

**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 18, 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. 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.

III. 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 2025-2026 EPA Resolution
- B. Review/Approve EPA Expenditure Plan
- C. Review/Approve 2025-2026 Local Control Accountability Plan (LCAP) with Budget Overview for Parents (BOP).
- D. Review/Approve Local Indicators per Ed Code 52064.5(e)(2)
- E. Review/Approve 2025 Federal Addendum Annual Review
- F. Review/Approve 2025-2026 Budget Adoption

IV. Future Business

V. Adjournment

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

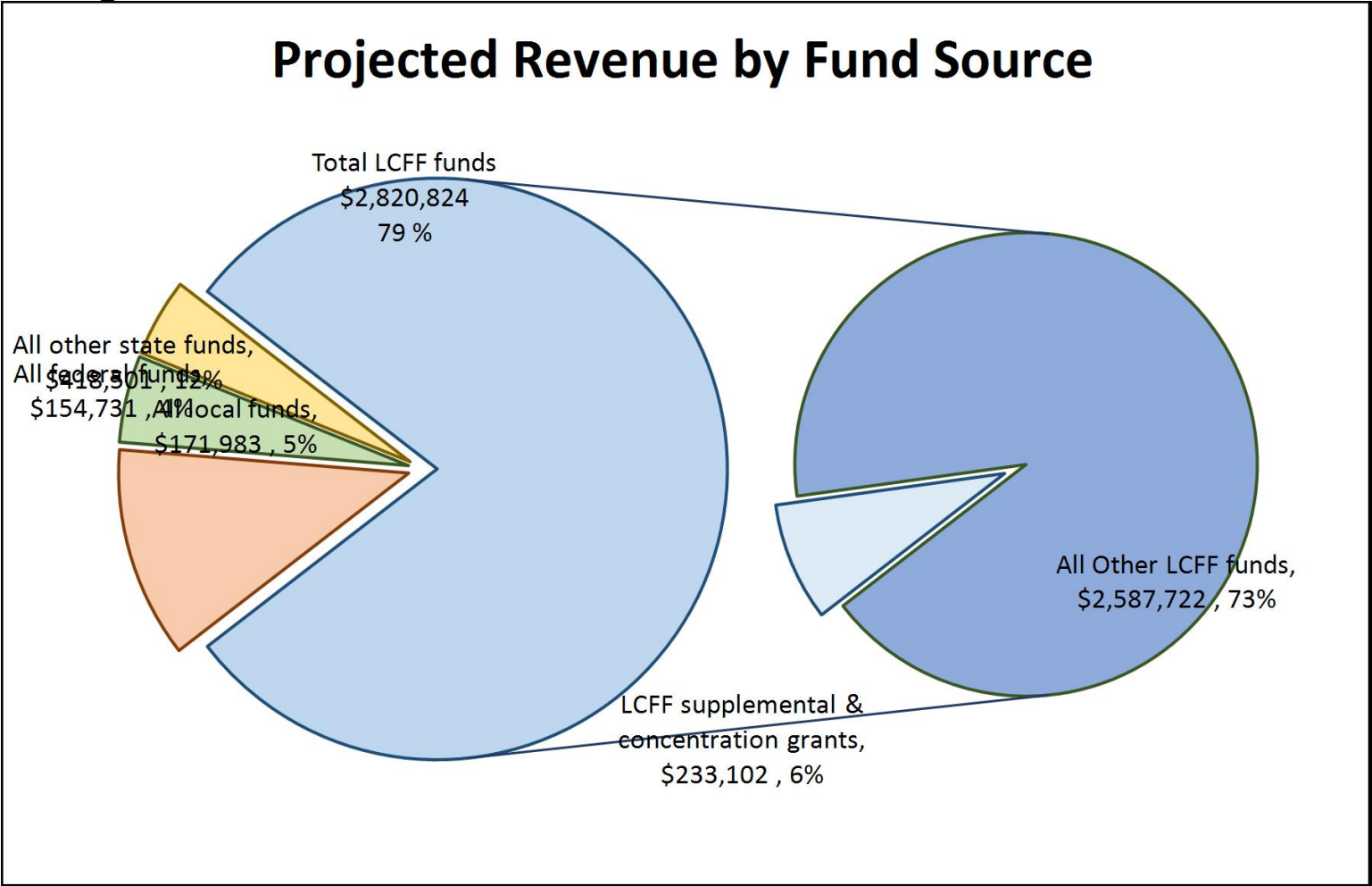


LCFF Budget Overview for Parents

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

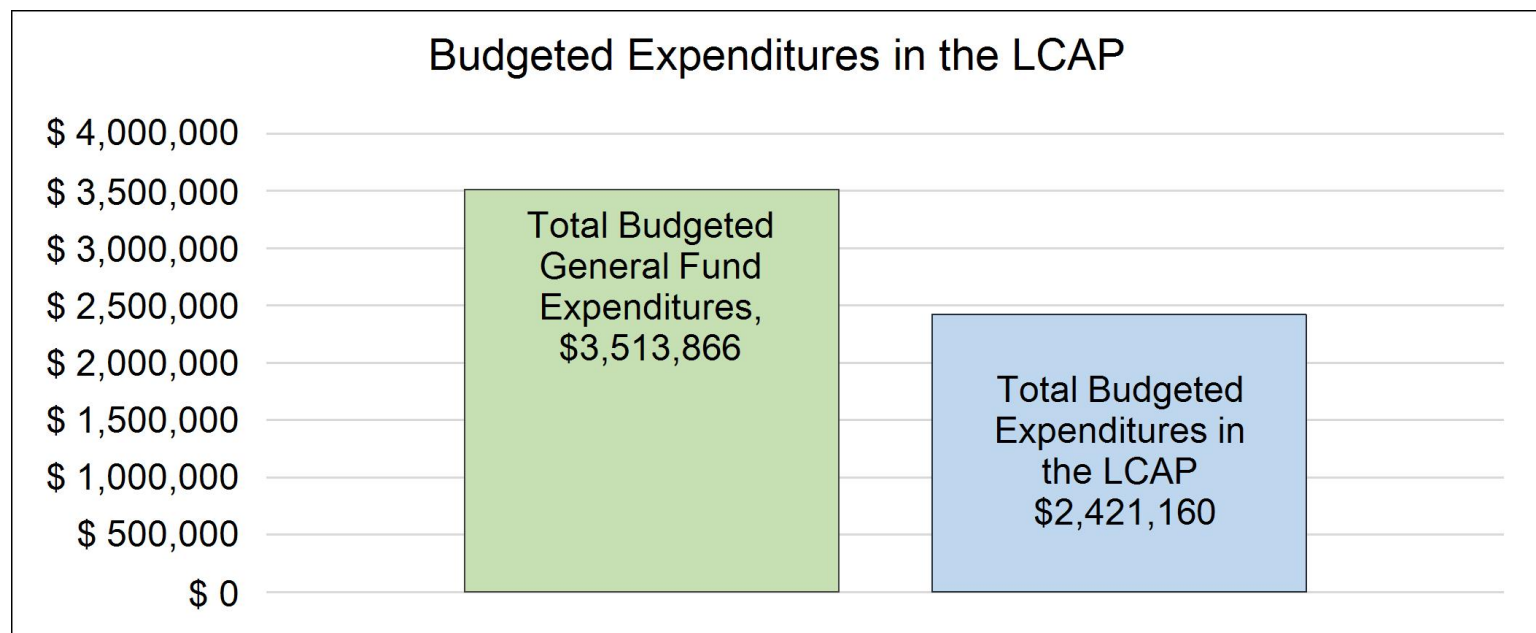


This chart shows the total general purpose revenue Redwood Preparatory Charter School expects to receive in the coming year from all sources.

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:

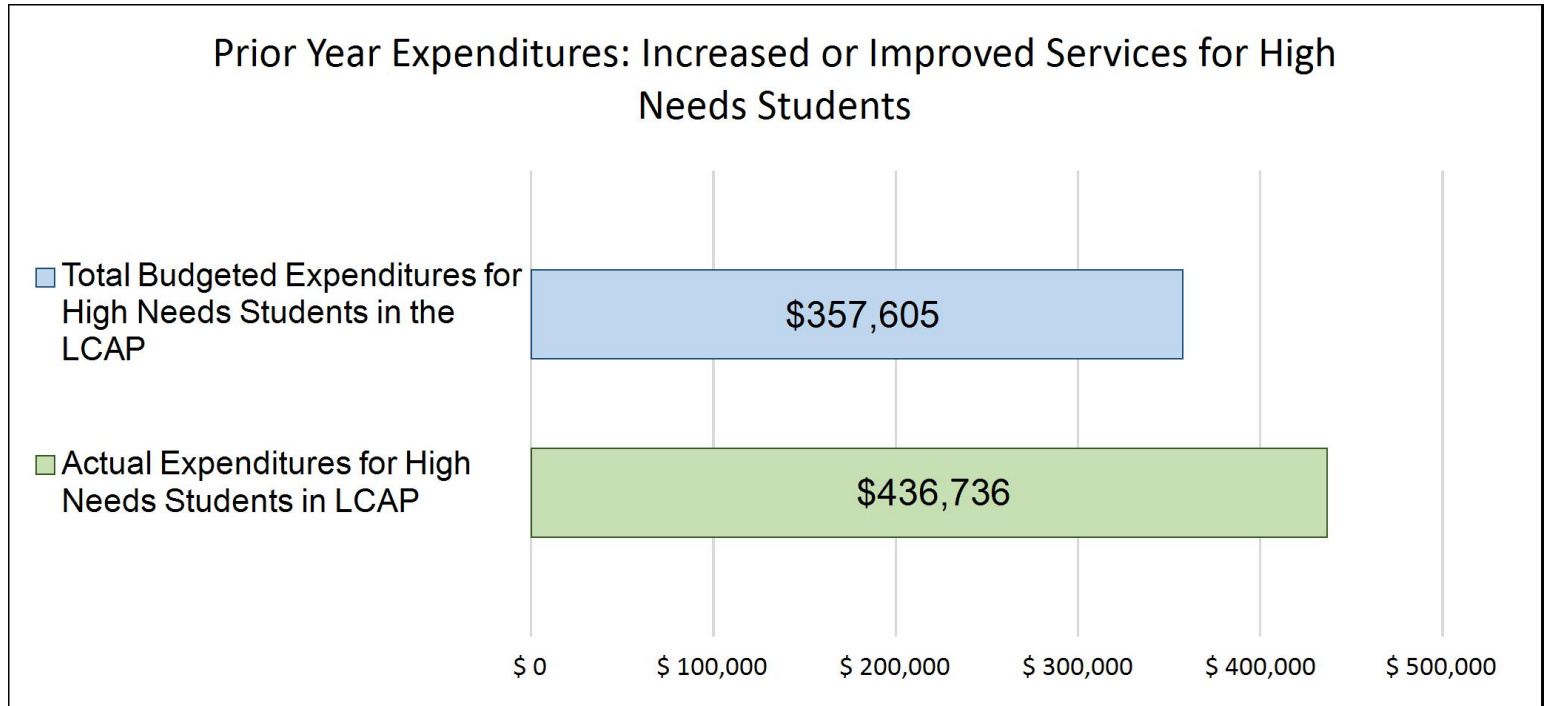
The following expenditures are not included in the LCAP: Charter Oversight Fee, Fortuna Elementary Gym Use Fee, Administrative Costs, Legal Fees, Audit Fees, and the Learning Recovery Block Grant.

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: Local Indicators Presentation

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's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard). The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The school must report annually on the following local indicators through a self-reflection tool:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

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 Local Indicator in conjunction with the LCAP.

ATTACHMENTS: Local Indicator Self Reflection

PRIORITIES

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tool as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 1 is provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

All fields marked with an asterisk (*) are required

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): *

0

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

PRIORITIES

Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education

- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

English Language Development (Aligned to English Language Arts Standards) *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Mathematics – Common Core State Standards for Mathematics *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Next Generation Science Standards *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

History-Social Science *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

English Language Development (Aligned to English Language Arts Standards) *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Mathematics – Common Core State Standards for Mathematics *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Next Generation Science Standards *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

History-Social Science*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

English Language Development (Aligned to English Language Arts Standards)*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Mathematics – Common Core State Standards for Mathematics*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Next Generation Science Standards*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

History-Social Science*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ N/A

Health Education Content Standards*

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Physical Education Model Content Standards*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Visual and Performing Arts*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

World Language*

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ N/A

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Identifying the professional learning needs of individual teachers*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Providing support for teachers on the standards they have not yet mastered*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

PRIORITIES

Self-Reflection Tool (Priority 3) – Parent and Family Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: The local educational agency (LEA) annually reports progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress, successes, and areas of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

All fields marked with an asterisk (*) are required

Section 1: Building Relationships Between School Staff and Families

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

Building Relationships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families. *

Redwood Prep excels at fostering strong family involvement, offering numerous opportunities for participation, and ensuring transparency in all our processes and communications. The CA Healthy Kids Parent Survey results indicate that 100% of parents who completed the survey agree or strongly agree that the school promptly responds to emails, calls, and messages. 98% of those who completed the survey agree or strongly agree that the school encourages parents to be active partners in their child's education.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families. *

Redwood Prep's primary focus area for improvement in "Building Relationships Between School Staff and Families" will be to create more opportunities for genuine connection through engaging family event nights. While we currently have various formal channels for engagement, we've identified a need for more informal, community-building events that foster a sense of belonging and allow for relaxed interaction between staff and families. These dedicated family event nights will serve as a welcoming space for all families, particularly those who may feel less connected, to build rapport with school staff in a fun and supportive environment, ultimately strengthening the overall school community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families. *

At Redwood Prep, building trusting and positive relationships with all our families is a core value. We're committed to engaging our community through meaningful communication and diverse opportunities to participate in school life. To better reach underrepresented families, we're actively working to break down common barriers. This includes providing childcare and sharing meals during key meetings and events. For example, we offer babysitting for Parent Council and Board meetings, and we provide dinner for our LCAP night, a crucial event where we seek parent involvement and feedback on the school's goals and actions. We're also offering Zoom options for meetings to increase accessibility and flexibility for families.

Section 2: Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

Building Partnerships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes. *

At Redwood Prep, we recognize that strong partnerships with our educational stakeholders are fundamental to student success. We've made significant progress and have several key strengths in "Building Partnerships for Student Outcomes" by creating diverse and accessible avenues for engagement:

Current Strengths and Progress:

Robust Committee Structure for Shared Governance: We have established multiple active committees that directly involve parents, teachers, staff, and even board members in decision-making processes. These include our Wellness Committee, Safety Committee, Facilities Committee, and Gym Committee. This multi-stakeholder participation ensures that diverse perspectives are considered in crucial areas impacting student well-being, safety, and learning environment.

Active and Accessible Parent Council: Our Parent Council meets monthly, offering both in-person and Zoom options to maximize parent participation and feedback. This consistent forum is a primary channel for parents to voice their input and contribute to school improvements.

Intergenerational Engagement through "Grandparents in Action": The "Grandparents in Action" program is a unique strength that leverages the wisdom and support of a vital community demographic. This partnership enriches the school environment and provides students with additional mentorship and support.

Student Voice and Leadership: We actively empower our students through the Student Council and Leadership team. These groups offer students opportunities to develop leadership skills, contribute to school culture, and have a direct voice in matters that affect them, thereby fostering a sense of ownership and belonging.

Collaborative Leadership Team: The involvement of various stakeholders in the Leadership team ensures that decisions are made with a comprehensive understanding of the school's needs and goals, aligning efforts across different areas to support student outcomes. These established partnerships demonstrate Redwood Prep's commitment to creating a collaborative and inclusive environment where all educational partners actively contribute to the holistic development and academic achievement of our students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes. *

At Redwood Prep, we're dedicated to increasing student opportunities to participate and offer feedback in decision-making. Our existing Student Council is vital in empowering students. Moving forward, we plan to support growth for student leadership, empowering them to gather information directly from their peers. This will enable students to offer meaningful suggestions for improving our programs and services, ensuring their voices are integral to our continuous improvement efforts. We aim to strengthen community partnerships to expand the range of opportunities and resources available to our students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes. *

At Redwood Prep, building trusting and positive relationships with all our families is a core value. We're committed to engaging our community through meaningful communication and diverse opportunities to participate in school life. To better reach underrepresented families, we're actively

working to break down common barriers. This includes providing childcare and sharing meals during key meetings and events. For example, we offer babysitting for Parent Council and Board meetings, and we provide dinner for our LCAP night, a crucial event where we seek parent involvement and feedback on the school's goals and actions. We're also offering Zoom options for meetings to increase accessibility and flexibility for families.

Section 3: Seeking Input for Decision-Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making. *

Redwood Prep excels at fostering strong family involvement, offering numerous opportunities for participation, and ensuring transparency in all our processes and communications. The CA Healthy Kids Parent Survey results indicate that 92% agree or strongly agree that the school actively seeks parent input before making important decisions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making. *

At Redwood Prep, we're dedicated to finding the most effective ways to hear from our entire community: families, students, and staff. Our Parent Council serves as a vital avenue for parent feedback, though past data suggests that traditional surveys aren't the preferred method for many of our parent partners. Recognizing that only a small portion of parents are represented on the Parent Council, we aim to implement an additional survey specifically for our elementary parents. For students in grades 4 through 8, we already utilize the CA Healthy Kids Survey to gather their valuable input. However, we're committed to exploring more authentic and preferred methods for collecting feedback from all our families, understanding that traditional surveys haven't resonated as effectively as we'd hoped. Based on this feedback, we also offer an annual in-person LCAP night, where we provide dinner, to gather direct input from parents.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making. *

At Redwood Prep, we are deeply committed to ensuring all our families have meaningful opportunities to provide input on school decisions. We actively engage our community through clear communication and various avenues for participation in school life. To better include underrepresented families in these processes, we're working to break down common barriers. This means offering practical support like childcare and shared meals during key meetings and events. For instance, we provide babysitting for Parent Council and Board meetings, and we serve dinner at our annual LCAP night—a crucial event specifically designed to gather parent involvement and feedback on the school's goals and actions. We also offer Zoom options for meetings to increase accessibility and flexibility, making it easier for all families to contribute their perspectives to decision-making.

PRIORITIES

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 6 is provided below.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Local School Climate Survey Results- Students Feel safe all or most of the time: 4th grade- 85.7% 5th grade- 81.9% 6th grade- 100% 7th grade- 90% CA Healthy Kids Survey 73% of students in grades four through eight report having a caring adult on campus. 74% of students in grades four through eight report connected to the school. 64% of students have experienced name calling, bullying, or harassment. 72% of student report that the school has an anti-bullying climate.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

?Our analysis of the Local School Climate Survey and CA Healthy Kids Survey reveals both strengths and areas for improvement in student well-being and connectedness. Strengths: High Perception of Safety (Grades 4-7): The majority of students, especially in 6th grade (100%), feel safe at school. Caring Adults & School Connection (Grades 4-8): Most students (73-74%) report having a caring adult on campus and feeling connected to the school. Positive Anti-Bullying Climate Perception: A strong 72% of students believe the school has an anti-bullying climate. Identified Needs: Addressing Bullying & Harassment: A significant 64% of students in grades 4-8 have experienced name calling, bullying, or harassment. This highlights a critical need to strengthen anti-bullying efforts and ensure perceived climate translates into a safe experience for all.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Revisions, Decisions, and Actions for Continuous Improvement: Strengthening the Safe School Ambassador Program: We will continue to support and strengthen our Safe School Ambassador program with a renewed focus on empowering students to be "upstanders" when they witness bullying. This will involve: Providing enhanced training for Ambassadors on specific, actionable strategies for non-violent intervention and peer support. Establishing clearer pathways and encouragement for Ambassadors to report incidents and seek adult support when needed. Regularly reviewing the program's effectiveness in reducing bullying incidents and increasing student confidence in intervening. Maintaining and Enhancing "Family Groups": We will continue to have "family groups" in grades 5 through 8. These mixed-age level groups, facilitated by staff and teachers, have proven valuable in promoting connections between students and between students and adults. We will explore ways to enhance these groups further to explicitly support anti-bullying efforts and foster a stronger sense of community where students feel comfortable advocating for one another. Implementing Targeted Anti-Bullying Assemblies: To directly address the 64% of students experiencing bullying and to reinforce an anti-bullying climate, we will allocate funds to host dedicated anti-bullying assemblies for both primary and middle school students. These assemblies will be carefully selected to be age-appropriate, engaging, and to provide actionable strategies for students to recognize, report, and stand up against bullying. The goal is to move beyond general awareness to equip students with the tools to respond effectively to bullying behaviors. These actions are designed to directly address the disparity between students' perception of an anti-bullying

climate and their actual experiences with bullying, while simultaneously strengthening the supportive relationships and connections within our school community.

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

PRIORITIES

Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Using our student information system, budget expenditures, class observations/peer coaching, and surveys, we track the extent to which all students have access to and are enrolled in a broad course of study. This information is based on grade span, unduplicated student groups, and students with exceptional needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

2. As a small school with one class per grade level, all students have access to a broad course of study. We follow the Common Core state standards, next gen science standards, and follow the California framework for Social Studies, PE, Health, Art and Music. All students participate in STEAM class at least once a week. All students take PE with a credentialed teacher. All participate in project based learning, students with exceptional needs receive services based on IEP, 504 plans, or the results of the ELPAC. The plans include identified accommodation, modifications, and integrations in the general education classrooms through a push in model whenever applicable.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

There are no barriers to providing a broad course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

?This past year, our Wellness Committee has diligently focused on enhancing physical education (PE) by emphasizing strength, stamina, and flexibility. This targeted approach included the collection and analysis of student pre- and post-data to track individual progress in physical fitness. This data-driven strategy ensures that our PE program effectively supports students in making measurable gains in their physical well-being, contributing to their overall academic progress. Building on this success, for the upcoming academic year, the Wellness Committee plans to expand its focus to "food as fuel" through the school nutrition program. This new initiative will involve integrating educational components about healthy eating and nutrition directly into the curriculum and school environment, working in conjunction with our school nutrition services. This will ensure that students not only engage in physical activity but also understand the vital role of nutrition in supporting their health, energy, and academic performance, thereby enriching their access to a truly broad course of study.

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the [California Department of Education DataQuest web page](#).

FROM: Karissa Feierabend
SUBJECT: Federal Addendum

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 Local Control and Accountability Plan (LCAP) serves as the blueprint for our school's use of Local Control Funding Formula (LCFF) resources. To be eligible for certain federal funding programs tied to the Every Student Succeeds Act (ESSA), we must also complete a federal addendum to the LCAP. This addendum details how these additional federal dollars will be used to specifically support underserved student groups and align with our overall LCAP goals.

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 Federal Addendum.

ATTACHMENTS: Federal Addendum

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year

2024-2025

Date of Board Approval

June 18, 2025

LEA Name

Redwood Preparatory Charter School

CDS Code:

12-76802-0124164

Link to the LCAP:

(optional)

redwoodprep.org

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

Redwood Prep follows a Response to Intervention (RTI) model. Initially students are screened before entering Redwood Prep to determine the baseline literacy and math level. Redwood Prep implemented many changes in order to meet the needs of SED students. We understand that a positive relationship with at least one adult on campus has a great impact on student success. With this perspective, our staff is investing time and energy to make deeper connections with students. Additionally, we’re doing more goal setting and conferencing with students to increase accountability. The teaching staff has spent the last two years collaborating and receiving training on Universal Design for Learning. Finally, we’ve instituted a new format for delivering intervention to students who need extra support as well as offering extension activities for students ready for greater challenge. Our strategy for using our federal dollars includes: providing staff support to lower class sizes for direct instruction to students struggling and continuing to provide professional development to our highly qualified teaching staff.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The staff and governing board of Redwood Preparatory Charter School understands the importance of data collection and analysis in measuring and improving student learning. Redwood Prep students will meet all academic standards adopted by the State Board of Education as applicable to charter schools. We align our curriculum with California and the Common Core Content Standards. We use both external and internal standards-based assessments to measure student performance, analyze data closely and convert results into specific measurable action plans that support strong academic achievement for every student. All core components including language arts, mathematics, science, and social science along with English language development are assessed in a comprehensive and dynamic system. New students are assessed prior to the beginning of the school year, during an orientation period to determine academic skill levels for the purpose of beginning targeted and appropriate instruction on day one of the new school year. The California and Common Core Content Standards are the cornerstone of our curricular program and assessment practices. Student outcomes are measured through a variety of assessments that that are both standardized curriculum assessments and teacher created materials.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (as applicable)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

40% of our students are considered low income based on the Free and Reduced lunch applications.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

11 out of 12 teachers are highly qualified. One teacher has a Provisional Internship Permit (PIP). The teacher with a PIP has 14 students who are low income and 1 student is designated as a minority.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)• An individual who holds no credential, permit, or authorization to teach in California.

	<p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

As a school, we have an exceptionally high attendance rate (99%) that we want to maintain. The school population has grown from 102 to current enrollment of 237. During parent council meetings, staff meetings and in our family survey, staff and parents identified the following areas of need:

- Increased participation/attendance by parents on school committees and school events
- More opportunities for parent education and engagement

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

All homeless services are coordinated by our Homeless Children and Youth Liason.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The 8th grade students attend orientation at the high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

- A. The school has a Gate coordinator who organizes testing in grades 3 and 6 and identifies GATE students.
- B. The school subscribes to a variety of digital curriculum to help improve digital literacy skills.
- C. The school gave each teach a budget to enhance their classroom libraries.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Provide training and professional development opportunities for staff with a focus on differentiation, CCSS, CAASPP, SEL, Restorative Practices, UDL, STEAM and PBL.

Implement a professional coaching plan for certificated staff. Provide release time for professional development, observations and peer coaching.

Designate collaborative time for certificated and classified staff.

Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits, and trainings to improve math instruction and intervention practices with English Learners and low income pupils.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional Development continues to be a big priority for Redwood Prep. Each staff member makes a personal professional goal plan annually and identifies their need of professional growth, as well as a school-wide goal. Trainings are identified after the goals have been identified and discussed with the director.

According to LCFF Dashboard, there continues to be an achievement gap for the students identified as socio-economically disadvantaged (SED) in language arts.

2023-2024 Students in the SED Category:

ELA

59% Met/Exceeded

27% Nearly Met
Yellow on CA School Dashboard
Math
53% Met/Exceeded
32% Nearly Met
9 points above the standard.

2023-2024 CAASPP Data- All Students
Language Arts
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.
Math
52% 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.

The school will continue to focus on Universal Design for Learning to support all students in making progress.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Each year, the school analyzes CAASPP data across grade levels and uses the information to identify students who need intervention and to support teachers in curriculum development based on identified areas of need.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

In addition, we will provide opportunities for Redwood Prep students to participate in a variety of countywide events.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022

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											
ALL FUNDS											
BUDGET ADOPTION MULTI-YEAR PROJECTIO FISCAL YEAR 2026-27	General	General	General	----- SPECIAL REVENUE FUNDS -----			----- OTHER FUND TYPES -----				
	Fund/TRANS	Fund/TRANS	Fund/TRANS	Cafeteria	Special	Bond	County School	Capital	Retiree	Capital	Total
	Unrestricted	Restricted	Total	Fund	Reserves	Construction	Facilities	Outlay	Fund	Facilities	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											
ALL FUNDS											
BUDGET ADOPTION MULTI-YEAR PROJECTIO											
FISCAL YEAR 2027-28											
	General Fund/TRANS Unrestricted	General Fund/TRANS Restricted	General Fund/TRANS Total	----- SPECIAL REVENUE FUNDS -----			----- OTHER FUND TYPES -----				
				Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	Capital Outlay	Retiree Fund	Capital Facilities	Total 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
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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