges:

Mathematics Decline (SWD): Despite overall growth in mathematics, Students with Disabilities (SWD) experienced a decline in mathematics achievement.

Differences in Planned Actions and Actual Implementation:

Afterschool Scholarships: There was a significant difference in the number of afterschool scholarships utilized compared to the initial plan. This is attributed to families increasingly accessing support through resources outside of the school's offerings.

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.

The difference in goal 2.4 is due to new math curriculum for 2nd - 6th grade originally being budgeted in the 2024-2025 budget. The curriculum will be purchased in the 2025-2026 school year. The difference in goal 2.13 is due to the increased aide time and an increased salary schedule update after the 2024-2025 budget adoption. We did not have any expenditures for goals 2.14, 2.15, and 2.17.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our metrics, all actions are effective. However, we plan to give 2.14 more attention by being more proactive in tracking students attendance on a monthly basis and holding meetings with families more regularly to support regular attendance.

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

Action 2.10- Increased school counselor's FTE and provide a budget for materials.

Action 2.14- The attendance strategy for the coming year will shift to recognize and incentivize both perfect attendance and significant improvement in attendance. Specifically, in addition to awarding students with perfect attendance, the school plans to implement a new recognition program for students who miss fewer than six days throughout the school year. This dual approach aims to encourage consistent attendance and acknowledge meaningful progress in reducing absenteeism.

Action 2.16- We used the Art and Music Grant to hire an art teacher for our 7th and 8th grade students focusing on fine art and culinary art.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CAASPP Testing	We provide breakfast and snacks the week of CAASPP testing, print color copies of Student Score Reports and mail home to parents, and a substitute teacher is hired to assist with separate setting.	\$2,000.00	No
2.2	STEAM Class	Maintain STEAM and project based learning programs. This program allows us to reduce class size by half during math, language arts or writing instruction, so teachers can specifically focus on instruction with unduplicated students.	\$84,376.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Digital Curriculum	Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and planning differentiated instruction strategies. Examples: NWEA, Moby Max, etc.	\$31,936.00	No
2.4	Traditional Curriculum and Materials	Provide research-based curriculum and enrichment materials that are aligned with CCSS and NGSS i.e. Savvas. 25-26 Update: Math curriculum will be Open Up for 2nd-6th.	\$15,000.00	No
2.5	Intervention/RTI	Intervention programs and tools will be assessed, previewed, altered as needed, and funded to provide support for low income, EL, FY, RFEP, and any struggling students with a focus on Math & Language Arts. Fund stipends for certificated staff to support students identified as SED, EL, or RFEP through after-school tutoring and homework support. Hire a part-time intervention support aide.	\$73,186.00	Yes
2.6	Professional Development and Coaching	The school provides professional development opportunities for certificated and classified staff including but not limited to UDL, CCSS, NGSS, CAASPP, SEL, Restorative Practices, STEAM, PBIS/MTSS, and PBL. Provide release of time and substitute teacher funding for professional growth opportunities	\$11,548.00	No
2.7	Technology Upgrades and Lending	Maintain and upgrade internet systems and repair technology, as needed, to provide adequate services for all classrooms.	\$24,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Update and replace technology in the checkout system, as needed, for low income and English learner students without adequate technology at home to complete school projects and homework.</p> <p>Provide funding for repair and replacement of technology tools as needed to implement school programs.</p>		
2.8	Speech Services	Provide Speech services to our students. We contract with Presence Learning for virtual speech and language services. Additionally, we have a part-time aide to assist students and oversee therapy.	\$87,180.00	No
2.9	Education Specialist and SPED Aide	Maintain Education Specialist position (1 FTE) to provide resource services to students identified as SWD and part-time paraprofessional aides to support the special education program. Update 2025-2026 hired an one on one part-time aide.	\$136,368.00	No
2.10	SEL- Counseling and School Psychologist	<p>Contract with HCOE to provide cognitive & social-emotional assessment to our students.(.2 FTE)</p> <p>Ensure students receive support for behavioral and social-emotional counseling services to our students through a contracted Counselor. Update 2025-2026 increase counselor services to 2 full days.</p> <p>Provide curriculum and supplies to support social-emotional learning.</p>	\$50,000.00	No
2.11	PBIS/MTSS	Student learning/academic, SEL and/or behavioral needs are identified by the MTSS team, communicated with parents and addressed in a timely manner at least once per trimester. The school purchases a SWIS license annually to track student incident reports.	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	TK - 8 Teachers	Maintain personnel including highly qualified teachers in grades TK-8.	\$1,175,072.00	No
2.13	Classroom Aides	Maintain one classroom aide per grade level class to support student learning	\$193,906.00	Yes
2.14	Attendance	Work with the families of chronically tardy students to provide support and information promoting the importance of regular school attendance. Provide recognition for students with perfect attendance.	\$500.00	No
2.15	Equity	Staff and Parents audit policies, practices and cultural norms to ensure all students and families have access to high quality educational experiences as well as community engagement & support. Provide training for students, staff and families to ensure a safe and inclusive environment for all.	\$3,000.00	No
2.16	Music and Arts	Provide all students access to music instruction, specifically SED students. Plan two shows for the student body per year. Provide each class a \$200 budget for plays. Rent the River Lodge for classroom plays.	\$33,500.00	Yes
2.17	Habits of Mind & Growth Mindset	Provide training and resources for teachers and staff to support our students and staff develop perseverance and grit.	\$500.00	No
2.18	After School	Increase scholarships given to unduplicated students in afterschool and provide more frequent intervention/tutoring opportunities. Provide enrichment activities each week in after school. Camp Timberwolf provides three camps per year totaling 35 days of extended learning opportunities.	\$45,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain a positive school climate with involved parents, engaged students and a community of belonging.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We understand and value the importance of a strong and active community. Our students will be happier, healthier and learn more if they feel like they belong. They'll also do better if their families are well informed and engaged with our school. Shared leadership and community are core values at Redwood Prep. This means we actively seek input from parents, students and staff to inform our decision-making processes. When our educational partners are aligned with the mission, vision and values of our school, we can accomplish great things for our community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Participation and Education	On average, 10 parents attend parent council, 2 attend board meetings, and 10 attend family event nights. This school year, parent council sponsored 1 parent education night.	On average, 10 parents attended parent council this year, 2 attended board meetings, and 3-4 families attended family events (5-8 parents).		Increase parent participation by 50% at parent council, school board meetings, and family event nights and to hold 2 parent education nights throughout the school year.	Maintained parent participating at parent council and board meetings. <ul style="list-style-type: none"> 2 to 5 parents at family events.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Community Connection & Belonging	<p>Local Climate Survey Fourth Grade Responses: 91.3% feel safe at school most or all of the time. 82.6% feel apart of the school most or all of the time. 91.2% feel respected by teachers and other adults most or all of the time. On the above questions, 0% of students responded with never.</p> <p>Seventh Grade Responses: 90% feel safe at school most or all of the time. 70% feel apart of the school most or all of the time. 70% feel respected by teachers and other adults most or all of the time. On the above questions, 0% of students responded with never.</p>	<p>Local Climate Survey Fourth Grade Responses: 85.7% feel safe at school most or all of the time. 71.5% feel apart of the school most or all of the time. 95.2% feel respected by teachers and other adults most or all of the time. On the above questions, 1 student responded with never to the first two questions. No students responded with never when asked if adults respect them.</p> <p>Seventh Grade Responses: 90.9% feel safe at school most or all of the time. 91% feel apart of the school most or all of the time. 86.4% feel respected by teachers and other</p>		To maintain the percent of students that feel safe, connected, and respected at school as measured by local climate survey data.	<p>Fourth Grade -5.6% Feel safe -11.1% Feel apart of the school +4.1% Feel respected</p> <p>Seventh Grade Maintained percent that feel safe +21% Feel apart of the school +16.4% Feel respected</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			adults most or all of the time. On the above questions, 0% of students responded with never for safety and respect. 1 student responded with never when asked if they feel apart of the school.			
3.3	Shared Leadership: Meeting notes from: Parent Council Staff Meetings Leadership Meetings Board Meetings Student Council Fundraising Committee Facilities Committee Family Events Committee Grandparents in Action Wellness Committee	Student Council - 21 students, 2 teachers Board - 5 parents, 1 grandparent, and 1 community member Fundraising - 4 parents, 1 teacher Facilities - 1 parent, 1 board members 4 staff Family Events - 2 staff Leadership - 2 board members, 4 teachers, 2 classified, 1 administrator Grandparents in Action - 10 grandparents Wellness - 2 parents, 2 staff/parents,	Student Council - 15 students, 2 teachers Board - 6 parents and 1 grandparent Fundraising - 4 parents, 1 teacher Facilities - 1 parent, 2 board members, 3 staff Family Events - 2 staff Leadership - 2 board members, 5 teachers, 2 classified, 1 administrator, and 1 confidential Grandparents in Action - 10 grandparents		Maintain stakeholder participation in the shared leadership process.	-6 students in student council. Maintained stakeholder participation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Wellness - 2 parents, 1 board member/parent, 1 admin, 2 teachers, and 2 classified.			
3.4	Community Health & Wellness	Local climate survey and CA Healthy Kids Survey administered to grades 4 and up. Harvest of the month for all grade levels. 5th and 6th grade participated in puberty education. 7th and 8th grade participated in a comprehensive sexual education course.	Local climate survey and CA Healthy Kids Survey administered to grades 4 and up. Harvest of the month for all grade levels. 5th and 6th grade participated in puberty education. 7th and 8th grade participated in a comprehensive sexual education course.		Maintain local climate survey, CA Healthy Kids Survey, harvest of the month, puberty education, and comprehensive sex ed.	Maintained.
3.5	A Sense of Belonging	On average 81% of students feel a sense of belonging at school based on local school climate survey results.	On average 81.8% of students feel a sense of belonging at school based on local school climate survey results.		Maintain percent of students that feel a sense of belonging.	Maintained.
3.6	Student Engagement/Cell Phone Policy	Currently, students who bring cell phones to school are required to leave them in their backpacks and are not	Added in spring of 2025.		To have a system in place to ensure students are engaged at school	Added in the spring of 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		allowed to use them on campus.			and cell-phone use is limited.	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of planned actions saw successes and areas where adjustments were made. While parent participation at general family events decreased, the school proactively responded to parent feedback by initiating a "Dad's Recess Club" to increase male role model presence on campus. Our engagement in various school committees remained consistent. A change occurred in the student council membership, which decreased in number due to a shift in eligibility, now limited to students in 5th grade and above. In contrast, previously it included 3rd grade and up. A night focused on safe technology use was held to support parent education. Additionally, the school increased the frequency of student assemblies, addressing topics such as safe technology, local college athletes as role models, inclusivity through a pledge against the R-word, and interactions with university basketball players during recess, enriching the student experience. To enhance learning opportunities, classroom stipends for field trips were increased. In health and wellness, the yoga program was expanded to include data collection and the integration of fitness centers, aiming to provide a more comprehensive approach to improving students' physical fitness.

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.

The difference in goal 3.1 and 3.2 is due to one cancellation of a parent education night and family events not costing as much as originally budgeted due to donations. Goal 3.5 did not have any expenditures due to a grant. We spent less than originally budget on goal 3.6 due to donations. Goal 3.7 did not have any expenditures due to the CR athletes coming to the school for free. The wellness meeting met trimester, but did not have an expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All actions are effective. We plan to give more attention to 3.1. Based on current observations, the specific action of increasing family involvement has proven ineffective to date, as evidenced by the noted decrease in parent participation. This suggests that the strategies employed may not have resonated with parents or addressed potential barriers to their involvement. In contrast, the implementation of the Dad's Recess Club, driven by parent feedback, appears to be a more effective approach in engaging a specific segment of the parent community and increasing positive adult presence on campus. The consistent engagement in school committees suggests the effectiveness of established communication and collaboration structures.

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

Action 3.6- plan to purchase green house for the school garden.

Action 3.9- increase field trip budget.

We added action 3.10 to increase student engagement and support students in managing their devices.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Participation and Education	Redwood Prep offers staff and parent education courses designed to increase family involvement and student success. We plan to offer classes in technology safety. Teachers and parents both reported a need for education regarding safe technology use and cyberbullying prevention. We also plan to host a Love and Logic training. The school subscribes to the Remind App to keep families updated with school news, events, and announcements. Parent volunteers to support organized activities at recess.	\$7,000.00	No
3.2	Back to School BBQ & Family Events	We hold an annual Back to School BBQ and one family event per trimester to encourage parent engagement and a sense of community.	\$5,000.00	No
3.3	Fingerprinting	We pay for half of each parent and volunteer fingerprinting fee in order to encourage parent engagement and participation.	\$1,600.00	No
3.4	Parent and Student Council Events, Sports, Family Events, and Community Involvement	Increase parent participation by having one parent from each grade level be a parent council representative and expand the role of the Parent Council. The group will be focusing on activities for students in addition to bringing in speakers and experiences and will also focus on recognizing student success. We provide a stipend for the Athletic Director and Gym Supervisor.	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Student Advocates	Build student capacity to stand-up for each other against name-calling and bullying and maintain teacher run "family groups" with students.	\$1,500.00	No
3.6	School Garden	Incorporate the school garden into the STEAM curriculum and teach students at each grade level about the connection between where we live geographically and the soil, climate, water supply and the food we grow. Teach students about food, waste and sustainability.	\$4,000.00	No
3.7	Health & Wellness	Educate students, families and staff about healthy diet, exercise and lifestyle choices and the dangers of tobacco, drugs, alcohol and digital/social media.	\$2,500.00	No
3.8	Self-Regulation & Mindfulness	Teach students and staff to regulate thoughts and actions when faced with challenging situations related to academics and/or interpersonal conflict.	\$1,000.00	No
3.9	Field Trips	Students will continue to participate in field trips and projects within the community to support academic progress, growth of the whole child and the mission/vision of Redwood Prep Charter. Provide opportunities for Redwood Prep students to participate in a variety of countywide events.	\$3,500.00	No
3.10	Student Engagement/Cell Phone Policy		\$3,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$233,102	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.008%	0.000%	\$0.00	9.008%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Safety and State Reporting Compliance</p> <p>Need: Students who fall under the category of ELL, Foster Youth, and Low Income need to be identified by the school to receive necessary supports.</p> <p>Scope:</p>	The action addresses the need by providing the school a way to accurately identify and monitor students as ELL, Foster Youth, and Low Income.	1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	<p>Action: STEAM Class</p> <p>Need: Students in the unduplicated student group of SED are underperforming when compared to all students. 57% of students who are Socioeconomically Disadvantaged exceeded or met the standard in language arts compared to all students at 67%. In mathematics, 36% of students who are Socioeconomically Disadvantaged exceeded or met the standard compared to all students at 46%.</p> <p>Scope: LEA-wide</p>	This program allows us to reduce class size by half during math, language arts or writing instruction, so teachers can specifically focus on instruction with unduplicated students.	This action will be monitored through student participation and NWEA data 2.9.
2.5	<p>Action: Intervention/RTI</p> <p>Need: 57% of students who are Socioeconomically Disadvantaged exceeded or met the standard in language arts compared to all students at 67%. In mathematics, 36% of students who are Socioeconomically Disadvantaged exceeded or met the standard compared to all students at 46%. Feedback from teachers also supports the need for additional support.</p> <p>Scope:</p>	This action directly supports students identified as Socioeconomically Disadvantaged because students in this category are given priority in the intervention schedule per grade level.	NWEA, CAASPP, and report card data. 2.1, 2.2, and 2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.7	<p>Action: Technology Upgrades and Lending</p> <p>Need: 30 students are socioeconomically disadvantaged in grades 6, 7, and 8. This student group needs access to a computer to complete required homework.</p> <p>Scope: LEA-wide</p>	Students in grade 6, 7, and 8 have nightly homework requiring computer access. Providing students with a Chromebook at home allows them to complete required school assignments and gives access to online resources.	2.3
2.13	<p>Action: Classroom Aides</p> <p>Need: Students who are considered to be low income are performing lower on the CAASPP when compared to all students.</p> <p>Scope: LEA-wide Schoolwide</p>	This action directly benefits students by having an additional adult in the classroom to support a variety of learners and to provide small group instruction.	The school will monitor effectiveness through staff assignments and student test scores 2.3 and 2.9.
2.16	<p>Action: Music and Arts</p> <p>Need: Students who are identified as SED need access to music instruction. They may not have the same opportunities outside of school to access music lessons.</p>	The action gives students access to music instruments and music instruction during and after school who might not otherwise have the opportunity to participate outside of school.	The school will monitor effectiveness through student participation in the music program 2.11.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.18	Action: After School Need: Unduplicated students are performing lower in language arts and math when compared to all students. Scope: Limited to Unduplicated Student Group(s)	This action will allow unduplicated students to receive support with homework afterschool that they might not otherwise receive.	CAASPP and NWEA scores. 2.3 and 2.9

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,587,722	233,102	9.008%	0.000%	9.008%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,986,254.00	\$220,448.00	\$172,270.00	\$42,188.00	\$2,421,160.00	\$1,705,407.00	\$715,753.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	1.1 Facilities and Lease	All	No			All Schools	2024-2027 school year	\$24,142.00	\$289,916.00	\$314,058.00				\$314,058.00	
1	1.2	Safety Trainings and Materials	All	No			All Schools		\$0.00	\$8,550.00	\$8,550.00				\$8,550.00	
1	1.3	Safety and State Reporting Compliance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027 school year	\$0.00	\$5,530.00	\$5,530.00				\$5,530.00	
1	1.4	Safe Learning Environment for Students.	All	No			All Schools	2024-2027 school year	\$0.00	\$4,350.00	\$4,350.00				\$4,350.00	
1	1.5	Ventilation and Air Quality	All	No			All Schools	2024-2027 school year	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
1	1.6	Facilities Maintenance and Projects	All	No			All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.7	Boone Street Development	All	No			All Schools		\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	
2	2.1	CAASPP Testing	All	No			All Schools	2024-2027 school year	\$1,000.00	\$1,000.00	\$2,000.00				\$2,000.00	
2	2.2	STEAM Class	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027 school year	\$84,376.00	\$0.00	\$42,188.00			\$42,188.00	\$84,376.00	
2	2.3	Digital Curriculum	All	No			All Schools	2024-2027 school year	\$0.00	\$31,936.00	\$9,936.00	\$22,000.00			\$31,936.00	
2	2.4	Traditional Curriculum and Materials	All	No			All Schools	2024-2027 school year	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	
2	2.5	Intervention/RTI	Low Income	Yes	LEA-wide	Low Income		2024-2027 school year	\$73,186.00	\$0.00	\$73,186.00				\$73,186.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Professional Development and Coaching	All	No			All Schools	2024-2027 school year	\$0.00	\$11,548.00		\$11,548.00			\$11,548.00	
2	2.7	Technology Upgrades and Lending	Low Income	Yes	LEA-wide	Low Income		2024-2027 school year	\$0.00	\$24,000.00	\$3,000.00	\$21,000.00			\$24,000.00	
2	2.8	Speech Services	Students with Disabilities IEP/IDEA	No			All Schools	2024-2027 school year	\$10,000.00	\$77,180.00	\$51,278.00		\$35,902.00		\$87,180.00	
2	2.9	Education Specialist and SPED Aide	Students with Disabilities IEP/IDEA	No			All Schools	2024-2027 school year	\$116,125.00	\$20,243.00			\$136,368.00		\$136,368.00	
2	2.10	SEL- Counseling and School Psychologist	All	No			All Schools	2024-2027 school year	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
2	2.11	PBIS/MTSS	All	No			All Schools	2024-2027 school year	\$0.00	\$500.00	\$500.00				\$500.00	
2	2.12	TK - 8 Teachers	All	No				2024 - 2027 School Year	\$1,175,072.00	\$0.00	\$1,175,072.00				\$1,175,072.00	
2	2.13	Classroom Aides	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools	2024 - 2027 School Year	\$193,906.00	\$0.00	\$193,906.00				\$193,906.00	
2	2.14	Attendance	All	No			All Schools	2024 - 2027 School Year	\$0.00	\$500.00	\$500.00				\$500.00	
2	2.15	Equity	All	No			All Schools	2024 - 2027 School Year	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.16	Music and Arts	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027 school year	\$27,600.00	\$5,900.00	\$27,600.00	\$5,900.00			\$33,500.00	
2	2.17	Habits of Mind & Growth Mindset	All	No			All Schools	2024 - 2027 School Year	\$0.00	\$500.00	\$500.00				\$500.00	
2	2.18	After School	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	2024-2027 school year	\$0.00	\$45,000.00		\$45,000.00			\$45,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Parent Participation and Education	All	No			All Schools	2024 - 2027 School Year	\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	
3	3.2	Back to School BBQ & Family Events	All	No			All Schools	2024 - 2027 School Year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.3	Fingerprinting	All	No			All Schools	2024 - 2027 School Year	\$0.00	\$1,600.00	\$1,600.00				\$1,600.00	
3	3.4	Parent and Student Council Events, Sports, Family Events, and Community Involvement	All	No			All Schools	2024 - 2027 School Year	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.5	Student Advocates	All	No			All Schools	2024 - 2027 School Year	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
3	3.6	School Garden	All	No			All Schools	2024 - 2027 School Year	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
3	3.7	Health & Wellness	All	No				2024 - 2027 School Year	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
3	3.8	Self-Regulation & Mindfulness	All	No				2024 - 2027 School Year	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.9	Field Trips	All	No			All Schools	2024-2027 school year	\$0.00	\$3,500.00	\$3,500.00				\$3,500.00	
3	3.10	Student Engagement/Cell Phone Policy	All	No			All Schools	202-2027 School Year	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,587,722	233,102	9.008%	0.000%	9.008%	\$345,410.00	0.000%	13.348 %	Total:	\$345,410.00
								LEA-wide Total:	\$345,410.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$193,906.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Safety and State Reporting Compliance	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,530.00	
2	2.2	STEAM Class	Yes	LEA-wide	English Learners Low Income	All Schools	\$42,188.00	
2	2.5	Intervention/RTI	Yes	LEA-wide	Low Income		\$73,186.00	
2	2.7	Technology Upgrades and Lending	Yes	LEA-wide	Low Income		\$3,000.00	
2	2.13	Classroom Aides	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$193,906.00	
2	2.16	Music and Arts	Yes	LEA-wide	Low Income	All Schools	\$27,600.00	
2	2.18	After School	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,116,831.28	\$2,156,048.35

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Facilities and Lease	No	\$300,080.00	311,133.80
1	1.2	Safety Trainings and Materials	No	\$5,000.00	4804.37
1	1.3	Safety and State Reporting Compliance	Yes	\$5,200.00	5612.99
1	1.4	Safe Learning Environment for Students.	No	\$4,000.00	1300
1	1.5	Ventilation and Air Quality	No	\$40,000.00	34920.49
1	1.6	Facilities Maintenance and Projects	No	\$20,000.00	32810.66
2	2.1	CAASPP Testing	No	\$700.00	675.04
2	2.2	STEAM Class	Yes	\$99,731.24	103616.47
2	2.3	Digital Curriculum	No	\$25,000.00	22472.50
2	2.4	Traditional Curriculum and Materials	No	\$20,000.00	8991.74
2	2.5	Intervention/RTI	Yes	\$73,261.00	45665.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Professional Development and Coaching	No	\$11,695.00	15245.48
2	2.7	Technology Upgrades and Lending	Yes	\$30,000.00	18595.11
2	2.8	Speech Services	No	\$79,741.00	65605.80
2	2.9	Education Specialist and SPED Aide	No	\$132,987.00	131654.18
2	2.10	SEL- Counseling and School Psychologist	No	\$25,000.00	25253.94
2	2.11	PBIS/MTSS	No	\$500.00	400.00
2	2.12	TK - 8 Teachers	No	\$931,132.04	999055.66
2	2.13	Classroom Aides	Yes	\$143,704	174067.76
2	2.14	Attendance	No	\$500.00	0.00
2	2.15	Equity	No	\$3,000.00	0.00
2	2.16	Music and Arts	Yes	\$32,000.00	31844.68
2	2.17	Habits of Mind & Growth Mindset	No	\$500.00	0.00
2	2.18	After School	Yes	\$100,000.00	109142.83

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Parent Participation and Education	No	\$5,000.00	2518.42
3	3.2	Back to School BBQ & Family Events	No	\$1,000.00	175.95
3	3.3	Fingerprinting	No	\$1,600.00	1024.00
3	3.4	Parent and Student Council Events, Sports, and Family Events	No	\$10,000.00	6571.22
3	3.5	Student Advocates	No	\$7,000.00	0.00
3	3.6	School Garden	No	\$3,500.00	644.44
3	3.7	Health & Wellness	No	\$2,500.00	0.00
3	3.8	Self-Regulation & Mindfulness	No	\$500.00	376.24
3	3.9	Field Trips	No	\$2,000.00	1869.46

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$221,743	\$357,605.63	\$436,736.73	(\$79,131.10)	145.010%	145.010%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Safety and State Reporting Compliance	Yes	\$5,200.00	5612.99	2.02%	2.02
2	2.2	STEAM Class	Yes	\$49,865.64	51808.24	19.36%	19.36
2	2.5	Intervention/RTI	Yes	\$73,261.00	45665.12	28.44%	28.44
2	2.7	Technology Upgrades and Lending	Yes	\$17,000.00	18,595.11	6.60%	6.60
2	2.13	Classroom Aides	Yes	\$88,278.99	174,067.76	34.27%	34.27
2	2.16	Music and Arts	Yes	\$24,000.00	31,844.68	9.32%	9.32
2	2.18	After School	Yes	100,000	109,142.83	45%	45

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,546,289	\$221,743	0	8.708%	\$436,736.73	145.010%	162.162%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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 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.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted 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, target 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.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

FROM: Karissa Feierabend
SUBJECT: 2025-2026 Budget Adoption

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence
2. Social Responsibility
3. Shared Leadership
4. Community Involvement
5. Well-Rounded Child

BACKGROUND/SUMMARY:

The California Education Code (EC) establishes a clear timeline for school board budget adoption for the 2025-26 fiscal year. By June 30th of each year, school boards are required to publicly adopt a final budget for the following year (EC Section 42238). This budget outlines the district's projected revenue and expenditures for all programs and services. There's a close connection between this budget and the Local Control and Accountability Plan (LCAP), which must also be approved by the school board by July 1st (EC Section 41400). The LCAP serves as a blueprint for how Local Control Funding Formula (LCFF) resources will be allocated to address specific student needs and improve academic outcomes. Together, the adopted budget and approved LCAP provide a comprehensive picture of the district's financial plan and its commitment to student success for the upcoming school year.

RECOMMENDED ACTION:

- Receive staff presentation and review questions with staff
- Open public comment
- Close public comment
- Board Discussion
- Recommendation - DIBI board member makes a motion to approve the 2025-2026 Budget.

ATTACHMENTS:

2025-2026 Budget

2025-2026 Certificate of Adoption

2026-2027 & 2027-2028 Budget

2025-2026 Cash Flow Report

Charter Number: _____

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):	
2025-26 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).	
Signed: _____	Date: _____
Charter School Official	
(Original signature required)	
Printed Name: _____	Title: _____

For additional information on the budget report, please contact:	
Charter School Contact:	

Name	

Title	

Telephone	

E-mail Address	

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,768,032.00	2,820,824.00	1.9%
2) Federal Revenue		8100-8299	155,234.00	154,731.00	-0.3%
3) Other State Revenue		8300-8599	475,872.00	418,501.00	-12.1%
4) Other Local Revenue		8600-8799	175,316.00	171,983.00	-1.9%
5) TOTAL, REVENUES			3,574,454.00	3,566,039.00	-0.2%
B. EXPENSES					
1) Certificated Salaries		1000-1999	996,375.00	1,180,488.00	18.5%
2) Classified Salaries		2000-2999	478,505.00	494,529.00	3.3%
3) Employee Benefits		3000-3999	765,631.00	733,903.00	-4.1%
4) Books and Supplies		4000-4999	319,440.00	363,300.00	13.7%
5) Services and Other Operating Expenses		5000-5999	807,779.00	738,178.00	-8.6%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	3,060.00	3,468.00	13.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			3,370,790.00	3,513,866.00	4.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			203,664.00	52,173.00	-74.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			203,664.00	52,173.00	-74.4%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	3,234,062.00	3,437,726.00	6.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,234,062.00	3,437,726.00	6.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			3,234,062.00	3,437,726.00	6.3%
2) Ending Net Position, June 30 (E + F1e)			3,437,726.00	3,489,899.00	1.5%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	376,901.00	334,033.00	-11.4%
c) Unrestricted Net Position		9790	3,060,825.00	3,155,866.00	3.1%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	3,049,846.99		
1) Fair Value Adjustment to Cash in County Treasury		9111	(59,815.00)		
b) in Banks		9120	25,000.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	18,476.08		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
a) Land		9410	146,600.00		
b) Land Improvements		9420	123,705.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	167,860.14		
e) Accumulated Depreciation - Buildings		9435	(21,648.00)		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			3,450,025.21		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	136,996.69		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			136,996.69		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(G11 + H2) - (I7 + J2)			3,313,028.52		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	1,631,911.00	1,678,370.00	2.8%
Education Protection Account State Aid - Current Year		8012	457,583.00	463,916.00	1.4%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	678,538.00	678,538.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			2,768,032.00	2,820,824.00	1.9%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	45,902.00	45,902.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	49,095.00	47,793.00	-2.7%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	33,050.00	33,050.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	8,957.00	8,957.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	18,230.00	19,029.00	4.4%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			155,234.00	154,731.00	-0.3%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	99,060.00	99,060.00	0.0%
Mandated Costs Reimbursements		8550	4,584.00	4,584.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	66,066.00	65,520.00	-0.8%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	115,641.00	115,641.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	32,601.00	32,601.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	157,920.00	101,095.00	-36.0%
TOTAL, OTHER STATE REVENUE			475,872.00	418,501.00	-12.1%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	55.00	55.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	43,333.00	40,000.00	-7.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	24,000.00	24,000.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	107,928.00	107,928.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			175,316.00	171,983.00	-1.9%
TOTAL, REVENUES			3,574,454.00	3,566,039.00	-0.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	905,375.00	1,086,280.00	20.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	89,500.00	92,708.00	3.6%
Other Certificated Salaries		1900	1,500.00	1,500.00	0.0%
TOTAL, CERTIFICATED SALARIES			996,375.00	1,180,488.00	18.5%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	211,636.00	228,499.00	8.0%
Classified Support Salaries		2200	77,109.00	82,275.00	6.7%
Classified Supervisors' and Administrators' Salaries		2300	72,164.00	70,223.00	-2.7%
Clerical, Technical and Office Salaries		2400	115,596.00	111,532.00	-3.5%
Other Classified Salaries		2900	2,000.00	2,000.00	0.0%
TOTAL, CLASSIFIED SALARIES			478,505.00	494,529.00	3.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	265,358.00	307,163.00	15.8%
PERS		3201-3202	87,191.00	93,254.00	7.0%
OASDI/Medicare/Alternative		3301-3302	54,628.00	56,659.00	3.7%
Health and Welfare Benefits		3401-3402	339,907.00	259,728.00	-23.6%
Unemployment Insurance		3501-3502	1,715.00	983.00	-42.7%
Workers' Compensation		3601-3602	16,832.00	16,116.00	-4.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			765,631.00	733,903.00	-4.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	139,836.00	170,632.00	22.0%
Noncapitalized Equipment		4400	46,235.00	56,180.00	21.5%
Food		4700	133,369.00	136,488.00	2.3%
TOTAL, BOOKS AND SUPPLIES			319,440.00	363,300.00	13.7%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	8,730.00	12,237.00	40.2%
Travel and Conferences		5200	14,820.00	18,297.00	23.5%
Dues and Memberships		5300	31,820.00	27,193.00	-14.5%
Insurance		5400-5450	53,000.00	53,000.00	0.0%
Operations and Housekeeping Services		5500	38,250.00	35,250.00	-7.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	134,808.00	134,808.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	512,151.00	443,193.00	-13.5%
Communications		5900	14,200.00	14,200.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			807,779.00	738,178.00	-8.6%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to County Offices		7142	3,060.00	3,468.00	13.3%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			3,060.00	3,468.00	13.3%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			3,370,790.00	3,513,866.00	4.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,768,032.00	2,820,824.00	1.9%
2) Federal Revenue		8100-8299	155,234.00	154,731.00	-0.3%
3) Other State Revenue		8300-8599	475,872.00	418,501.00	-12.1%
4) Other Local Revenue		8600-8799	175,316.00	171,983.00	-1.9%
5) TOTAL, REVENUES			3,574,454.00	3,566,039.00	-0.2%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		1,808,734.00	2,033,975.00	12.5%
2) Instruction - Related Services	2000-2999		511,499.00	359,966.00	-29.6%
3) Pupil Services	3000-3999		542,691.00	461,472.00	-15.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		299,959.00	244,685.00	-18.4%
8) Plant Services	8000-8999		204,847.00	410,300.00	100.3%
9) Other Outgo	9000-9999	Except 7600-7699	3,060.00	3,468.00	13.3%
10) TOTAL, EXPENSES			3,370,790.00	3,513,866.00	4.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			203,664.00	52,173.00	-74.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			203,664.00	52,173.00	-74.4%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	3,234,062.00	3,437,726.00	6.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,234,062.00	3,437,726.00	6.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			3,234,062.00	3,437,726.00	6.3%
2) Ending Net Position, June 30 (E + F1e)			3,437,726.00	3,489,899.00	1.5%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	376,901.00	334,033.00	-11.4%
c) Unrestricted Net Position		9790	3,060,825.00	3,155,866.00	3.1%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	0.00	40,000.00
6266	Educator Effectiveness, FY 2021-22	11,548.00	0.00
6300	Lottery: Instructional Materials	100,416.00	105,096.00
6546	Mental Health-Related Services	7,105.00	7,105.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	125,299.00	99,299.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	27,395.00	27,395.00
7435	Learning Recovery Emergency Block Grant	105,138.00	55,138.00
Total, Restricted Net Position		376,901.00	334,033.00

REDWOOD PREPARATORY CHARTER SCHOOL DISTRICT

ALL FUNDS

BUDGET ADOPTION WORKING BUDGET

FISCAL YEAR 2025-26

6/3/2025

	General Fund/TRANS Unrestricted	General Fund/TRANS Restricted	General Fund/TRANS Total	----- SPECIAL REVENUE FUNDS ----- Cafeteria Fund	Special Reserves	Bond Construction	----- OTHER FUND TYPES ----- County School Facilities	Capital Outlay	Retiree Fund	Capital Facilities	Total All Funds
A. REVENUES											
Local Control Funding Formula	\$ 2,820,824	\$	\$ 2,820,824	\$	\$	\$	\$	\$	\$	\$	\$ 2,820,824
Federal Sources	51,119	103,612	154,731								154,731
Other State Sources	64,000	354,501	418,501								418,501
Other Local Sources		171,983	171,983								171,983
Total Revenue	2,935,943	630,096	3,566,039								3,566,039
B. EXPENDITURES											
Certificated Salaries	1,077,730	102,758	1,180,488								1,180,488
Classified Salaries	360,389	134,140	494,529								494,529
Employee Benefits	579,736	154,167	733,903								733,903
Supplies	163,867	199,433	363,300								363,300
Services & Other Operating	520,796	217,382	738,178								738,178
Capital Outlay											
Other Outgo		3,468	3,468								3,468
Support Costs											
Total Expenditures	2,702,518	811,348	3,513,866								3,513,866
C. EXCESS REVENUES (EXPENDITURES)	233,425	(181,252)	52,173								52,173
D. OTHER FINANCING SOURCES/USES											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(138,384)	138,384									
Total Other Sources (Uses)	(138,384)	138,384									
E. FUND BALANCE INCREASE (DECREASE)	95,041	(42,868)	52,173								52,173
F. ADJUSTED BEGINNING BALANCE	3,060,825	376,901	3,437,726								3,437,726
G. ENDING BALANCE	\$ 3,155,866	\$ 334,033	\$ 3,489,899	\$	\$	\$	\$	\$	\$	\$	\$ 3,489,899

MULTI-YEAR BUDGET PROJECTION

REDWOOD PREPARATORY CHARTER SCHOOL DISTRICT												6/3/2025
ALL FUNDS												
BUDGET ADOPTION MULTI-YEAR PROJECTIO												
FISCAL YEAR 2026-27												
	General Fund/TRANS Unrestricted	General Fund/TRANS Restricted	General Fund/TRANS Total	----- SPECIAL REVENUE FUNDS ----- Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	----- OTHER FUND TYPES ----- Capital Outlay	Retiree Fund	Capital Facilities	Total All Funds	
A. REVENUES												
Local Control Funding Formula	\$ 2,902,564	\$	\$ 2,902,564	\$	\$	\$	\$	\$	\$	\$	\$ 2,902,564	
Federal Sources	51,119	103,612	154,731								154,731	
Other State Sources	64,000	354,501	418,501								418,501	
Other Local Sources		171,983	171,983								171,983	
Total Revenue	3,017,683	630,096	3,647,779								3,647,779	
B. EXPENDITURES												
Certificated Salaries	1,102,966	104,071	1,207,037								1,207,037	
Classified Salaries	374,511	136,355	510,866								510,866	
Employee Benefits	600,954	155,309	756,263								756,263	
Supplies	163,867	203,827	367,694								367,694	
Services & Other Operating	519,408	205,834	725,242								725,242	
Capital Outlay												
Other Outgo		3,468	3,468								3,468	
Support Costs												
Total Expenditures	2,761,706	808,864	3,570,570								3,570,570	
C. EXCESS REVENUES (EXPENDITURES)	255,977	(178,768)	77,209								77,209	
D. OTHER FINANCING SOURCES/USES												
Interfund Transfers In												
Interfund Transfers Out												
Other Sources												
Other Uses												
Contributions	(142,310)	142,310										
Total Other Sources (Uses)	(142,310)	142,310										
E. FUND BALANCE INCREASE (DECREASE)	113,667	(36,458)	77,209								77,209	
F. ADJUSTED BEGINNING BALANCE	3,155,866	334,033	3,489,899								3,489,899	
G. ENDING BALANCE	\$ 3,269,533	\$ 297,575	\$ 3,567,108	\$	\$	\$	\$	\$	\$	\$	\$ 3,567,108	

MULTI-YEAR BUDGET PROJECTION

REDWOOD PREPARATORY CHARTER SCHOOL DISTRICT												6/3/2025
ALL FUNDS												
BUDGET ADOPTION MULTI-YEAR PROJECTIO	General	General	General	----- SPECIAL REVENUE FUNDS -----			----- OTHER FUND TYPES -----					
	Fund/TRANS	Fund/TRANS	Fund/TRANS	Cafeteria	Special	Bond	County School	Capital	Retiree	Capital	Total	
FISCAL YEAR 2027-28	Unrestricted	Restricted	Total	Fund	Reserves	Construction	Facilities	Outlay	Fund	Facilities	All Funds	
A. REVENUES												
Local Control Funding Formula	\$ 2,998,735	\$	\$ 2,998,735	\$	\$	\$	\$	\$	\$	\$	\$	2,998,735
Federal Sources	51,119	103,612	154,731									154,731
Other State Sources	64,000	354,501	418,501									418,501
Other Local Sources		171,983	171,983									171,983
Total Revenue	3,113,854	630,096	3,743,950									3,743,950
B. EXPENDITURES												
Certificated Salaries	1,139,507	105,004	1,244,511									1,244,511
Classified Salaries	390,368	139,814	530,182									530,182
Employee Benefits	618,192	156,867	775,059									775,059
Supplies	163,867	183,122	346,989									346,989
Services & Other Operating	517,408	165,733	683,141									683,141
Capital Outlay												
Other Outgo		3,468	3,468									3,468
Support Costs												
Total Expenditures	2,829,342	754,008	3,583,350									3,583,350
C. EXCESS REVENUES (EXPENDITURES)	284,512	(123,912)	160,600									160,600
D. OTHER FINANCING SOURCES/USES												
Interfund Transfers In												
Interfund Transfers Out												
Other Sources												
Other Uses												
Contributions	(148,592)	148,592										
Total Other Sources (Uses)	(148,592)	148,592										
E. FUND BALANCE INCREASE (DECREASE)	135,920	24,680	160,600									160,600
F. ADJUSTED BEGINNING BALANCE	3,269,533	297,575	3,567,108									3,567,108
G. ENDING BALANCE	\$ 3,405,453	\$ 322,255	\$ 3,727,708	\$	\$	\$	\$	\$	\$	\$	\$	3,727,708
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====

REDWOOD PREPARATORY CHARTER SCHOOL DISTRICT
CASH FLOW WORKSHEET -- GENERAL FUND (INCLUDES RESERVE)

2025-2026

	0	1	2	3	4	5	6	7	8	9	10	11	12	
Actuals through the month of:	Before FY start	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
Beginning Cash		3,067,971	3,054,703	2,941,264	3,022,507	3,024,985	2,974,720	3,048,738	2,946,665	2,826,053	2,929,354	2,878,862	2,817,030	
Local Control Funding Formula		81,596	116,530	332,719	195,392	195,392	311,371	195,392	151,053	424,015	205,285	205,285	364,408	42,385
Federal Revenues		-	-	7,169	-	2,500	21,770	3,612	-	8,550	3,612	13,220	24,261	70,037
State Revenues		8,024	57,554	14,443	80,353	15,131	14,443	16,506	14,443	14,443	30,823	14,443	101,669	36,226
Local Revenues		6,507	6,507	11,713	21,713	11,713	11,713	21,713	11,454	11,454	11,454	21,454	12,254	12,331
Sources		-	-	-	-	-	-	-	-	-	-	-	-	-
Receivables		8,458	-	-	-	-	-	-	-	-	-	47,270	-	-
1000		18,451	108,178	113,179	111,589	111,400	116,442	109,527	117,759	122,000	113,799	122,278	15,886	-
2000		7,325	36,634	38,867	35,262	37,704	46,230	44,601	56,843	55,511	53,302	54,894	27,359	-
3000		9,100	58,199	59,759	58,671	59,017	61,848	60,281	64,825	65,063	63,281	64,028	109,830	-
4000		32,126	57,683	30,115	27,664	13,979	19,582	27,872	18,021	21,533	27,953	71,631	15,140	-
5000		50,851	33,337	42,882	61,795	52,900	41,178	97,015	40,115	91,056	43,330	50,674	133,046	-
6000		-	-	-	-	-	-	-	-	-	-	-	-	-
7000		-	-	-	-	-	-	-	-	-	-	-	3,468	-
TF in		-	-	-	-	-	-	-	-	-	-	-	-	-
TF out		-	-	-	-	-	-	-	-	-	-	-	-	-
Uses		-	-	-	-	-	-	-	-	-	-	-	-	-
Payables		-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
TRANS Note Payable		-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Balance		3,054,703	2,941,264	3,022,507	3,024,985	2,974,720	3,048,738	2,946,665	2,826,053	2,929,354	2,878,862	2,817,030	3,014,893	

Total Projected Receivables (including deferred appropriations if any): 160,979

Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: \$3,014,893

FROM: Karissa Feierabend

SUBJECT: Discipline Matrix and Supporting Behavior Management Materials

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence
2. Social Responsibility
3. Shared Leadership
4. Community Involvement
5. Well-Rounded Child

BACKGROUND/SUMMARY:

The updated Student Discipline Matrix for Redwood Preparatory Charter School reflects our commitment to a restorative approach to discipline and a Multi-Tiered System of Supports (MTSS) framework. This revised matrix, informed by valuable feedback from teachers, classified staff, and parents, aims to foster a positive and supportive learning environment by focusing on repairing harm, building relationships, and promoting accountability. To provide a comprehensive understanding of our philosophical underpinnings and practical application of this approach, we have also developed a detailed cover letter.

In addition to the updated Discipline Matrix and accompanying cover letter, we have created user-friendly tools to support consistent implementation by staff. These include a standardized behavior tracking form and a clear levels of behavior chart designed for staff use. These resources will facilitate a consistent and progressive response to student behavior, ensuring that interventions and consequences are implemented fairly and effectively, while always considering the individual needs and circumstances of each student within our whole-child approach. We are confident that these updated materials will further enhance our ability to teach prosocial behavior and promote positive change within our school community.

RECOMMENDED ACTION:

- ☐ Receive staff presentation and review questions with staff
- ☐ Open public comment
- ☐ Close public comment
- ☐ Board Discussion
- ☐ Recommendation - DIBI board member makes a motion to approve the updated Discipline Matrix and Supporting Behavior Management Materials

ATTACHMENTS: Discipline Matrix and Supporting Behavior Management Materials



REDWOOD PREPARATORY CHARTER TIMBER WOLVES

Introduction to the Discipline Matrix: A Restorative Approach

At Redwood Preparatory Charter School, we believe that a restorative approach to discipline is essential for fostering a positive and supportive learning environment. Restorative practices focus on repairing harm, building relationships, and promoting accountability. This approach emphasizes the importance of understanding the root causes of misbehavior and working collaboratively to find solutions that address the needs of all parties involved.

Multi-Tiered System of Supports (MTSS)

We utilize a Multi-Tiered System of Supports (MTSS) framework to provide students with the appropriate level of support and interventions. MTSS involves three tiers of support:

- **Tier 1 (Universal):** These interventions are provided to all students and are designed to prevent and address common behavioral challenges.
- **Tier 2 (Targeted):** These interventions are targeted for students who require additional support beyond Tier 1 interventions.
- **Tier 3 (Intensive):** These interventions are individualized for students who need intensive support to address their behavioral needs.

Restorative practices are integrated into all three tiers of our MTSS framework. Research has shown that restorative practices can be effective in reducing negative behaviors, improving school climate, and enhancing student engagement (e.g., Restorative Justice Project, 2018).

Whole Child Approach

Our school is committed to a whole child approach, focusing on the social, emotional, and academic needs of each student. We believe that all students have the potential to succeed, and we strive to create a supportive and inclusive environment where they can thrive. Restorative practices nurture the whole child in the following ways:

1. Emotional Well-being:

- **Empathy and Understanding:** Restorative practices foster empathy by encouraging individuals to understand the impact of their actions on others. This helps students develop emotional intelligence and compassion.



REDWOOD PREPARATORY CHARTER TIMBER WOLVES

- **Conflict Resolution:** Restorative circles provide a safe space for students to discuss conflicts, express their feelings, and find mutually beneficial solutions. This empowers them to manage their emotions effectively and resolve disagreements peacefully.

2. Social Relationships:

- **Community Building:** Restorative practices emphasize building strong relationships within the school community. This creates a sense of belonging and support, which is essential for students' social and emotional well-being.
- **Cooperation and Collaboration:** Restorative circles promote cooperation and collaboration among students. By working together to address issues and find solutions, students learn valuable social skills that will benefit them throughout their lives.

3. Academic Achievement:

- **Positive School Climate:** A restorative school climate characterized by respect, empathy, and understanding can have a positive impact on academic achievement. When students feel safe, supported, and connected to their school community, they are more likely to be engaged in their learning.
- **Accountability and Responsibility:** Restorative practices hold students accountable for their actions while also providing opportunities for them to make amends and learn from their mistakes. This can foster a sense of responsibility and ownership, which can lead to improved academic performance.

Student Discipline Code

The student discipline code applies to all students attending Redwood Preparatory Charter School (RPCS), including on-campus, off-campus, during school-sponsored activities, and through electronic means. Discipline should be progressive, considering the severity of the violation and the student's prior conduct. Suspension may be used as a last resort.

Restorative Approach to Discipline

The goal of discipline at RPCS is to teach prosocial behavior and promote positive change. A restorative approach focuses on understanding the root causes of behavior, repairing harm, and building relationships.



REDWOOD PREPARATORY CHARTER TIMBER WOLVES

Key Elements of Restorative Discipline:

- **Understanding:** Students should understand why their behavior is unacceptable and the harm it has caused.
- **Reflection:** Students should reflect on their actions and consider alternative behaviors.
- **Support:** Students should receive support and guidance to learn new skills and make positive changes.
- **Repair:** Students should be given opportunities to repair the harm they caused.
- **Responsibility:** Students should take responsibility for their actions.

Discipline Interventions and Consequences

Restorative discipline and other corrective measures refer to more formal actions taken by site administration to maintain high behavioral expectations, holding all students accountable. These measures may be used in lieu of or in addition to traditional disciplinary actions, such as suspension. They may include:

- **Restorative conferences:** Meet with students, parents, and school administrators to discuss behavior and develop a plan for moving forward.
- **Behavior support plans:** Create individualized plans to address specific behavioral challenges.
- **Restitution:** Have students make amends for their actions.
- **Community service:** Involve students in community service projects.
- **Social Emotional Supports:** Refer students to additional support services.
- **Focused Learning Task:** Educational assignment or presentation may be assigned as an alternative method for students to demonstrate their understanding of improved problem-solving and conflict-resolution strategies

Consequences and Interventions

Understanding that consequences and interventions represent “teachable moments” is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of prosocial behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. A restorative culture helps students who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Reflect on their personal feelings about what happened
4. Determine how to repair the harm and solve the problem



REDWOOD PREPARATORY CHARTER TIMBER WOLVES

5. Take responsibility for their action
6. Be given the opportunity to learn prosocial strategies and skills to use in the future
7. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair and impartial. These procedures were developed to establish a uniform Tiered Behavior Discipline Matrix. It is expected that this matrix would be followed and consistently enforced throughout RPCS. All school staff who are authorized to impose disciplinary actions are expected to do so in a prompt, fair and lawful manner, and to place emphasis on the student's ability to grow in self-discipline. All staff are to assure due process for students. When choosing interventions and consequences for a student's behavior, staff should consider the following factors:

1. Age, health, maturation and disability or special education status of the student
2. Student's prior conduct and record of behavior
3. Student's understanding of the impact of their behavior
4. Student's willingness to repair the harm caused by their behavior
5. Seriousness of the behavior offense and the degree of harm caused
6. Impact of the incident on overall school community
7. Whether the student's violation threatened the safety of any student or staff member
8. The likelihood that a lesser intervention or consequence would adequately address the violation

When students are disruptive or act inappropriately, staff shall determine the level of consequence and intervention needed to assist the student in bringing about proper conduct. Consequences should be paired with an appropriate intervention that reflects a culture of restorative practices. Levels of interventions and consequences shall be applied in a logical, appropriate, and consistent manner.

Redwood Preparatory Charter School Discipline Matrix

Level 1	Incidental Behaviors- Classroom and Staff Managed Behaviors (Non-Recorded)						
These interventions and consequences aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible interventions and consequences by teachers and administrators if applicable that may be used. Parent/Guardian notification required.							
	<u>Behavior/Offense</u>	<u>Possible Interventions</u>	<u>Possible Consequences (at discretion of the administration)</u>	<u>Loss of Sports Eligibility</u>	<u>Suspension</u>	<u>Recommended for Expulsion</u>	<u>Law Enforcement Notified</u>
	Disrespectful (rude or dismissive) behaviors						
	Disruptive or Unsafe Behaviors (e.g. pulling fire alarm)						
	Ignoring Directions						
	Poor Sportsmanship	<ul style="list-style-type: none">• verbal redirection• time out from preferred activity	<ul style="list-style-type: none">•parent/guardian notification (required)•restorative action plan				
	Unfinished Classwork or Missing Homework	<ul style="list-style-type: none">• practicing the skill• verbal corrective feedback	<ul style="list-style-type: none">•student verbal or written apology to persons affected	No	NO	NO	NO
	Name Calling	<ul style="list-style-type: none">• study hall	<ul style="list-style-type: none">•written reflection relevant to misbehavior				
	Picking on, Bothering, or Distracting Other Students	<ul style="list-style-type: none">• restate directions• clear expectations and modeling appropriate behavior					
	Use of Profanity (not directed at another person)	<ul style="list-style-type: none">• education on good sportsmanship					

Level 2	Minor Behaviors- Staff Managed (recorded)					
These interventions and consequences are used in response to a disciplinary referral, implemented by administrators. The aim is to include logical consequences and instructions, and supportive services needed to correct and improve behavior and ensure successful learning consistencies.						
<u>Behavior/Offense</u>	<u>Possible Interventions</u>	<u>Possible Consequences (at discretion of the administration)</u>	<u>Loss of Sports Eligibility</u>	<u>Suspension</u>	<u>Recommended for Expulsion</u>	<u>Law Enforcement Notified</u>
Chronic Level 1 Infractions that impede the learning of self and others	•Any Level 1 Intervention •behavior form •SST •refer for additional school based supports •IEP/504 meeting (if applicable) •Manifestation Determination (if applicable) •referral to school resource officer	•Any Level 1 Consequence •parent/guardian notification (required) •community service/energy replacement •conference with administrator •restorative activities •assignment of a "buddy" classroom •loss of privileges •focused learning task •Saturday school	Possibly	No	NO	NO
Academic Dishonesty (e.g. plagiarism, cheating)						
Habitual disrespect (mocking or insults)						
Habitual defiance of authority						
Elopement/cutting class/leaving school grounds without permission						
Lying/fraud/forging a parent signature						
Roughhousing/physical horseplay						
Violation of acceptable tech use policy						

	Administrator Managed- Major (Referred/Recorded)						
	If suspension is recommended, the duration is to be limited as much as possible while adequately addressing the behavior. Alternatives to suspension should be considered and implemented wherever possible/practicable. Suspension decision should focus on the severity of the behavior, and the safety of the school community, or because Level 1 and Level 2 interventions and consequences have failed to bring about proper conduct.						
	<u>Behavior/Offense</u>	<u>Possible Interventions</u>	<u>Possible Consequences (at discretion of the administration)</u>	<u>Loss of Sports Eligibility</u>	<u>Suspension</u>	<u>Recommended for Expulsion</u>	<u>Law Enforcement Notified</u>
	Chronic Level 2 infractions that impede the learning of self and others	•Any Level 1 intervention •Any Level 2 intervention	•Any Level 1 consequence •Any Level 2 consequence •parent/guardian notification (required) • 1-5 day suspension •Notification of law enforcement (if possession of a large quantity of controlled substances or alcohol – as determined by Director, suggesting that student is supplying or selling)(required) •referral for expulsion	YES	1 to 5 day suspension	May refer for expulsion	Notification of law enforcement (if possession of a large quantity of controlled substances or alcohol – as determined by Director, suggesting that student is supplying or selling)(required)
	Habitual profanity/vulgarity						
	Harassment, intimidation, or bullying, including Cyber Bullying						
	Fighting/willful use of force or violence (except in self-defense)						
	Causing or attempting to cause physical injury to another, or aiding/abetting infliction of physical injury on another person						
	Possessing, using, or furnishing alcohol, nicotine, or any controlled substance						
	Committing robbery or extortion						
	Causing or attempting to cause damage to school or private property						
	Possessing an imitation firearm (e.g. bb gun, airsoft gun)						
	Engaging in hazing behavior						
	Possessing a knife or other dangerous object						
	Making a terroristic threat (e.g. bomb threat or school shooting threat, engaging in or attempting to engage in an act of arson)						

Level 4	Zero-Tolerance Offenses					
Mandatory suspension and recommendation for expulsion.						
Behavior/Offense	Possible Intervention	Mandatory Consequences	Loss of Sports Eligibility	Suspension	Recommended for Expulsion	Law Enforcement Notified
Branding a knife or committing assault with a knife or other deadly weapon	<ul style="list-style-type: none"> • IEP/504 meeting (as applicable) • Manifestation Determination Review meeting (as applicable) 	<ul style="list-style-type: none"> • parent/guardian notification (required) • Mandatory suspension and recommendation for expulsion. • Notification of law enforcement 	YES	YES	YES	YES
Alcohol use/possession						
Selling a controlled substance						
Possessing, selling, or furnishing a firearm						
Committing or attempting to commit a sexual battery or sexual assault.						

School Discipline Referral Levels

Handled by Teacher/Support Staff		Handled in Office	
<p>Level 1 – Incidental Behaviors (Non-referred/Non-recorded)</p> <ul style="list-style-type: none"> • Restorative Practices • Warning • verbal redirection • time out from preferred activity • practicing the skill • verbal corrective feedback • study hall • restate directions • clear expectations and modeling appropriate behavior • education on good sportsmanship • Prompt Break 	<p>Level 2 – Minor Behaviors (Recorded)</p> <ul style="list-style-type: none"> • Fill out BT Form • parent/guardian notification (required) • community service/energy replacement • conference with administrator • restorative activities • assignment of a "buddy" classroom • loss of privileges • focused learning task • Saturday school 	<p>Level 3 – Major Behaviors (Referred/Recorded)</p> <ul style="list-style-type: none"> • Fill out BT Form • Consequence decided by Administrator 	<p>Level 4 – Zero-Tolerance Offences (Referred/Recorded)</p> <ul style="list-style-type: none"> • Fill out BT Form • Restorative Practices • Suspension from school • Consequence decided by Administrator
<p>-Disrespectful (rude or dismissive) behaviors</p> <p>-Disruptive or Unsafe Behaviors (e.g. pulling fire alarm)</p> <p>-Ignoring Directions</p> <p>-Poor Sportsmanship</p> <p>-Unfinished Classwork or -Missing Homework</p> <p>-Name Calling</p> <p>-Picking on, Bothering, or</p> <p>-Distracting Other Students</p> <p>-Use of Profanity (not directed at another person)</p>	<p>- Chronic Level 1 Infractions that impede the learning of self and others</p> <p>-Academic Dishonesty (e.g. plagiarism, cheating)</p> <p>-Habitual disrespect (mocking or insults)</p> <p>-Habitual defiance of authority</p> <p>-Elopement/cutting class/leaving school grounds without permission</p> <p>-Lying/fraud/forging a parent signature</p> <p>-Roughhousing/physical horseplay</p> <p>-Violation of acceptable tech use policy</p>	<p>-Habitual profanity/vulgarity</p> <p>-Harassment, intimidation, or bullying, including Cyber Bullying</p> <p>-Fighting/willful use of force or violence (except in self-defense)</p> <p>-Causing or attempting to cause physical injury to another, or aiding/abetting infliction of physical injury on another person</p> <p>-Possessing, using, or furnishing alcohol, nicotine, or any controlled substance</p> <p>-Committing robbery or extortion</p> <p>-Causing or attempting to cause damage to school or private property</p>	<p>-Brandishing a knife or committing assault with a knife or other deadly weapon</p> <p>Alcohol use/possession</p> <p>-Selling a controlled substance</p> <p>-Possessing, selling, or furnishing a firearm</p> <p>-Committing or attempting to commit a sexual battery or sexual assault.</p>

School Discipline Referral Levels

		<ul style="list-style-type: none">-Possessing an imitation firearm (e.g. bb gun, airsoft gun)-Engaging in hazing behavior-Possessing a knife or other dangerous object-Making a terroristic threat (e.g. bomb threat or school shooting threat, engaging in or attempting to engage in an act of arson)	
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REDWOOD PREPARATORY CHARTER TIMBER WOLVES

Behavior Tracking Form

Student Name: _____

Reporting Adult: _____

Date of Incident: _____

Behavior Level:

- ☐ Chronic Level 1
- ☐ Level 2
- ☐ Level 3
- ☐ Level 4

Behavior of Concern: _____

Location: _____

Follow-Up:

- ☐ Restorative Practice
- ☐ Reflection Form
- ☐ Re-Teach Expectations
- ☐ Energy Replacement
- ☐ Consequence: _____
- ☐ Referred to Ms. Moe or Ms. Feierabend (chronic level 2, level 3 or level 4)
- ☐ Parent Contact

Signature of reporting adult: _____ Date: _____

*****Office Managed*****

Signature of Administrator or Designee: _____

Notes:

FROM: Karissa Feierabend
SUBJECT: Family Handbook

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence
2. Social Responsibility
3. Shared Leadership
4. Community Involvement
5. Well-Rounded Child

BACKGROUND/SUMMARY:

Annually, the Board of Directors reviews and approves the Family Handbook. This year, two key revisions have been made for your review and approval:

- The **Discipline Matrix** has been updated.
- The **Transportation** section, located on page 11, has been revised. All changes are indicated in red font.

It is my recommendation that the board approve the updated Family Handbook.

RECOMMENDED ACTION:

- ☐ Receive staff presentation and review questions with staff
- ☐ Open public comment
- ☐ Close public comment
- ☐ Board Discussion
- ☐ Recommendation - DIBI board member makes a motion to approve the Family Handbook

ATTACHMENTS:

Family Handbook



Family Handbook

Redwood Preparatory Charter
1480 Ross Hill Road Fortuna, CA 95540

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GENERAL INFORMATION

Mission Statement

Redwood Preparatory Charter School is a community of learners that exists to inspire each student to academic excellence using research-based best practices and innovative means to build a passion for learning, a solid foundation of knowledge, and a strong sense of social responsibility.

Vision Statement

Our school shall be built upon a foundation consisting of the following five core values: Academic Excellence, Sense of Community, Social Responsibility, Collaborative Leadership, and Educating the Whole Child.

Redwood Preparatory Charter School is committed to offering a quality, rigorous and meaningful educational program that sets students on the path to college, and empowers students to become productive, healthy, ethical citizens in a changing society. Through a curriculum based on core academic standards and research based best practices, we will empower students to become self-motivated, lifelong learners. Utilizing assessments and data to guide our instruction, we will ensure that all students reach their highest levels of academic achievement.

Through participation in classroom, school, local and global communities, Redwood Preparatory Charter will nurture respect for diversity and civic responsibility. We will establish a vigorous learning community that reflects and supports our common core values. Children develop social responsibility and feel a greater sense of belonging in an environment which promotes close, long term relationships between classmates and teachers. In an atmosphere of collaboration and family involvement, which embraces considerate and clear communication, we believe that children flourish and grow to be healthy, competent, engaged members of our society.

Students thrive when offered opportunities to expand experiences through enrichment. We will foster a culture of exploration through programs and choices that promote individual and collaborative inquiry. We aim to educate the whole child by integrating drama, music, art, technology, and athletics into the curriculum. These experiences teach students to problem solve, work creatively and develop perseverance. By integrating our five core values, Redwood Preparatory Charter School is committed to educating students that are equipped with the essential skills, knowledge, and passion for learning that are critical for success in the 21st Century.

Core Values

Redwood Preparatory will be an academically rigorous school that values community, fosters social responsibility, and develops well-rounded students who are prepared for the challenges of the 21st century. We are committed to providing research-based instruction that incorporates best practices for meaningful learning. At Redwood Prep, we embrace five core values that reflect the mission and vision of our learning community. We believe these core values to be essential components of an optimal learning environment. These core values incorporate instructional practices in which learning best occurs:

1. High expectations for academic excellence
2. A focus on classroom, school, local, national, and global community
3. An emphasis on individual and social responsibility
4. Collaborative and collective leadership
5. Well-rounded educational opportunities

Our five core values function as the foundation upon which we structure our daily instruction to achieve student success academically, socially, and emotionally. These core values are the guiding force in creating a school that meets the needs of 21st century learners.

Hours of Operation

Monday through Thursday

TK 8:00 a.m. - 1:00 p.m.

Kindergarten

8:00 a.m. – 2:00 p.m. .

Grades 1 - 8

8:00 a.m. – 3:15 p.m.

Fridays & Minimum Days

Grades TK - 8

8:00 - 12:30

Enrichment

3:30 p.m. – 4:30 p.m.

After School Care

M - Th (1:00 TK 2:00 Kindergarten) 3:15 p.m. – 6:00 p.m. Friday 12:00 - 5:30

Parent Involvement

In order to create a flourishing community made up of students, parents, faculty and staff, we encourage each family to contribute to the success of Redwood Preparatory Charter School by making a commitment of 30 volunteer hours annually. These volunteer hours will most benefit our students if they are spent in ways that reflect each family's talents, interests, abilities, and availability. We appreciate your investment in your child and in our school! Hours may begin accruing as soon as enrollment is complete and can be completed at any time throughout the school year. There are many ways to be involved at Redwood Prep, such as:

* Supervise a club - Yearbook, Chess, Gardening etc.

* Chaperoning field trips

* Serve on a parent advisory group (family events planning, facilities committee, fundraising, parent council, Dream It Be It Board of Directors, coaching, etc.)

Volunteering is not mandatory. No student's enrollment status will be affected by a family's inability to volunteer.

All volunteers must submit:

*Fingerprints

*TB Form

*Volunteer Agreement

***Coaches must also receive training for CPR/First Aid and any other relevant issues.

Attendance

Regular attendance plays an important role in student achievement. Redwood Prep recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6-18 are obligated to send their children to school unless otherwise provided by law.

Excused Absences

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
 - a. Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
5. For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:
 - a. To access services from a victim services organization or agency.
 - b. To access grief support services.
 - c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

6. Participation in religious instruction or exercises as follows:

a. The student shall be excused for this purpose on no more than four (4) school days per month.

7. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).

8. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
9. Attendance at the student's naturalization ceremony to become a United States citizen.
10. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
11. Authorized at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
12. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
13. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
14. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
15. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - a. A middle school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.
 - b. A middle school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
16. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
 - a. Appearance in court.
 - b. Observance of a holiday or ceremony of the pupil's religion (not to exceed one schoolday per semester).
 - c. Attendance at religious retreats.
 - d. Attendance at an employment conference.
 - e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Please call the school in the morning, before 8:00 a.m., of the first day your child will not be attending. If they have a medical or dental appointment, please bring them to school before the appointment or return them afterwards. We request that an Independent Study be arranged when students are absent when possible.

Independent Study

Independent Study is a voluntary optional educational alternative in which no pupil may be required to participate. Pursuant to Ed Code 48915 or 48917, an alternative of classroom instruction must be offered. Regular attendance is essential for students to gain the knowledge and skills necessary to successfully complete the academic standards for each grade level. If a student must be absent for prolonged illness, medical recovery, or travel or a family emergency which will keep them out of the classroom, please contact the office so that an Independent Study Agreement may be arranged.

Truancy

We strongly encourage students to arrive at least five minutes before school begins. Students who are late to school need to come by the office to receive a tardy slip prior to going to class. If a student is tardy nine or more days or is chronically absent, they may be referred to SARB (Student Attendance Review Board) for a formal attendance plan.

HEALTH AND SAFETY

In order to provide safety for all students and staff, Redwood Preparatory Charter implements full health and safety procedures and risk management policies at our school site in consultation with the insurance carrier and risk management experts.

Procedures for Campus Visitors

All campus visitors must sign-in at the school office and wear a visitor badge while on campus.

Fingerprinting Policy for Volunteers

All volunteers must be fingerprinted.

Do I need to be fingerprinted if I am a volunteer or employee of another government agency or outside organization?

Yes! Agencies are not allowed to share confidential information. RPC is liable for all volunteers registered through the school and must receive clearance on its own. So for example if you work for or were previously employed by places like but not limited to Humboldt County, CR or HSU, you still require fingerprinting with RPC. If you work or have worked at another school and have been fingerprinted through HCOE (Office of Education) you may provide proof of fingerprint clearance and do not need to be reprinted.

Volunteers who continue volunteering beyond one school year will not need to get fingerprinted again.

TB Tests

New volunteers must complete a TB questionnaire (Good for 2 years and then a new form must be completed)

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

Medication in School

In order for a pupil to be assisted by a school nurse or other designated school personnel, Redwood Prep must obtain both a written consent from the physician, surgeon, or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken. Additionally, we require a written consent from the parent, foster- parent, or guardian of the pupil indicating the desire that the school assist the pupil in the matters set forth in the statement of the physician and surgeon or physician assistant. Consent forms are available in the office.

Any medications that can be administered at home must be given at home.

Food Service

Redwood Prep serves breakfast daily from 7:30 to 8:00 a.m. and lunch 11:00 am to 1:00pm. Students must pre-order at the beginning of each month. Students may eat and drink in class as the teachers allow. Energy drinks are not allowed. All other expectations in regards to food and drink in a classroom is up to the discretion of the teacher.

Emergency Preparedness

Redwood Preparatory Charter shall adhere to its School Safety Plan drafted specifically to meet the needs of the school site in conjunction with law enforcement and the Fire Marshall. This Plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The School Safety Plan shall be kept on file for review. Redwood Preparatory Charter staff shall be trained annually on the safety procedures outlined in the plan.

Drug Free/Alcohol Free/Smoke Free Environment

Redwood Preparatory Charter is a drug, alcohol and tobacco free workplace.

Facility Safety

The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills monthly. Records of full facilities compliance shall be maintained on file.

Transportation

Transportation to and from school will be the sole responsibility of the families of Redwood Prep students. The school will not provide transportation to students unless required pursuant to an individual education plan (IEP) for a student with a disability. **To ensure the safety and well-being of all students, and in compliance with state and local regulations, students are not permitted to ride electric or gas-powered scooters (e.g., stand-up scooters, mopeds, mini-bikes) to and from school.** This policy is in place primarily because the majority of our students do not meet the legal age requirements for operating such vehicles on public roads and sidewalks, which often necessitate a driver's license or permit. Beyond legal compliance, these vehicles can pose significant safety risks in busy school zones and on public pathways, especially when operated by individuals without proper training or licensure. Furthermore, the use of these vehicles by minors can raise complex issues regarding insurance coverage and liability in the event of an accident. While we understand these scooters can be a convenient mode of transportation, given the age restrictions and safety considerations, we must prioritize the safety of our entire student body. We encourage families to utilize other permissible forms of transportation, such as walking, bicycling (with appropriate safety gear), or traditional carpooling/drop-off.

PARTICIPATION IN RPREP EXTRACURRICULAR ACTIVITIES

Eligibility Requirements

Since students will be representing Redwood Preparatory Charter (“Redwood Prep”) school and community, there are certain eligibility standards that Redwood Prep requires all students participating in extracurricular activities to adhere to:

5th & 6th Grade:

Eligibility at fifth (5th) and sixth (6th) grade will be determined by work completion and upholding behavior standards. A student engaging in behavior as defined in the Redwood Prep discipline matrix may be ineligible to participate. Initial eligibility to participate in an extracurricular activity will be determined by the classroom teacher.

After initial eligibility has been met and a student begins an extracurricular activity, if the student is not completing classwork, homework, and/or exhibiting concerning behavior, parents/guardians and the teacher will meet together to create a written plan for improvement. The student will be given a two (2) week probationary period to meet the expectations outlined in the plan for improvement. A student failing to meet the improvement expectations will lose eligibility for either the season (sports teams, cheer, seasonal activities) or until the start of the next trimester (band, student council, yearbook, yearlong activities). Grades will not be a factor in determining eligibility until the student commences 7th grade.

Attendance at Practice Sessions:

Attendance at practice sessions is mandatory. No student is expected to practice if they are ill. If a student must miss a practice for reasons other than illness, arrangements must first be made with the coach/instructor. Failure to do so may result in loss of eligibility.

School Attendance:

Each student must attend school on the day of practice or game/activity to participate. Even if a student is participating in Independent Study, it disqualifies the student from participating in that day’s practice/game/activity. On game/activity days, each student must attend a full day of school unless other arrangements have been approved by the student’s homeroom teacher. If a student is released early on game/activity days, the student must attend school until the designated release time to maintain eligibility. The designated release time will be set by the coach and the athletic director for sports and the instructor/administration for other activities.

Return after Injury:

If an athlete has an injury that requires a health care provider’s care, written clearance from the healthcare provider must be submitted to the Athletic Director/School before resuming participation in practice and/or games.

7th & 8th Grade:

Eligibility in seventh (7th) and eighth (8th) will be based on grades and behavior and will be determined at eligibility checks** throughout the school year.

Extracurricular Eligibility Checks: See Extracurricular Handbook

Initial eligibility is based on Trimester 3 grades and behavior from previous school year
TBD
TBD
TBD

**Eligibility for students with an Individualized Education Program ("IEP") or a Section 504 Plans will be determined in accordance with these plans.

Grades - Each student must meet the minimum requirements at eligibility checks to participate in athletics. Each student must earn at least a 2.5 grade point average ("GPA") within each curricular area: Math, Science, Language Arts & Social Studies. A student will be given a one (1) week warning prior to eligibility checks to bring their grades up. The responsibility to make-up missed assignments, schedule test retakes, or any other actions to improve scores rests solely with the student. If grades do not meet the minimum requirements at the eligibility check, the student will lose eligibility for the rest of that season for seasonal activities and until the next trimester for year-long activities.

Behavior- If a student earns three (3) detentions within a season the student will become ineligible to play for the remainder of the season.

Attendance at Practice Sessions:

Attendance at practice sessions is mandatory. A student is not expected to practice if they are ill. If a student must miss a practice for reasons other than illness, arrangements must first be made with the coach/instructor. Failure to do so may result in loss of eligibility.

School Attendance:

Each student must attend school on the day of practice or game/activity to participate. Even if a student is participating in Independent Study it disqualifies the student from participating in that day's practice/game/activity. On game/activity days, each student must attend a full day of school unless other arrangements have been approved by the student's homeroom teacher. If a student is released early on game/activity days, the student must attend school until the designated release time to maintain eligibility. The designated release time will be set by the coach and the athletic director for sports and the instructor/administration for other activities.

Return after Injury:

If an athlete has an injury that requires healthcare provider's care, written clearance from the healthcare provider must be submitted to the Athletic Director/School before resuming participation in practice and/or games.

Player' s Code of Conduct

1. I know that sportsmanship and fair play will be first and foremost on my mind.
2. I will show respect to my coach and teammates.
3. I will show respect to the officials.
4. I will not use vulgar or foul language.
5. I will not be involved in unlawful activities or use drugs, alcohol or tobacco products.
6. I will be on time and at all practices. Illness or medical appointments are excused absences. I will let the coach know about "expected" appointments.
7. I know that I must maintain good grades or risk suspension from the team.
8. I know that I must follow all school rules as outlined in the student handbook, or I risk suspension from the team.
9. I understand the school's playing time policy, and I will abide by the policy.
10. I know that the uniform issued to me must be returned at the end of the season in good condition and failure to do so will result in a minimum \$75.00 penalty.
11. I know that failure to follow these rules could result in suspension from the team.

Parent' s Code of Conduct

1. I/we will support my/our child during the game.
2. I/we will show good sportsmanship at all times.
3. As a parent, I/we know that I/we represent Redwood Prep Charter.
4. I/we will not coach the players during the game.
5. I/we will not yell at the coach.
6. I/we will not yell at opposing players, coaches, or officials.
7. I/we understand the school's playing time policy, and I/we will abide by the policy.
8. If I/we have a problem or disagreement with the coach, I/we will proceed as follows:
 - I/we will not approach the coach before, during, or after a game. I/we will go home, call the coach, and arrange a time to meet.
 - If I/we am not satisfied following the meeting, I/we will call the Athletic Director and arrange a second meeting with her/him and the coach.
 - If I/we do not feel the issue has been resolved in these meetings, I/we will contact the Director.
9. I/we know that the uniform issued to our child must be returned at the end of the season in good condition and failure to do so will result in a minimum \$75.00 penalty.

8th Grade End-of-Year Activities

Students will attend several activities during the last week of school. Activities could include, but are not limited to: trips, activities, dances, etc. In order to participate in the 8th grade activities, students must:

- 1) Academics - Earn at least a cumulative score of 2.5 in all core academic standards.
- 2) Behavior - If behavior is an ongoing issue, the promotion team will meet with the student and parent to determine whether they may participate in an activity; detentions and suspensions will be criteria used to make our decision.

These requirements will be assessed at the second trimester and a student promotion team will determine eligibility.

Students who are not meeting the above expectations may attend the breakfast and participate in the graduation ceremony, but will not receive their certificate until completion of summer school.

INSTRUCTIONAL PROGRAM – 7TH AND 8TH GRADE STUDENTS

Grade Book

The 7th & 8th grade teachers use IGradePlus which is an online accessible gradebook. You may access your child's grades by using the code that will be emailed to you prior to the beginning of each school year. This individual code will allow you to access your child's grades. You'll only need to register once with this link:

<https://www.igradeplus.com/parent/activation> . After you have registered, you will log in with this link:

<https://www.igradeplus.com/login/parent>. Students will have the same process, but teachers will go over this during the first week of school. Links can also be found on Mrs. Dore's classroom webpage.

Grade Weighting:

Individual teachers will determine how grades are weighted at the beginning of each school year.

Homework

Middle school has homework assigned in all curricular areas and will be a mix of print and digital. Please check your child's grades regularly to ensure they've actually completed their assignments.

Late Work

Individual teachers will determine whether they will accept late assignments. Your child's teacher will communicate their policy with you.

Tests/Assessments

All tests should be completed within 1 class period unless accommodations have been made in advance with the teacher. However, if the test is not completed, students will need to make it up at study hall or another arranged time.

Math tests are assigned grades based on the table below. **Science tests** are graded similarly, but may be slightly adjusted due to the quality of written responses to short answer/essay questions and the ability of the student to show depth of knowledge. **Language Arts & history** tests are either comprehension-based or essays. Essay revisions are done in class, but comprehension tests need to be retaken during the appropriate times.

Math/ELA Test Score Grade Chart

Percent	Score
93-100%	4.0

86-92%	3.5
75-85%	3.0
65-74%	2.5
55-64%	2.0
45-54%	1.5
35-44%	1.0
10-34%	0.5
0-9%	0

Retakes/Revisions

Students always have the opportunity to make test corrections and/or retake tests to improve their grade. Students who complete test corrections, will be able to receive up to ½ of missed credit added back onto their score. Tests may be retaken by appointment with teacher. Test corrections are due within 1 week of receiving their grade.

Additional Help

Study Hall is available during the week. Please check with your child's teacher for a schedule.

7th And 8th Grade Promotion Policy

Parents or guardians of Redwood Preparatory Charter School's seventh and eighth grade students shall be kept informed of their child's academic progress by means of report cards issued at the conclusion of each trimester and through individual conferences scheduled at least once per year. In addition to notification through report cards and individual conferences, parents have access to a student's gradebook at any time. A remediation or intervention plan (Student Study Team or Student Promotion Team) shall be put in place for students identified as performing below grade-level expectations. Such plans may include tutorial programs, intervention or remediation programs, afterschool programs, and/or summer school programs.

Eighth grade students must meet the following eligibility requirements in order to participate in the Redwood Preparatory Charter School promotion ceremony and related end-of-the-year promotion activities. In order to participate in the eighth grade promotion activities at the end of the year, a student must meet the requirements outlined below:

REQUIREMENTS FOR PROMOTION FROM 7TH AND 8TH GRADES:

Redwood Preparatory's promotion criteria is derived from a combination of scores based on content mastery and participation as outlined below:

- Students must achieve a yearly cumulative average of (3.0) or higher in all core subjects. Cumulative averages are based upon assessments of content standards with up to and additional 1.0 added for participation in each core subject. Participation includes effort, attendance, project completion, homework, and collaboration.
- Promotion of any 8th grade student not attaining at least a 3.0 final average in each of their core subjects will be reviewed by our Middle School Promotion Team (All Middle school teachers, School Director, SPED teacher, if applicable). Promotion team will meet to discuss promotion or retention of students not meeting benchmarks.
- Promotion team will meet at the beginning of the third trimester each year to determine which student(s) need to be reviewed.
- Promotion team will make a recommendation for next steps (i.e. summer school, retention, further interventions, etc.)
- All 8th grade students must complete and log 12 hours of community service at a local non-profit organization.
- 7th & 8th grade students not meeting yearly cumulative average requirements may be referred for summer school.

OTHER REQUIREMENTS:

- Students with IEP Plans have customized programs which may override the above requirements. The IEP plan will describe the conditions by which the student will be assessed and identified for promotion/retention.
- Students who are not meeting school behavior expectations may be placed on a behavior contract to determine end of year activity and graduation eligibility.
- Students must be clear from all financial obligations to the school. The certificate of promotion will be given to the student once the financial obligations are fulfilled.
- Any case that involves special circumstances may be reviewed by the DIBI Board of Directors. All decisions made by the board shall be final.

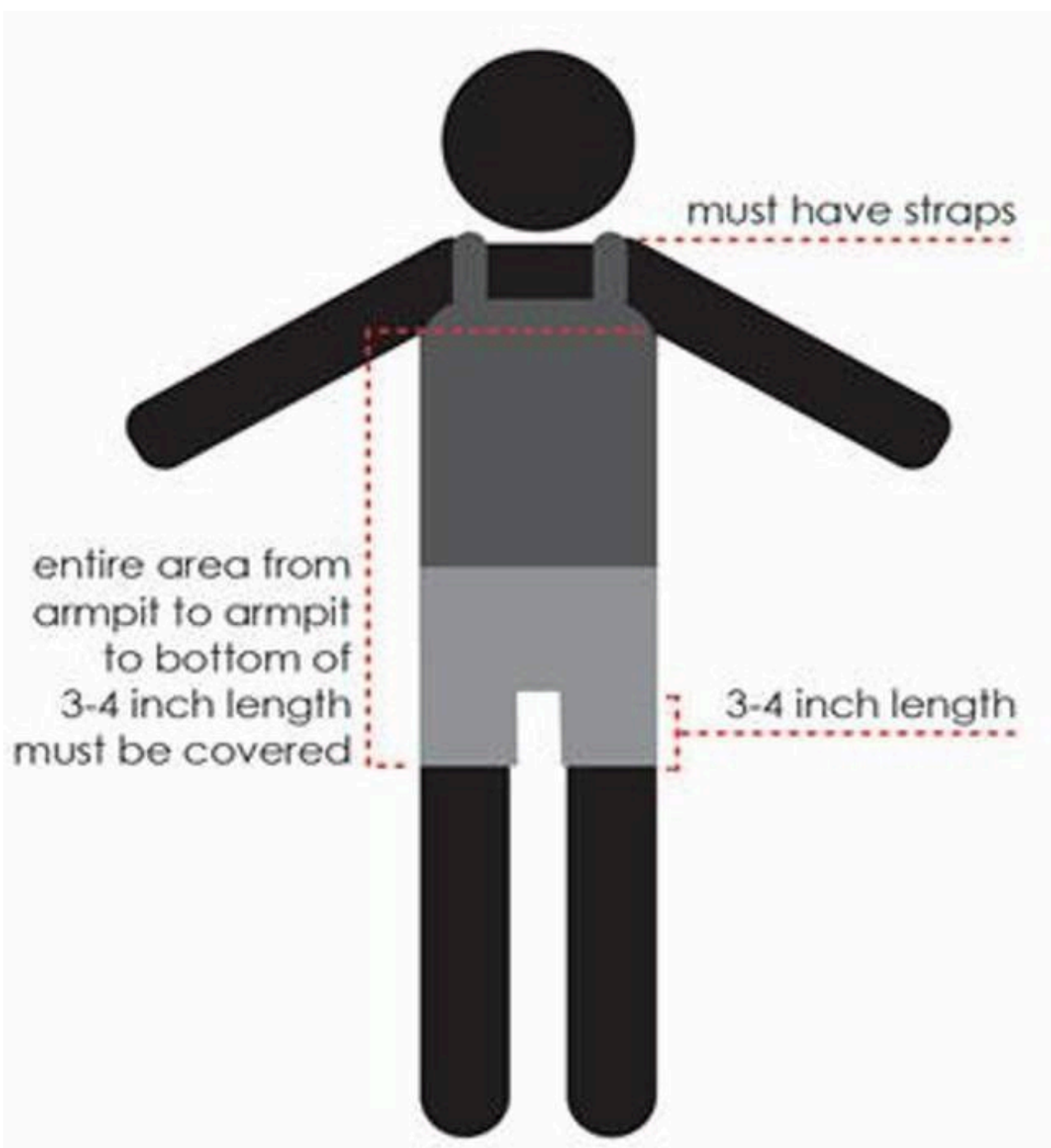
BUILDING A POSITIVE AND RESPECTFUL SCHOOL CLIMATE

Student Dress Code

Redwood Preparatory Charter School ("RPC" or the "School") students and staff should wear clothing which is not disruptive to the educational process. This dress code shall be in effect on campus during school hours and at School sponsored activities except where modified by the Director for specific extracurricular activities or in special cases. The RPC staff and administration reserve the right to determine clothing which detracts from the educational environment. If a staff member determines that a student's attire is inappropriate or disruptive to the school environment, the student will be asked to change clothing for more appropriate apparel before returning to class or campus.

School Attire:

1. Tops (i.e.: shirts, sweaters, sweatshirts, dresses, etc.): No tops may be sheer or expose undergarments. No strapless, or off the shoulder tops. No shirts may be worn that expose bare midriff.
2. Bottoms (i.e.: pants, leggings, skirts, shorts, dresses, etc.): Bottoms must be worn above the hip and underwear should not be visible. Belts must be worn with bottoms that are too big to fit securely around the student's waist. All bottoms must be fingertip length or four (4) inches above the knee without leggings or stockings.
3. Hats/Hoods: Hats, beanies, or hoods may be worn in the classroom based on teacher discretion. Head coverings worn for religious reasons will be allowed.
4. Shoes: Appropriate shoes must be worn which include: sandals with a heel strap, tennis shoes, shoes with laces, and slip on shoes. The following shoes are not permitted: high heel or platform shoes, shoes with grind plates, shoes with wheels, slippers, or flip-flop sandals.
5. Grooming: Hair, sideburns, mustaches, and beards may be worn at any length or style.
6. No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.



Student Internet Use Policy and Agreement

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. Redwood Prep provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, Redwood Prep believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

Redwood Prep has developed and adopted this Student Internet Use Policy and Agreement (“Policy”) to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of the school. This Policy sets forth student responsibilities and duties when accessing and using the Internet through Charter School equipment and resource networks and when using email accounts maintained by Redwood Prep. Redwood Prep has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with school equipment and resource networks. Redwood Prep stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the educational goals and purposes of Redwood Prep.

In addition to the below identified policies, Redwood Prep will use technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography, or with respect to use by minors, harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Students are reminded that their use of school equipment and resource networks reflect upon Redwood Prep, and Students should guide their activities accordingly.

STUDENT RESPONSIBILITIES

1. Use Limited to an Educational Purpose

The Student acknowledges that access to the Internet via school equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use school equipment and resource networks only in a manner specified in the Policy.

a. Educational Purpose

“Educational purpose” means classroom activities; research in academic subjects, career or professional development activities, research in matters of civic importance or that further citizenship in a democratic society, school approved personal research activities, or other purposes as defined by Redwood Prep from time to time.

b. Inappropriate Use

An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of school policy.

2. Plagiarism

Researching information and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the written work as the student’s original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

3. Copyright

Student agrees that he or she will not use school equipment or resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by Redwood Prep and the owner of the copyrighted material.

4. Communication

Student agrees that he or she will use school equipment or resource networks or Redwood Prep email accounts in the following manner:

- a. Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- b. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
- c. Student will not make threats against others.
- d. Student will not reveal personal information about others.
- e. Student will not use email to send chain letters or "spam" email to a list of people or to an individual. Excessive email use may constitute grounds for suspecting misuse.
- f. Student will not place illegal information on the Internet, nor will Student use the Internet in any way that violates federal, state, or local law.
- g. All communications will be polite and respectful of others.
- h. Student will not give out to any other Internet user or post on the Internet his or her name, address, or telephone number unless expressly authorized by Redwood Prep in writing.

In instances of misuse or suspected misuse, in addition to any disciplinary actions appropriate, the Student's parent or guardian may be granted access to the Student's email files.

5. Illegal, Dangerous Activities and Hacking

Student shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to Redwood Prep, other students, or the community.

Additionally, Student shall not damage, debilitate or disable computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs. Student shall not engage in any unauthorized online access to other computers by means of hacking into other computers, download hacker tools such as port scanners and password crackers designed for use with Windows (or applicable operating systems), or use Internet Explorer (or other WWW browsing tools) to evade restrictions on what programs Student can run on Redwood Prep's computers.

6. Obscene Materials

Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access, upload, download, distribute, or transmit obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials, and materials that are pornographic, abusive or threatening. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

7. Supervision and Student Privacy

Student acknowledges that computer equipment, Internet access networks, and email accounts are owned by Redwood Prep and provided to students for educational purposes. Redwood Prep will provide staff to monitor and supervise all Student access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens will be positioned so that they are visible to the staff member supervising the students. Redwood Prep also reserves the right to access stored computer records to assure compliance with this Policy. Student is aware that communication over school owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

- a. Routine system maintenance.
- b. General inspection or monitoring, if there is suspicion of inappropriate use.
- c. Specific review of individual files or monitoring of individual activity, if there is suspicion that Student is engaging in inappropriate use.

8. Commercial Activities

Student agrees that Student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by Redwood Prep in writing.

9. Information About Others

Student agrees that he or she will not make any statement or post any communication on the Internet about another person that he or she knows or suspects to be untrue.

10. Violation of Policy

The Student acknowledges that violation of this Policy can result in a loss of all Internet access and email privileges. If Student violates this Policy, or in any other way uses school equipment in a manner that is not consistent with educational uses, the Student will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why Redwood Prep should deem the activity in question a use consistent with the educational purposes stated in this Policy. If Redwood Prep deems that the use is inconsistent with the educational purposes stated in this Policy, Redwood Prep may terminate the Student's Internet and email privileges. However, because one of the educational purposes in providing Internet access is to teach students to use the Internet appropriately, Redwood Prep reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that he or she may receive penalties less than full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email. Student also acknowledges that Redwood Prep will contact the proper legal authorities if Redwood Prep concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

11. Training

Student acknowledges that he/she will be required to attend training on the requirements of this Internet use policy as a condition of using school owned technology. Student must demonstrate an understanding of the policy prior to receiving an individual account on Redwood Prep's system.

Redwood Prep Computer Lending Guidelines

Redwood Preparatory Charter School encourages students to become familiar with technology in an environment that encourages responsible computer and internet use. Students in grades 6th through 8th will be assigned their own computer for the year.

Students and parents/guardians must agree to the following:

- I agree to use my computer in accordance with the Redwood Prep's Internet Use Policy that my parents and I have signed.
- I agree to take responsibility for the condition of my computer and will show proper handling of the device.
- I agree to pay the cost of repair or replacement based on any damage caused to the computer other than wear from normal use.

School-Issued Technology Use

School technology devices will be used to support academics. Appropriate use of technology includes browsing and visiting sites as directed by instructors. Inappropriate use includes off-topic browsing, YouTube activity unrelated to current assignments, games, unassigned emailing and messaging. A supervising adult must give permission for technology use that is not related to assigned activities.

Consequences for inappropriate SCHOOL-ISSUED technology use:

1st offense using school technology inappropriately: The offender will be required to use technology in an area where their screen is always visible to the supervising adult.

2nd offense using technology inappropriately: The offender will attend a 30 minute after school training on appropriate use of school technology and home communication regarding the violation will be initiated by the supervising teacher.

3rd offense using technology inappropriately: The offender will attend a meeting with parent, teacher(s) and the school administrator. The offender will be assigned a 1 day in-school suspension with print based assignments. Print based assignments will continue until the supervising teacher(s) deems the student ready to meet technology expectations.

Cell Phones and Personal Technology Policy For 4-8th Grade

Personal technology devices must remain in backpacks (on silent or turned off) or checked in to the teacher depending on classroom policies. If a student needs to send or read a text message, call a parent, or check an email during the school day, he or she must get permission from the classroom teacher or staff member and do so in the presence of the consenting staff member. If you need to reach your child during school hours, please call the front office and leave a message with the secretary.

If students have their phones or devices out in class, hallways, restrooms, playground or cafeteria the following process will be followed:

Consequences for inappropriate PERSONAL technology use:

- 1st offense – verbal warning. the personal technology device is confiscated until the end of the school day. The student's name will be noted for a 1st offense.
- 2nd offense –parent notification and the personal technology device will be held in the office and can only be picked up by a parent. Additional consequences will be determined by the classroom teacher. The student's name will be noted for a 2nd offense.
- 3rd offense –For the remainder of the school year, the student will check any personal technology device brought to school into the office each morning where it will be held until dismissal. The student's name will be noted for a 3rd offense.

Both personal and school technology use violations that involve bullying and/or harassment are subject to disciplinary actions as described on the school's discipline matrix.

School Email Address

Each student has his/her own Rpep email address. This is the email that you will use for all school related accounts online. **Do not sign up for non-school related accounts with this email! This means - don't use your school account for instagram, snapchat, youtube, facebook, etc.**

Student Discipline Policy

Redwood Preparatory Charter's discipline philosophy shall be based on building intrinsic motivation to make positive choices; educationally, socially and emotionally. Redwood Preparatory will utilize the philosophies of Love and Logic, the Responsive Classroom founded by the North East Foundation for Children, Inc.; Habits of Mind by Arthur L. Costa, Ed.D. , and Bena Kallick, Ph. D.; and Discipline without Stress, Rewards or Punishment by Dr. Marvin Marshall. Students will be encouraged to develop intrinsic motivation through the use of goal setting, conferencing, and self-reflection based on the behaviors outlined in the Personal and Social Responsibility Matrix.

Redwood Preparatory will enforce disciplinary rules and procedures fairly and consistently among students according to our discipline matrix.

Classroom Discipline

Discipline in the **middle school classroom** works on a check system. If students are showing inappropriate behavior the following steps will be taken:

- For low level behavior, students will receive a ✓ checkmark. If they receive 3 checks, they will need to attend detention
- Level 2 and 1 checks are for more severe behavior and may involve other consequences on the school discipline matrix as determined by teachers and/or Director.

Examples:

Checks and Detentions							
	Level 3 - Low Level Behavior			Level 2- Mid Level		Level 1	Total Number of detentions & date
Student Name	1st Check	2nd Check	3rd Check	1st check	2nd check	1st check	
Student A	8/14 Repeated disruptions in study hall	8/26 Eating in class	9/3 Talking in class during lesson				
Student B				8/25 Disrespectful to sub	9/3 Being defiant towards teacher		
Student C						8/20 Fight outside at recess .	

Detention

Students who demonstrate behaviors from the RPC discipline matrix, will attend detention. Detention will be scheduled with the teacher. Student will be expected to complete classroom chores for the teacher in charge.

Examples of Low Level Behavior may include: Profanity(not at someone)	Examples of Moderate Level Behavior may include Breaking supplies(on purpose)
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Throwing objects (i.e. a ball) at someone Yelling/running in the hall Eating in class Speaking out of turn while a teacher is talking Throwing or kicking a ball over fence(on purpose) Being off-task during study hall or homework support	Back talking/arguing Being in an unsupervised area Defiance/Ignoring Disrespect, including eye-rolling Profanity(directed at someone)
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Suspension and Expulsion

By creating the following standards and procedures for suspensions and transfers / expulsions, Redwood Prep will also ensure that no student presents a danger to people or property, disrupts school activities, or threatens campus peace, safety or security.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended and possibly expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

12. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17. Engaged in or attempted to engage in hazing of another. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

18. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) above.

19. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. **This provision shall apply to students in any of grades 4 to 8, inclusive.**

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). **This provision shall apply to students in any of grades 4 to 8, inclusive.**

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. **This provision shall apply to students in any of grades 4 to 8, inclusive.**

23. Brandished a knife at another person.

23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A copy of the complete Suspension & Expulsion Policy and Procedures is available upon request at the main office. The suspension and expulsion policy is based on the California Educational Code and the Humboldt County suspension and expulsion/due process procedures.

Redwood Preparatory Charter School Discipline Matrix

Level 1	Incidental Behaviors- Classroom and Staff Managed Behaviors (Non-Recorded)						
These interventions and consequences aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible interventions and consequences by teachers and administrators if applicable that may be used. Parent/Guardian notification required.							
	Behavior/Offense	Possible Interventions	Possible Consequences (at discretion of the administration)	Loss of Sports Eligibility	Suspension	Recommended for Expulsion	Law Enforcement Notified
	Disrespectful (rude or dismissive) behaviors						
	Disruptive or Unsafe Behaviors (e.g. pulling fire alarm)						
	Ignoring Directions	• verbal redirection	•parent/guardian notification (required)				
	Poor Sportsmanship	• time out from preferred activity	•restorative action plan				
	Unfinished Classroom or Missing Homework	• practicing the skill	•student verbal or written apology to persons affected	No	NO	NO	NO
	Name Calling	• verbal corrective feedback	•written reflection relevant to misbehavior				
	Picking on, Bothering, or Distracting Other Students	• study hall					
	Use of Profanity (not directed at another person)	• restate directions					
		• clear expectations and modeling appropriate behavior					
		• education on good sportsmanship					
Level 2	Minor Behaviors- Staff Managed (recorded)						
These interventions and consequences are used in response to a disciplinary referral, implemented by administrators. The aim is to include logical consequences and instructions, and supportive services needed to correct and improve behavior and ensure successful learning considerations.							
	Behavior/Offense	Possible Interventions	Possible Consequences (at discretion of the administration)	Loss of Sports Eligibility	Suspension	Recommended for Expulsion	Law Enforcement Notified
	Chronic Level 1 infractions that impede the learning of self and others						
	Academic Dishonesty (e.g. plagiarism, cheating)	•Any Level 1 Intervention	•Any Level 1 Consequence				
	Habitual disrespect (mocking or insults)	•behavior form	•parent/guardian notification (required)				
	Habitual defiance of authority	•SST	•community service/energy replacement				
	Elopement/cutting class/leaving school grounds without permission	•refer for additional school based supports	•conference with administrator	Possibly	No	NO	NO
	Lying/fraud/forging a parent's signature	•IEP/504 meeting (if applicable)	•restorative activities				
	Bullying/hazing/physical harassment	•Manifestation Determination (if applicable)	•assignment of a "buddy" classroom				
	Violation of acceptable tech use policy	•referral to school resource officer	•loss of privileges				
			•focused learning task				
			•Saturday school				
Level 3	Administrator Managed- Major (Referred/Recorded)						
If suspension is recommended, the duration is to be limited as much as possible while adequately addressing the behavior. Alternatives to suspension should be considered and implemented whenever possible/practicable. Suspension decision should focus on the severity of the behavior, and the safety of the school community, or because Level 1 and Level 2 interventions and consequences have failed to bring about proper conduct.							
	Behavior/Offense	Possible Interventions	Possible Consequences (at discretion of the administration)	Loss of Sports Eligibility	Suspension	Recommended for Expulsion	Law Enforcement Notified
	Chronic Level 2 infractions that impede the learning of self and others						
	Habitual profanity/vulgarity						
	Harassment, intimidation, or bullying, including Cyber Bullying						
	Fighting/wilful use of force or violence (except in self-defense)						
	Causing or attempting to cause physical injury to another, or aiding/abetting infliction of physical injury on another person						
	Possessing, using, or furnishing alcohol, nicotine, or any controlled substance	•Any Level 1 intervention	•Any Level 1 consequence				
	Committing robbery or extortion	•Any Level 2 intervention	•Any Level 2 consequence				
	Causing or attempting to cause damage to school or private property		•parent/guardian notification (required)				
	Possessing an imitation firearm (e.g. bb gun, airsoft gun)		• 1-5 day suspension				
	Engaging in hazing behavior		•notification of law enforcement (if possession of a large quantity of controlled substances or alcohol – as determined by Director, suggesting that student is supplying or selling)(required)				
	Possessing a knife or other dangerous object		•referral for expulsion				
	Making a terroristic threat (e.g. bomb threat or school shooting threat, engaging in or attempting to engage in an act of arson)						
Level 4	Zero-Tolerance Offenses						
Mandatory suspension and recommendation for expulsion.							
	Behavior/Offense	Possible Intervention	Mandatory Consequences	Loss of Sports Eligibility	Suspension	Recommended for Expulsion	Law Enforcement Notified
	Brandishing a knife or committing assault with a knife or other deadly weapon/Alcohol use/possession		• parent/guardian notification (required)				
	Selling a controlled substance	• IEP/504 meeting (as applicable)	•Mandatory suspension and recommendation for expulsion.				
	Possessing, selling, or furnishing a firearm	• Manifestation Determination	•Notification of law enforcement	YES	YES	YES	YES
	Committing or attempting to commit a sexual battery or sexual assault.	Review meeting (as applicable)					

APPENDIX A: ANNUAL NOTICES

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students in grade 4 and up whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student desks and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student desks are school property and remain at all times under the control of the Charter School. Student desks may not be used to store illegal, unauthorized, or contraband materials. Inspections of desks may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An

emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information

sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl. The California Department of Public Health ("CDPH"), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch [can be found here](#).

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *“Foster youth”* means any of the following:
 1. A child who has been removed from their home pursuant to Section **309** of the Welfare and Institutions Code.
 2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
 3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.¹
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School..
- *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
- *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *“Newcomer pupil”* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.
- *“Educational Rights Holder” (“ERH”)* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

¹ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- “School of origin” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- “Best interests” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- “Partial coursework satisfactorily completed” includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer student will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian” or “ERH.”

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Becky Scales
Secretary
1480 Ross Hill Road, Fortuna, CA 95540 (707) 682-6149

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student’s school of origin (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy). If a dispute arises regarding a foster youth’s request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy) regardless of the student’s ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

¹ "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Becky Scales
Secretary
1480 Ross Hill Road, Fortuna, CA 95540 (707) 682-6149

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking re enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian¹ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Universal School Meals and Student Wellness

Pursuant to California law, commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in transitional kindergarten through grade eight (8). Applications for school meals are emailed to families at the start of the school year. All families are encouraged to complete the application form. Income eligibility guidelines for federally funded free and reduced-price meals are available at: <https://www.cde.ca.gov/ls/nu/rs/>

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy, which includes the Charter School's meal charge policy, is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax:

(833) 256-1665 or (202) 690-7442; or

email:

Program.Intake@usda.gov

Charter School is an equal opportunity provider.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
Entering 7th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, and transcripts until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition,

homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – if your student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation, contact Karissa Feierabend at (707) 682-6149 to discuss a potential referral for counseling.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Karissa Feierabend at (707) 682-6149 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact Becky Scales at (707) 682-6149.

Available in the Community:

- County Mental Health: 445-7715
- Available Nationally:
 - National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
 - The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
 - Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance

with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs.

The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link:

<https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Karissa Feierabend
Director
1480 Ross Hill Road, 707-682-6149

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Karissa Feierabend
Director
1480 Ross Hill Road, Fortuna, CA 95540 (707) 682-6149

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been

many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or
(3) unlawfully brandishes the firearm to others.
 - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The following asbestos-related activities are planned or in progress at the Charter School: **no such activities are planned or in progress for the current school year.**

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the [SELPA/AUTHORIZER]. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Karissa Feierabend, Director, (707)682-6149.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School’s Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School’s Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](#) of 1986;

8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Executive Director at: director@redwoodprep.org. A copy of the complete Policy is available upon request at the main office.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (“CALPADS”²) pursuant to state law, will be shared with the California College Guidance Initiative (“CCGI”³) and will:

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

² CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

³ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state’s efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (“CDE”).

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review the information sheet on sudden cardiac arrest via the following link:

<https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

Surveys About Personal Beliefs

Unless the student’s parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student’s, or the student’s parents’ or guardians’ personal beliefs or practices in sex, family life, morality, or religion.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student’s teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Director at director@redwoodprep.org or (707) 682-6149 to obtain this information.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School’s Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Uniform Complaint Procedure ("UCP")

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs;
 - School Safety Plans; and/or
 - State Preschool Programs.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:
 Karissa Feierabend
 Director
 1480 Ross Hill Road, 707-682-6149

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School’s Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School’s UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report (“Decision”) within sixty (60) calendar days from the Charter School’s receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School’s Decision to the California Department of Education (“CDE”) by filing a written appeal within thirty (30) calendar days of the date of the Charter School’s written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School’s Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School’s Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School’s Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures.

Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

Work Permits

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at:

<https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf>

APPENDIX B: COMPLETE POLICIES

Title IX Policy Prohibiting Discrimination On The Basis Of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Redwood Preparatory Academy (“Charter School”) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.⁴ Charter School will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in Charter School’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Charter School to provide an aid, benefit, or service under Charter School’s education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from Charter School’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant’s ability to access Charter School’s education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties’ ages, roles within Charter School’s education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in Charter School’s education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

⁴ Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Charter School.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

- o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
- o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Charter School's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Charter School that objectively can be understood as a request for Charter School to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of Charter School whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Charter School has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Charter School's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to Charter School's education program or activity, including measures that are designed to protect the safety of the parties or Charter School's educational environment; or (2) provide support during Charter School's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of Charter School ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Amy Eastman
Teacher
1480 Ross Hill Road
Fortuna, CA 95540
aeastman@redwoodprep.org
(707) 682-6149

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator until a new Coordinator is designated:

Karissa Feierabend
Director

1480 Ross Hill Road
Fortuna, CA 95540
director@redwoodprep.org
(707) 682-6149

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Charter School's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes Charter School from requiring an employee or other person authorized by Charter School to provide aid, benefit, or service under Charter School's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at Charter School, if any, can be found on the Charter School website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Charter School from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the

grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Charter School's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Karissa Feierabend, Director, 707-499-3063], who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Charter School's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- o The allegations;
- o The requirements of the informal resolution process;
- o The right to withdraw and initiate or resume the grievance procedures;
- o That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- o The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- o What information is retained and whether and how it may be disclosed by Charter School for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. Charter School will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

Charter School has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints of made by students, employees, or other individuals who are participating or attempting to participate in Charter School's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Charter School allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Charter School will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.⁵ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, Charter School will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

Charter School may dismiss a complaint if:

- Charter School is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in Charter School's education program or activity and is not employed by Charter School;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Charter School will make reasonable efforts to clarify the allegations with the complainant.

⁵ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Charter School policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to Charter School;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Charter School to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Charter School obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

Charter School will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find Charter School's determination unsatisfactory, the party may, within five (5) business days of notice of Charter School's determination, submit a written appeal to the Chair of the Charter School Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Charter School including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity.

No party, witness, or other person participating in Charter School's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Charter School's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

Charter School will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Charter School employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Charter School's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Charter School's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide Charter School's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Charter School leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, and other persons who are responsible for implementing Charter School's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Charter School took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Charter School will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND Harassment COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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Professional Boundaries: Staff/Student Interaction Policy

RPC recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the Director to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The Following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors
(Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission
(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school

activities Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communications should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Giving students praise and recognition without touching them
- (o) Asking another staff member to be present if you will be alone with any type of special needs student.
- (p) Asking another staff member to be present when you must be alone with a student after regular school hours.

- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Asking yourself if your actions are worth your job and career.
- (s) Keeping your professional conduct a high priority.



Family Handbook

Please Sign this Signature

Form Please submit to the

Redwood Prep Office.

I have received and understand the policies and procedures set forth in the Redwood Prep Family Handbook. I agree on behalf of our family and our child/children to uphold and maintain these policies and procedures.

Signature of Child/Children:

Signature of Parent/Guardian:

_____Date: _____

FROM: Karissa Feierabend

SUBJECT: Instructional Continuity Plan

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence
2. Social Responsibility
3. Shared Leadership
4. Community Involvement
5. Well-Rounded Child

BACKGROUND/SUMMARY:

The Instructional Continuity Plan (ICP) is a crucial document for California schools, designed to ensure that all students can continue to access instruction during unforeseen disruptions, such as natural disasters or other emergencies that prevent in-person learning.

This requirement is mandated by California Education Code (EC) Section 32282(a)(3). It stipulates that an ICP must be included as an additional element within a local educational agency's (LEA) Comprehensive School Safety Plan (CSSP).

School boards are required to approve their Instructional Continuity Plan by July 1, 2025. This deadline ensures that LEAs have a robust plan in place to maintain educational services and support student well-being, including social-emotional and mental health needs, even when normal school operations are interrupted. The plan should outline communication protocols with families, methods for providing instruction (which may include remote learning options equivalent to independent study standards), and how the needs of all students, including those with disabilities, English learners, foster youth, and homeless students, will be met.

RECOMMENDED ACTION:

- ☐ Receive staff presentation and review questions with staff
- ☐ Open public comment
- ☐ Close public comment
- ☐ Board Discussion
- ☐ Recommendation - DIBI board member makes a motion to approve the Instructional Continuity Plan

ATTACHMENTS: Instructional Continuity Plan



2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Redwood Preparatory Charter School	Redwood Preparatory Charter School	Karissa Feierabend Director	director@redwoodprep.org 7076826149

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 13, 2025 and adopted by Redwood Preparatory Charter School on May 13, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Redwood Preparatory Charter School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- Remind App

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Throughout the emergency period, we will maintain regular two-way communication with families through weekly check-ins, virtual office hours, and progress monitoring to ensure continuous engagement and prompt response to emerging student needs.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Our school counselor and teachers (general education and special education) will conduct initial assessments to identify students requiring additional social-emotional support, mental health services, or academic intervention.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Redwood Preparatory Charter School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality

- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Redwood Preparatory Charter School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Redwood Preparatory Charter School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Email, Remind, Google Classroom. Zoom Meetings, and pick-up of materials scheduled by the classroom teacher.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Student technology pick-up, internet MiFi for families without internet access, staff computer available for classified staff (certificated already have a designated computer), Google Classroom, Zoom or other teleconference platform, and technology subscriptions (Moby Max, Reflex, Prodigy, etc.).

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Specialized Academic Instruction will continue via teacher scheduled appointments (teleconferencing or in-person) along with office hours for extra support. Speech/Counseling/Intervention will be continued via Zoom or scheduled in-person appointments with in regular school hours. Teachers will continue to utilize assessments to monitor progress either via paper packets or online platforms. The classroom aide and teacher will be available for extra support through office hours (in-person or via teleconferencing).

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

School provided technology and internet as needed. All modifications and accommodations continued to meet students needs.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Teleconferencing or in-person scheduled appointments with the Education Specialist or Instructional Aide under the supervision of the education specialist. IEPs will be held in person or via teleconferencing with the required team members. Assessments will be given in person or via teleconferencing.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL supports will be met by the credentialed teacher via teleconferencing or in-person scheduled appointments.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

The school will consult with outside agencies in addition to providing in house professional learning opportunities via teleconferencing (Zoom).

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Our social emotional learning teacher and counselor will continue to provide services via teleconferencing or scheduled appointments. Classroom teachers will continue to have PE minutes included in their daily lessons.

Plans to provide access back-up, water and medicines in the event of an emergency.

Each classroom is supplied with water and each student has an emergency preparedness bag including snacks.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Meal pick-up for nutrition program or drop in hours and Google Classroom for After School Program.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

All stakeholders will be given a survey to complete and a town hall forum will be held in person or via teleconferencing to review all parts of the plan, provide feedback, and ask questions.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

State and county approval, health and human services guidelines, power, healthy air, safe water, staffing, and building/facilities in good repair.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Redwood Preparatory Charter School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Redwood Preparatory Charter School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

FROM: Karissa Feierabend

SUBJECT: ELOP Plan

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence
2. Social Responsibility
3. Shared Leadership
4. Community Involvement
5. Well-Rounded Child

BACKGROUND/SUMMARY:

RECOMMENDED ACTION:

- ☐ Receive staff presentation and review questions with staff
- ☐ Open public comment
- ☐ Close public comment
- ☐ Board Discussion
- ☐ Recommendation - DIBI board member makes a motion to approve the ELOP Plan.

ATTACHMENTS: ELOP Plan

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Redwood Preparatory Charter School
Contact Name:	Karissa Feierabend
Contact Email:	director@redwoodprep.org
Contact Title:	Director
Contact Phone:	707 682-6149

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Redwood Preparatory Charter School

Governing Board Approval Date:	5/10/2022
Review/Revision Date:	4/18/2023
Review/Revision Date:	6/17/2025

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning":

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

"Expanded Learning Opportunities":

Expanded Learning Opportunities has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes**Reviewing and Revising Program Plans**

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

At Redwood Prep, Extended Learning Opportunities Program (ELOP) will be offered on our school campus. The ELOP program integrates the school behavior and safety standards as well as the RPC mission, vision and core values. In 2024-2025 we purchase an ELOP portable to serve more students in the ELOP program.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

We create an emotionally safe environment with a student-to-staff ratio not exceeding 10:1 and by organizing students into small groups, fostering strong connections and individualized attention. We incorporate dedicated "Zen time" for quiet reflection and emotional regulation, promoting student well-being. Furthermore, our staff are trained in Restorative Practices, emphasizing empathy, conflict resolution, and relationship building. These intentional strategies ensure every student feels supported, heard, and valued, creating a nurturing space where they can thrive.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

We will offer students enrichment activities that may include but are not limited to: art, music, gardening, drama, steam, cooking, sports & games. These enrichment opportunities will be offered four times a week in four to six weeks cycles throughout the year. Activities will be offered daily that align to a monthly theme directed by ELOP staff. Additionally, we'll offer reading and math intervention for students utilizing curriculum that is different from those used in the classrooms. Our team works and plans collaboratively to ensure our offerings do not duplicate classroom activities.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

Students will gain skills related to cooking, fitness, art, gardening, drama and interpersonal relations through the activities provided in our program offerings and activities. Additionally, the school offers sports programs including volleyball, girls and boys basketball, and track. Students also have an opportunity to participate in cheer.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Social responsibility and community engagement are core values at Redwood Prep. Students participating in the after school program will participate in service learning and community service projects each year.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Our school garden club operates within the ELO program. We plan to use the fruits and vegetables from the garden to prepare healthy snacks in the after-school program. Additionally, students will participate in healthy cooking, sports and social/emotional/mindfulness activities.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

As a school, we utilize Universal Design for Learning practices. These strategies are geared toward eliminating barriers and creating a path of access for all students. Additionally, we prioritize students who fall in the category of Socioeconomically Disadvantaged. The school also offers scholarships to subsidize the cost of the afterschool program.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

All employees of Redwood Prep and Dream It. Be It. complete all required health, safety and compliance trainings each year. Additionally we provide staff training related to best practices with regard to student supervision, trauma-informed practices, interventions for academics and behavior. We view student support before, during and after school holistically and strive for consistency of practice within and across all of our programs.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Instructional Aide Qualifications:

Instructional aides must pass a paraprofessional exam, demonstrating proficiency in reading, writing, and mathematics.

Health and Safety Screening:

Staff undergo comprehensive health and safety screenings including fingerprinting, annual TB testing, current CPR certification, and mandatory annual safety trainings.

Minimum Staffing Ratios:

Our program maintains a low staff-to-student ratio, currently 1:8, and will not exceed 1:10 for transitional kindergarten and kindergarten pupils as mandated by EC Section 46120(b)(2)(D). We ensure these ratios through careful staffing and substitute coverage.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Our staff training and development plan ensures high-quality programming through monthly staff meetings for ongoing learning and a comprehensive professional development program at the start of each school year. We also support attendance at an annual conference for broader educational insights.

8—Clear Vision, Mission, and Purpose

Explain the program’s clear vision, mission, and purpose.

Students thrive when offered opportunities to expand experiences through enrichment. Redwood Prep fosters a culture of exploration through programs and choices that promote individual and collaborative inquiry. We aim to educate the whole child by integrating drama, music, art, technology, and athletics into the curriculum. These experiences teach students to problem solve, work creatively and develop perseverance. By integrating our five core values, Redwood Preparatory Charter School is committed to educating students that are equipped with the essential skills, knowledge, and passion for learning that are critical for success in the 21st Century.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

We will work with our community partner, Dream It, Be It Inc by using their employees to staff our program. We partner with local community members to provide enrichment activities for our students. Additionally, we collaborate with the local Parks & Recreation Department to ensure that our student are able to attend the Summer Fun Program after Camp Timberwolf has ended for the year.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non- LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

We plan to partner with the local community for afterschool enrichment cycles. We also created a levels of behavior chart and behavior tracking from for staff use as part of MTSS data collection.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Each school year we will administer a survey to the students, parents, and staff to receive feedback regarding our program. With the feedback from the survey, the program director will meet with the coordinator to discuss steps for improvement. Additionally we will work with our educational partners, leadership team, parent council and student council to identify needed improvements for our program.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The Director, Operations Manager, After School Coordinator and Business Manager work collaboratively to plan all aspects of the program. The Operations Manager develops the structure and schedule of the program, orders supplies and handles invoicing. The Coordinator plans the breakfast, lunch and snack menu, places the food order and carries out the daily activities with staff. The Business Manager does payroll and invoices our community partner, Dream It Be It Inc for their employees. ELOP staff supervise students as they plan and implement activities.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The proposed budget for 2025-2026 is \$115,641. Expenditures for the budget include instructional aide salaries and benefits, stipends for certificated staff tutors, stipends for the athletic director, gym supervisor, and coaches, materials and supplies for the enrichment programs, food for snacks, lunches and cooking programs, and operational costs.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

ELOP aides are paid through a separate payroll system. They keep separate timecards from their regular classroom aide time. All items purchases for enrichment activities are purchased by the ELOP director. The food service coordinator clearly marks on the receipts for ELOP. The afterschool phone is on a separate bill from the school phone.

1 (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

2 (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

3 (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant?

No

Do you have a 21st CCLC Grant?

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

We do not participate in ASES or 21st Community Learning Centers Program. We will be using ELO-P funds only.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

The TK classroom aide also work transitions to after school care to supervise our youngest participants. Students sign-up before each session of the program so we can ensure that the staff to student ratios meet the requirements. We will provide training for this employee to ensure their knowledge of early childhood development adequately meets the needs of our students. In our first year of operations we only have 10 TK students enrolled at our school so maintaining ratios is not an issue. As we expand our TK program in years two and three, we will hire and train additional staff as needed. We will collaborate with the TK teacher to ensure that materials and activities are age appropriate.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

The forms are emailed to all families in the month of July before the beginning of each school year. Parent/guardians must sign and return the following forms before the first day of their child's attendance in afterschool: enrollment with emergency contact information, insurance form, a behavior contract, and a walking field trip form. Priority is given to students who are Socioeconomically Disadvantaged and/or have two working parents. The forms are given in another language based on parent request. The forms can also be found on our school's website or a hard copy in the office.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Students in afterschool (TK-6) participate in walking field trips to promote physical activity. The field trips take place around the school neighborhood. These field trips are at no cost.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney- Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

The afterschool program charges \$12 a day for TK, \$10 a day for Kindergarten, and \$8 a day for 1st through 6th grade. There is a drop in fee of \$15 a day. Siblings receive a dollar discount. The school pays for families who receive free and reduced lunch. Additionally, the afterschool program works with a community organization, Changing Tides, to allow more families free access to the program.

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Sample Summer and School Holiday Schedule:

7:30 - 8:30 Arrival and Breakfast

8:30 - 9:30 Activity 1

9:30 - 10:30 Snack and Free Time

10:30 - 11:30 Activity 2

11:30 - 12:30 Lunch

12:30 - 1:00 Outside Play

1:00 - 2:00 Activity 3

2:00 - 3:00 Zen Time
3:00 - 4:30 Activity 4
4:30 - 5:00 Free Time and Pick Up

Interession Schedule TK

7:30 - 8:00 Breakfast
8:00 - 1:00 Class
1:00 - 1:45 Activity 1
1:45 - 2:00 Restroom Break
2:00 -2:30 Story Time
2:30 - 3:00 Free Play
3:00 - 4:00 Activity 2
4:00 - 5:30 Activity 3 and Pick Up

Interession Schedule Kindergarten

7:30 - 8:00 Breakfast
8:00 - 2:00 Class
2:00 -2:30 Story Time/Intervention
2:30 - 3:00 Free Play
3:00 - 4:00 Activity 1
4:00 - 5:30 Activity 2 and Pick Up

Interession Schedule Grades 1 - 6

7:30 - 8:00 Breakfast
8:00 - 3:15 Class
3:15 - 4:00 Activity 1
4:00 - 5:30 Activity 2 and Pick Up

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio

EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175- instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

EC sections 8483.4(a) and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety- related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.
 - (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

FROM: Karissa Feierabend
SUBJECT: Unused Items for Sale

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence
2. Social Responsibility
3. Shared Leadership
4. Community Involvement
5. Well-Rounded Child

BACKGROUND/SUMMARY:

The board needs to approve the sale of any items that are no longer needed:

Item 1- Desks

Purchased in 2024 for \$124 a desk..

Suggested Resale Price: \$40.00 per desk.

RECOMMENDED ACTION:

- ☐ Receive staff presentation and review questions with staff
- ☐ Open public comment
- ☐ Close public comment
- ☐ Board Discussion
- ☐ Recommendation - DIBI board member makes a motion to approve the sale of desks for between \$20 and \$40 per desk.

ATTACHMENTS: None