

Redwood Coast Montessori Board of Directors
Remote Meeting

Zoom (<https://us05web.zoom.us/j/85001584392?pwd=dk1VQlIPU3BSMjZSOWlHZ1gvZmJwQT09>)

REGULAR MEETING

June 21, 2022 6:30 p.m.

AGENDA

- A. CALL TO ORDER OF OPEN SESSION
- B. OPEN SESSION: 6:30 P.M. LOCATION – REMOTE MEETING

C. PUBLIC COMMENT

The public is invited to make announcements or comment on information to the Board that is relevant to the scope of authority of Redwood Coast Montessori. The Board may uniformly impose a time limit of 3 minutes to individual presentations to assure every subject is heard. By public law, the Board cannot take action on items not on the agenda.

- D. GENERAL FUNCTION-CONSENT ITEMS - Approval w/ Single Motion:
Items listed under the Consent Agenda are considered to be routine and are acted on by the Board in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items.

- 1. Approval of Draft Minutes of May 11, 2022 Regular Meeting

Action

E. BUSINESS AND FINANCE

- 1. Approval of Charter Safe Resolution for Property & Liability Insurance

Action

F. SCHOOL FUNCTIONS

- 1. RCM Equity and Diversity Report

Information

- 2. Local Control Accountability Plan (LCAP): Local Indicators

Information

- 3. 2022/2023 DRAFT Local Control Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA) Federal Addendum

Information

- 4. Public Hearing: 2022/2023 DRAFT Local Control Accountability Plan (LCAP) - Solicitation, Recommendation, and Comments from Members of the Public on the DRAFT

Action

Open: _____

Close: _____

The 2022/2023 Draft LCAP is available for public inspection at the RCM School Office (1611 Peninsula Drive, Arcata). Please call 707-832-4194 to make an appointment to view the document.

- 5. Public Hearing: Local Control Funding Formula (LCFF) 2022/2023 Budget - Solicitation, Recommendation, and Comments from Members of the Public on the DRAFT

Action

Open: _____

Close: _____

6. Public Hearing: 2022/2023 Education Protection Account Action
Open: _____
Close: _____

7. Board Retreat Goals Discussion Information

8. 2022-23 Board Dates Action

G. STAFF and DIRECTORS REPORTS

1. Staff Reports
2. Director Reports

H. FUTURE AGENDA ITEMS

I. ADJOURNMENT OF OPEN SESSION Action

NOTICE: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254. 7, 6254.15, 6254.16, OR 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Redwood Coast Montessori School 1611 Peninsula Drive, Arcata, CA 95521. In compliance with Government Code section 54954.2(a) Redwood Coast Montessori will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Redwood Coast Montessori at 707-832-4194.

Redwood Coast Montessori Board of Directors

Remote Meeting

Zoom (<https://us05web.zoom.us/j/83757130105?pwd=VXdKeVFrOW50U2lYUVZETzk1dDk1Zz09>)

REGULAR MEETING

May 11, 2022 6:30 p.m.

MINUTES

Present: Terry Weeks, Troy Nicolini, Libbi Miller, Candy Stockton, Bryan Little, Michelle Leonard

Absent: Kim Bonine

- A Call to Order of Open Session: Terry Weeks at 6:31pm
- B Open Session: 6:30pm; Location: Remote Meeting
- C Public Comment statement read, no public comments
- D General Function: Consent Calendar Items
- Approval of Draft Minutes of April 20, 2022 Regular Meeting [Action Item]
6:33pm: Motion to Approve/Second: Miller/Stockton. Unanimous approval.
- E Business and Finance
- CalSHAPE Grant application [Action Item]
6:38pm: Motion to Approve/Second: Miller/Stockton. Unanimous approval.
- Lighting retrofit for Arcata Campus, not including HVAC upgrades [Action Item]
6:41pm: Motion to Approve/Second: Stockton/Miller. Unanimous approval.
- F School Functions
- Discussion of Masking Policy [Action]
Presentation of survey results. Candy presented data on current weekly trends in the county which have consistently climbed over the last 5 weeks. Libby shared that her child contracted COVID, but didn't spread to his class because of masking but did have to be out a week, and would like other children to be able to stay in school. Elizabeth shared that her grandchildren's school is now closed because of staff shortages due to illness.
6:55pm: Motion to approve/Second: Nicolini/Stockton
Comments: Lacey shared that it has been a hard two years. Many of us are vaccinated or have immunity from having the virus. She does not think that local case counts are an appropriate metric to be using to make decisions, and she strongly supports removing the mandatory indoor mask mandate. Graham shared that he would like masking mandate removed. He agrees with Lacey's statement. Additionally, he sent Bryan and Michele an NPR article supporting this position.
Called to vote at 7:10pm: delayed by additional comments, Lacey and Graham restated their previous objections and asked for a response to their statements.
Called to vote again at 7:31pm: unanimous approval

- RCM Equity and Diversity Report [Informational]: Michelle reports committee didn't meet last month due to spring break, next meeting will be next week.

- LCAP Update [Information]: Bryan presented on our goal to help support diverse learners. We are in year two of our three year cycle. We are fine-tuning our metrics around goals. Hope to add social work interns to campus next year.

- WASC Visit Update [Information]: Bryan shared the WASC visiting committee's final report. There are some specific items that the school still needs to respond to summarized at the end. Staff will respond (due May 18) and it does not require board action.

- June Meeting Dates [Action]: 2022-2023 budget will be presented for approval at this meeting, and integrating this with the LCAP, which must be done by June 30th. This process requires two meetings. The regularly scheduled meeting is June 8th, but it would be preferable to push it later in to the month to increase the likelihood of having the governors revised budget in place. Proposed dates: June 21 and 22, both at 6:30pm.

Motion to approve/Second: Stockton/Nicolini; unanimous approval at 8:11pm

G Staff and Directors Reports

- Staff Reports

- Bryan: moving up ceremony (June 16th) and high school graduation (June 17th) ceremonies are coming up. The arcata campus will have a student led dance next month. There is a career and education fair happening at St. Bernards tomorrow that many of our students will be attending.
- Michelle: Manilla campus focused on end of year activities. Starting the CASP tests over the next two weeks; lower and upper el both have a play in production right now with scheduled performances on the 26th and 27th. They are planning end of the year camp out. They are planning summer sessions for this year, working on finalizing plans and getting info out to parents. This Saturday is the Manilla campus "spring spruce up".

- Director Reports

- Candy: will be stepping off the board after this month.

H Future Agenda Items: Consider beginning the conversation on the goals of a board retreat and what the process would be. Plan to have a first step on the agenda at the beginning of next school year.

I Adjournment of Open Session

Motion to Adjourn/Second: Stockton/Nicolini; unanimous approval at 8:34pm

CharterSAFE

BE SAFE • FEEL SAFE

2022-2023 Membership Proposal

Prepared for:

Redwood Coast Montessori

Coverage Effective:

July 01, 2022 at 12:01 AM - July 01, 2023 at 12:00 AM

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

Issued: June 09, 2022 at 2:12 pm

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

Dear Bryan,

CharterSAFE is pleased to present your membership renewal for the 2022-2023 year. Your membership includes the following:



For a more detailed listing of our member services, please contact our Managing Director, Member Services and Operations, [Bettina Hooper](mailto:bhooper@chartersafe.org) at bhooper@chartersafe.org or (916) 880-3470.

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

REQUIRED SIGNATURES:

To bind coverage, you must complete and sign the following:

1. Member renewal acceptance
2. JPA Agreement
3. Board Resolution to join CharterSAFE
4. If applicable, Department of Industrial Relations workers' compensation application and resolution

We look forward to working with you in the 2022-2023 year!

Thank you,

The CharterSAFE Team

CharterSAFE

2022-2023 CLAIMS AND INCIDENT REPORTS GUIDELINES

Member schools must notify CharterSAFE by submitting an online report, as soon as practicable, of an occurrence, accident, injury, claim, suit or circumstances that may reasonably result in a claim or suit. A delay in reporting could lead to a denial of coverage.

For your protection, claims will not be accepted by phone, email, or fax.

CLAIMS FILING PROCESS ON THE WEB PORTAL

- Go to www.chartersafe.org and log in.
- If you need to reset your login credentials, please reach out to your CharterSAFE Representative: **Dan Berry** at dberry@chartersafe.org.
- Hover over the "Claims" tab, choose "Submit a Claim" and our website will prompt you with a series of questions to help you determine the appropriate claim form to submit.
- Complete the online questions and select the "Submit" icon at the bottom. After submission, you will receive a confirmation email with information regarding next steps.

CLAIMS RESOURCES AND FORMS

- Hover over the "Claims" tab, choose "Resources and Forms" and you will find all supporting documents you might need when filing a claim or incident report, such as:
 - Student Accident Claim Packet (English and Spanish)
 - Volunteer Accident Claim Packet (English and Spanish)
 - Statement of No Insurance
 - Workers' Compensation Claim Form (DWC-1)
 - Employee Fact Sheet
 - Kaiser on the Job Clinics
 - Employee Injury Card

For any claim reporting questions, please contact **Dennis Monahan**, Managing Director, Claims, at (619) 878-6221 or email dmonahan@chartersafe.org.

MEMBER CONTRIBUTION SUMMARY

Redwood Coast Montessori

Coverage Effective: July 01, 2022 at 12:01 AM - July 01, 2023 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution

\$33,873.00

Core Liability Program

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

Crime

- Property
- Student & Volunteer Accident

Additional Program Coverages

- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability

Total Member Contribution

\$33,873

Choose one payment option

- Payment in Full - \$33,873**
- Installment Plan**
 - Deposit (25%) - Due Now - \$8,468
 - 9 Monthly Installments - \$2,823

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

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

Proposal Acceptance:

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

As a new member to CharterSAFE, I acknowledge and agree to join CharterSAFE for a minimum of two (2) full policy years as required and explained in CharterSAFE's JPA Agreement and Bylaws.

Print Name _____ Date _____

Signature _____ Date _____

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

Mailing Address

793 K Street
Arcata, CA 95521

Continuity and Retroactive Dates

Directors & Officers Liability Continuity Date:	07/01/2022
Employment Practices Liability Continuity Date:	07/01/2022
Fiduciary Liability Continuity Date:	07/01/2022
Childhood Sexual Assault Liability Continuity Date:	07/01/2022

Vehicles

None scheduled.

EXPOSURES & LOCATIONS

Member contributions are calculated based on the following exposures:

Students/Employees

Location Address(es)	Students	Employees
Redwood Coast Montessori Manila: 1611 Peninsula Drive Arcata, CA 95521	115	25
Redwood Coast Montessori Arcata: 793 K Street Arcata, CA 95521	58	8
Total:	173	33

Property Values

Location Address(es)	Building Value	Content Value	Electronic Data Processing (EDP)	Total Insured Value (TIV)
Redwood Coast Montessori Manila: 1611 Peninsula Drive Arcata, CA 95521	\$0.00	\$399,000.00	\$40,000.00	\$439,000.00
Redwood Coast Montessori Arcata: 793 K Street Arcata, CA 95521	\$0.00	\$135,000.00	\$20,000.00	\$155,000.00
Total:	\$0.00	\$534,000.00	\$60,000.00	\$594,000.00

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **\$5,000,000** Per Member Aggregate

The Core Liability Program Breaks Down As Follows:

Directors & Officers, Employment Practices, and Fiduciary Liability

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	\$5,000,000 per claim and member aggregate	\$15,000.00
Employment Practices Liability	\$5,000,000 per claim and member aggregate	\$15,000.00
Fiduciary Liability	\$1,000,000 per claim and member aggregate	\$0

Reporting: Claims must be reported to CharterSAFE as soon as you are made aware of a claim and no later than sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.

General Liability

Coverages	Limits	Deductibles
Bodily Injury Property Damage	\$5,000,000 per occurrence and member aggregate	\$500 per occurrence for bodily injury arising out of participation in a school sponsored <i>High-Risk Activity</i> *
Premises Medical Payment	\$10,000 per person \$50,000 per occurrence	\$0
Products and Completed Operations	\$5,000,000 per occurrence and member aggregate	\$0
Armed Assailant Sublimit	\$100,000 per occurrence and aggregate	\$0
COVID-19 Defense Cost and Premises Medical Payment for bodily injury arising out of the administration and/or supervision of on-site rapid testing of COVID-19	\$100,000 per occurrence and aggregate \$2,000,000 CharterSAFE's member combined annual aggregate	\$0
*A list of <i>High-Risk Activities</i> is available at www.chartersafe.org or you may contact Dan Berry (dberry@chartersafe.org / (916) 880-3469).		

Employee Benefits Liability

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

Educator's Legal Liability

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

Childhood Sexual Assault Liability

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	\$5,000,000 per claim and member aggregate	\$0 if school completes training requirement \$100,000 if school did not complete training requirement
Reporting:	Claims must be reported to CharterSAFE within sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
Training Mandate	Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is REQUIRED to be completed by 90% or more of staff within ninety (90) days of coverage renewal. New employees are required to complete the training within six (6) weeks of employment.	

Law Enforcement Activities Liability

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

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	\$5,000,000 per occurrence and member aggregate	\$0
Auto Physical Damage*	\$2,000,000 per occurrence and member aggregate	\$500 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

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

CharterSAFE is a single member of SELF, a nonprofit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different limits, terms, conditions and exclusions. You can access SELF JPA's information at www.selfjpa.org.

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

CRIME

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

PROPERTY

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

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

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence. See "Exposures & Locations" section for scheduled limits.	\$1,000 per occurrence Causes of Loss: 1. Water Damage: \$10,000 per occurrence 2. Wildfire: \$2,500 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence. See "Exposures & Locations" section for scheduled limits.	\$1,000 per occurrence
Business Interruption	\$10,000,000 per occurrence	\$1,000 per occurrence
Extra Expense	\$10,000,000 per occurrence	\$1,000 per occurrence

PLEASE NOTE:

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

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

STUDENT AND VOLUNTEER ACCIDENT

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

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact **Dan Berry** (dberry@chartersafe.org / (916) 880-3469).

Terms & Conditions:

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

Optional Catastrophic Student Accident Coverage:

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

Gallagher
18201 Von Karman Avenue, Suite #200
Irvine, CA 92612

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

ADDITIONAL PROGRAM COVERAGES

Pollution Liability And First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	\$1,000,000 per pollution condition or indoor environmental condition and aggregate \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$10,000 per pollution condition

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	\$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	\$0

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence. See "Exposures & Locations" section for schedule limits.	\$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability including Ransomware	\$1,000,000 per claim \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$10,000 per claim
Ransom Payment Sublimit	Qualification Level 1 - \$250,000 sublimit* Qualification Level 2 - \$100,000 sublimit* Qualification Level 3 - \$50,000 sublimit*	

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

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

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application and/or do not meet the security requirements.

CALIFORNIA CHARTER SCHOOLS
JOINT POWERS AUTHORITY

(as amended effective May 7, 2012)

THIS AGREEMENT, is entered into pursuant to the provisions of Title 1, Division 7, Chapter 5, Articles 1 through 4, (Section 6500, et seq.) of the California Government Code, relating to joint exercise of powers, between and among California charter schools, school districts, and other government entities which operate public schools, and which have signed this Agreement, and those that may sign hereafter, for the reestablishment of a joint powers authority, previously known as the California Charter Schools Association Joint Powers Authority, and which shall, as of the effective date of this amended agreement, be known as the California Charter Schools Joint Powers Authority (“Authority” or “CCS-JPA”).

WHEREAS, it has been determined by the parties that group self-insurance of workers compensation liabilities, general liabilities and/or group purchasing of insurance and other products and services, cooperative financing programs are of value on a mutual basis; and

WHEREAS, the financing of group self-insurance, risk management, claims administration and related programs for public schools can be effected on a more cost-effective basis through a joint effort; and

WHEREAS, Title 1, Division 7, Chapter 5 of the Government Code of the State of California (the “Joint Exercise of Powers Act”) authorizes joint exercise by two or more public agencies of any power common to them; and

WHEREAS, on or about May 7, 2004, members of the Authority entered into a joint powers agreement pursuant to the Joint Exercise of Powers Act to establish the Authority, and whereas such agreement was amended on or about February 28, 2006; and

WHEREAS, this Agreement shall supersede the prior joint powers agreement as amended on or about February 28, 2006;

NOW, THEREFORE, for and in consideration of the mutual advantages to be derived, and in consideration of the execution of this Agreement by charter schools and other governmental entities, each of the parties hereto does hereby agree that the California Charter Schools Joint Powers Authority (“Authority” or “CCS-JPA”) be reestablished as follows:

I

DEFINITIONS AND GENERAL PROVISIONS

1. “Authority” shall mean the California Charter Schools Joint Powers Authority.

2. “Board” shall mean the board of directors of the Authority, consisting of representatives of Participants, and charged with the responsibility of governing the Authority and its programs.

3. “Funds” shall mean, unless the context otherwise specifies, all monies paid into the Authority or any of its programs, including any earnings thereon, or any other sums coming to the Authority from any source.

4. “Governmental Entity” means any political subdivision or nonprofit corporation operating a charter school or other public school of the State of California which is considered a local government agency for the purposes of any program offered by the Authority and empowered to execute this Agreement under the laws of the State of California.

5. “Participant” means any charter school, school district, or governmental entity, which is a signatory member of the Authority; provided, however, that this definition shall not be construed to prevent the Authority from permitting any subsidiary, or wholly-owned or affiliated entity, upon terms and conditions approved by the Board, from participating in any program of the Authority.

6. “Program Administrator” means the contractor or consultant retained, or staff employed by the Board to administer the Authority.

7. “Risk management” shall mean the process of identifying, evaluating, reducing, transferring, sharing, financing, and eliminating any operational, business or educational risk in the management of a public school. Risk management includes various elements of insurance, law, administration, technology, accounting, and general business to effectively manage hazards and losses to which Participants may be exposed.

8. “Risk pooling or sharing” shall mean any common fund: (1) which is composed of cash, investments permitted by law, and other assets; (2) to which two or more Participants have agreed to contribute; (3) from which claims and risk management costs of any contributor to that common fund shall be paid; and (4) which operates in accordance with this Agreement.

9. “Self-insurance” shall mean providing for claims, losses, and risk management by risk pooling and the maintenance of reserve funds by or on behalf of Participants, and which, when conducted or administered by the Authority, ordinarily provides for the transfer of risks from a Participant to the Authority, and for the potential transfer of risks between and among Participants.

II

PURPOSES AND TERM

1. Purposes. The purposes of the Authority are to provide cost-effective mechanisms for financing risks of operating charter schools and other governmental entities; to provide essential protection to Participants otherwise not obtainable; to secure reinsurance and excess insurance on a group basis; to provide Participants with the mechanisms to jointly

purchase insurance, goods and services; to reduce financing costs; to accumulate, administer and invest funds to insure or self-insure as a group various liabilities up to a specified, predetermined amount; and to effect cost savings to Participants in the administration of management and risk management programs as may be established by the Authority in order to reduce the administrative costs of delivering educational services to public school students.

2. Term. This Agreement shall become effective as of the date hereof, and shall continue in full force and effect until it is terminated and the Authority is dissolved as provided herein. It is the intent of the parties hereto that the separate public agency created under this Agreement have an indefinite life, and shall continue to exist so long as necessary to carry out the purposes of this Agreement, including the orderly wind-up of the affairs of the Authority. It is the further intent of the parties that the withdrawal or termination of any Participant from any program of the Authority, or from the Authority itself, shall not terminate such program or this Agreement as to the remaining Participants therein, nor relieve any Participant or former Participant from any obligations it may have under this Agreement.

III

CREATION OF AUTHORITY

Pursuant to Section 6500 et seq. of the Government Code, there is hereby created a public entity, separate and apart from the parties hereto, to be known as the California Charter Schools Joint Powers Authority. Pursuant to Government Code Section 6508.1, the debts, liabilities, and obligations of the Authority shall not constitute debts, liabilities, or obligations of any party to this Agreement. Nor shall any party to this Agreement have any right, title or interest in the assets of the Authority, or in any contributions, consideration or property paid or donated by a party to the Authority, or any of its programs, except as expressly provided in this Agreement.

IV

ORGANIZATION & ADMINISTRATION

1. Responsibility. The overall responsibility for administration of the Authority shall be vested in the Board.

2. Agents. Each Participant hereby appoints the Board and its delegates or designees to act as its agents in executing all contracts, reports, waivers, agreements and service contracts and to make and arrange for the payment of claims and all other things required for the proper and orderly operation of the programs of the Authority.

3. Bylaws. The Authority shall be governed pursuant to this Agreement and to the Bylaws. Amendment of the Bylaws may be proposed by any Participant or member of the Board. A copy of the proposed amendment and the reasons therefor shall be presented to the Board if not proposed by the Board. All proposed amendments shall be approved by a two-thirds vote of the Board. Upon its approval, the amendment shall be disseminated to all Participants. Each party to this Agreement agrees to comply with and be bound by the provisions of the said Bylaws and further agrees that the Authority shall be operated pursuant to

this Agreement and the said Bylaws. In the event of any conflict between the Bylaws and this Agreement, this Agreement shall prevail.

4. Board. Upon approval by the Participants of this amended Agreement, the Board shall be responsible for overseeing the operation of CCS-JPA and organization and operation of the Authority, as provided herein. The Board shall establish such policies and guidelines as may be necessary to carry out the programs of the Authority. The organization and structure of the Board shall be established in the Bylaws.

V

POWERS OF AUTHORITY

1. The Authority shall have the following common powers and is hereby authorized to do all acts necessary for the exercise of said common powers:

A. To make and enter into contracts, including but not limited to contracts of employment, insurance, reinsurance and self-insurance for itself and its Participants, and providing for risk pooling, risk financing and sharing, financing and purchasing, whether or not subject to regulation under the Insurance Code, to the extent and in the manner permitted under Government Code Sections 990, 990.4, 990.8, and 6508, or any other provision of law;

B. To hire employees, and contract with consultants and legal counsel;

C. To invest and reinvest money in the treasury of the Authority pursuant to Government Code Section 53601 or other provisions of law as may be applicable;

D. To incur debts, liabilities, or obligations;

E. To acquire, hold, lease, or dispose of property;

F. To sue and be sued in its own name; and

G. To exercise all powers necessary and proper to carry out the terms and provisions of this Agreement, or otherwise authorized by law.

2. Said powers shall be exercised pursuant to the terms hereof, subject to the restrictions upon the manner of exercising the powers applicable to The Accelerated School, a California public charter school organized and operating as a nonprofit public benefit corporation.

VI

BOARD; ANNUAL MEETINGS

1. Number. The Authority shall be governed by the Board which is hereby established and which shall be composed of not less than 3, nor more than 11 representatives of

the Participants, who shall be elected by the Participants, in accordance with the Bylaws of the Authority.

2. Term. Each member of the Board shall serve for a term of three years and until a successor is elected or appointed. Each Board member shall have one vote.

3. Participants' Meetings. There shall be an annual meeting of Participants for the purpose of electing members of Board and to transact any other Authority business. The annual meeting, and any additional meetings, shall be held at the call of the Chair. Thirty percent of the Participants may also call a meeting of Participants. A majority of the Participants shall constitute a quorum of transaction of business at the meeting. Each Participant shall be represented at meetings by its chief executive officer or his or her designee. If a designee is to represent the Participant, written notice from the Participant's governing body shall be provided to the Authority.

VII

POWERS OF THE BOARD

A. The Board shall review, modify, if necessary, and approve the annual operating budget of the Authority.

B. The Board shall receive and review periodic accountings of all funds under this Agreement.

C. The Board shall have the power to conduct, on behalf of the Authority, all business of the Authority, which the Authority may conduct under the provisions hereof and pursuant to law.

D. The Board shall have such other powers and functions as are provided for in this Agreement and the Bylaws.

VIII

MEETINGS OF BOARD

1. Meetings. Board shall provide for its regular, adjourned regular, and special meetings upon call of the Chair, Vice Chair (if any), or Program Administrator; provided, however, that it shall hold at least two (2) regular meetings annually, as set forth in the Bylaws.

2. Minutes. The Secretary of the Authority shall cause minutes of regular, adjourned regular, and special meetings to be kept and shall, as soon as possible after each meeting, cause a copy of the minutes to be forwarded to each member of the Board.

3. Quorum. A majority of the voting members of the Board shall constitute a quorum for the transaction of business, except that less than a quorum may adjourn from time to time. A vote of the majority of a quorum present at a meeting shall be sufficient to constitute action by the Board, except as otherwise specifically set forth in this Agreement or in the Bylaws.

IX

OFFICERS OF THE AUTHORITY

1. Chair, Vice Chair, Secretary and Treasurer-Auditor. The Board shall elect from the Board a Chair, Secretary and Treasurer-Auditor of the Authority for terms of not less than one nor more than four years, as provided in the Bylaws, each to hold office until a successor is elected. A Vice Chair may also be elected. In the event an officer so elected ceases to be a member of the Board, the resulting vacancy in the office shall be filled at the next regular meeting of the Board held after such vacancy occurs. In the absence or inability of the Chair to act, the Vice Chair, if any, shall act as Chair. The Chair, or in his or her absence the Vice Chair, shall preside at and conduct all meetings of the Board.

2. Other Officers. The Board shall have the power to appoint such other officers as may be necessary to carry out the purposes of this Agreement.

X

PARTICIPANTS

1. Each Participant is entitled to the rights and privileges and is subject to the obligations as provided for in this Agreement and the Bylaws. Each Participant Agency shall comply with the rules and policies of the Authority.

2. A new Participant may be accepted upon application to the Authority and upon acceptance by the Board by two-thirds vote, and subject to acceptance by the prospective member of the terms and conditions of participation in the Authority and of the financial arrangements and fund contributions specified by the Board.

3. Each Participant shall be entitled to one voting representative at meetings of the Participants. Each representative shall be designated by appointment by the Participant's governing body. Such governing body may delegate the authority to appoint that Participant's representatives to its chief executive officer or principal.

XI

CONTRIBUTIONS AND OPERATIONS

1. Contributions. The parties agree that each Participant in the workers compensation and other group self-insurance programs shall make payment of contributions for coverage under those programs in which they elect to participate, as well as for the operations of the Authority. The Board shall be authorized and directed to establish the rate of contribution for each Participant, and the time schedule for payment of such contribution. Participants acknowledge that the rates established by Board for coverage under the workers compensation and other group self-insurance and insurance programs may reflect overall changes in coverage, changes in exposure and the past or projected experience of the Participants, as a group during the life of the program, and will not necessarily reflect the experience of an individual Participant during any specific period of participation. Consequently, there can be no assurance that current or former Participants will benefit equally from changes in the workers compensation program or

other group self-insurance programs (including, but not limited to changes in eligibility for participation credits, dividends or retrospective rating adjustments or enlargements of coverage grants), nor that the burdens will be equally shared (including, but not limited to rate increases, restrictions on coverage, or unanticipated claims expenses). The timely payment of all required contributions shall be a condition precedent to the continuation of participation by each Participant in the workers compensation and other group self-insurance programs and the Authority. A Participant has no title or interest in the Participant's contributions, whether equitable or otherwise, except as expressly provided in this Agreement.

2. Terms of Participation: Participants joining the Authority and participating in any Authority self-insurance, group purchase or other programs offered by the Authority shall commit to participate in the program for a minimum term which is typically two years unless stated otherwise in a duly adopted Board policy. The Board of the Authority shall establish by separate policy the minimum participation terms for each self-insurance, group purchase or other program offered by the Authority, including Workers Compensation, liability and any other program. Terms of participation shall be counted by the Authority's fiscal year, commencing with July 1 of each year.

3. Computation and Notice of Rates; Assessments. The rates to be used in calculating contributions for each Participant for participation in the workers compensation, general liability and other group self-insurance programs shall be determined by the Board, to the extent practicable, no later than sixty (60) days prior to the commencement of the coverage year and communicated to all current participants as soon as practicable thereafter. However, if at any time the Board determines that the amount contributed for a given year is insufficient, each Participant agrees to promptly pay the Authority the full amount of any assessments levied by the Board, which shall not to exceed two hundred percent (200%) of the annual amount of the Participant's contribution for coverage for any group self-insurance program for that year, as may be required to meet the Authority's expenses associated with the provision of coverage for the Participants for that year and line of coverage. Such assessments shall be allocated and attributed to each Participant based upon a methodology approved by the Board, which may include consideration of payroll, the actual or projected costs incurred by the Authority to provide for program liabilities of the Participant's employees, Participant's compliance with risk management policies, the total actual or projected costs incurred by the Authority as a whole, and other factors. In the event such an assessment, together with any other resources available to the Authority, is insufficient to pay the costs of the Authority for any group self-insurance program during any fiscal year, each Participant contributing to the shortfall shall share the shortfall proportionately, and the Authority shall have no further obligation to pay such costs.

4. Loss Control and Risk Management. Participants in any insurance or self-insurance program agree to follow the loss prevention and risk management recommendations of the Board, and to abide by all conditions, requirements, rules and regulations regarding loss control and risk management which may be promulgated by the Authority, including, but not limited to adopting policies prohibiting sexual harassment.

5. Right to Inspect. Each Participant agrees that the Authority, its Program Administrator, or any of its respective agents, servants, employees or attorneys shall be permitted at any reasonable time to inspect Participant's property and operations and to examine

Participant's books, documents and records as necessary in the proper operation of the group self-insurance programs or the Authority, to the maximum extent allowed by law.

6. Audit. Board shall obtain an annual audit of the financial affairs of the Authority, by a certified public accountant at the end of each fiscal year in accordance with generally accepted accounting principles. A copy of the annual audit report shall be available to each Participant, and shall be filed as required by law. The costs of such audit shall be paid from the funds of the Authority.

7. Binding Nature. Any Governmental Entity which makes application for participation in any of the group self-insurance program of the Authority, and is accepted as a Participant and signs this Agreement, shall thereupon become a party to this Agreement and shall be bound by all the terms and conditions hereof; provided, however, that any charter school or Governmental Entity may be refused admission to the Authority or any program thereof in the sole discretion of Board.

8. Deposit of Funds. Participants shall pay contributions to the Authority for the programs in which they participate and for operations of the Authority. The contributions and income therefrom shall be accumulated to pay the expenses of the programs for which they are determined or assessed. Funds received by Authority as contributions shall be deposited and invested in accordance with laws of the State of California pertaining to the investment of excess funds of charter schools.

9. Contributions by Participants. Without in any way limiting the powers otherwise provided for in this Agreement, the Bylaws, or by statute, the Authority shall have the power and authority to receive, accept and utilize the services of personnel offered by any Participants or its representatives or agents; to receive, accept, and utilize property, real or personal, from any Participant or its agents or representatives; and to receive, accept, expend and disburse funds, contract or otherwise, for purposes consistent with the provisions of this Agreement, which funds may be provided by any Participant, its agents, or representatives.

10. Excess Insurance and Reinsurance. The Authority shall obtain or cause to be obtained such excess insurance or reinsurance as may be necessary and prudent in the judgment of Board. The expense of such excess insurance or reinsurance shall be paid from the Funds of the Authority.

XII

CLAIMS ADMINISTRATION & PAYMENT OF LOSSES

1. General. The principal purpose for the establishment of the Authority is to provide for the orderly presentment, examination, investigation, defense or settlement of claims against the Participants which are covered under group self-insurance and insurance programs of the Authority. It is agreed and understood that the Authority shall use the sums contributed by the Participants for such programs to pay such losses and claims.

2. Presentment of Claims. The services and benefits to be provided by the Authority shall be paid or furnished to or for the benefit of a Participant with respect to a

particular incident or claim only if the Authority is notified as required by the applicable coverage agreement.

3. Investigation and Defense. Program Administrator will investigate, or cause to be investigated, all such claims and will attempt to adjust or settle such claims, in accordance with the authority delegated to Program Administrator by Board or the Participant involved. As required, and subject to the provisions of the Coverage Contracts, the Authority, through designated defense counsel will provide legal defense of claims against Participants. The Participant agrees to aid the Authority in such matters and to provide and make available all information and personnel as may be reasonably required in the opinion of Program Administrator to fully investigate and resolve the claim.

It is understood that Board and Program Administrator shall use their discretion in making judgments and assumptions as to the actual value of any claim and making such reserves based on such judgments.

XIII

TERMINATION OR WITHDRAWAL OF PARTICIPANT

1. Withdrawal of Participant. A Participant may terminate its participation in any Authority self-insurance, group purchase, or in other programs of the Authority, or from all programs of the Authority and from the Authority itself, following the minimum terms established in accordance with Article XI, section 2, hereof, by giving 90 days advanced written notice, unless another notice period is adopted by the Board. A withdrawing Participant shall remain liable for any unpaid contribution which shall have accrued under any program or coverage agreement it may have accepted, and for any liability it may have to the Authority itself, through the effective date of termination. Upon its voluntary withdrawal or its termination as a Participant in the Authority or any program of the Authority, a former Participant becomes ineligible to participate in any program of self-insurance of the Authority, except that the rights of a Participant after termination shall be limited to those benefits, such as the defense and indemnity of claims covered under coverage agreements issued by the Authority, which have accrued as of the date of termination as determined by the provisions of the applicable program. A withdrawing or terminating Participant shall have no other rights in any assets of the Authority or of any program of the Authority, whether denominated as equity, surplus, contributions or otherwise, except upon windup of the program or the Authority.

2. Involuntary Termination. A Participant may be terminated by the Authority from any program of the Authority, or from the Authority itself, for:

(i) Failure to comply with any term or condition of this Agreement, a coverage agreement, insurance policy, or other evidence of coverage issued by, through or on behalf of the Authority; or

(ii) With or without cause, upon a 2/3 vote of the members of Board.

3. Adjustment. Whether termination is voluntary or involuntary, a Participant shall remain liable for any unpaid contribution which shall have accrued prior to

withdrawal or termination of its participation in any program of the Authority, or the Authority itself. Adjustment for amounts of contribution due to the Authority upon termination shall be made within thirty (30) days of the time at which cancellation is effective.

4. Continued Liability. After a Participant withdraws or terminates, such withdrawing party shall be subject to assessment by the Authority to maintain the solvency of any program of the Authority for any year during which the party was a Participant, unless the coverage agreement otherwise provides.

5. Coverage Disputes. If a Participant disputes a coverage determination, the Participant must appeal to the Board prior to seeking any other remedy.

XIV

PROGRAM ADMINISTRATOR

1. Appointment of Program Administrator. The Board shall appoint a Program Administrator to administer the Authority. The duties of the Program Administrator may be further delegated to a person, association, partnership, corporation, contracted or employed staff, or any other form of entity, subject to such limitations as the Board may specify.

2. Duties of Program Administrator. Program Administrator shall have all such duties and authority as may be delegated to it by Board. Board shall enter into a service agreement or establish policies and procedures which shall specify all of the duties and obligations of the Program Administrator.

XV

ACCOUNTS AND RECORDS

1. Annual Budget. The Board shall annually adopt an operating budget for the Authority.

2. Funds and Accounts. The Treasurer-Auditor of the Authority shall establish and maintain such funds and accounts as required by the Board and as required by good accounting practice. Books and records of the Authority in the hands of the Treasurer-Auditor shall be open to inspection at all reasonable times by the Board and as otherwise required by law.

3. Bond. A bond in the amount determined adequate by Board shall be required of all officers and personnel authorized to disburse funds of the Authority. Such bond may be paid for by the Authority.

XVI

ACTUARY

1. Appointment. Board shall retain an Actuary.

2. Duties. Actuary shall have all duties and authorities as may be delegated to it by Board in a written contract between Actuary and Board. It is contemplated that the duties of Actuary shall include but not necessarily be limited to the following:

- (a) Recommend contribution rates;
- (b) Review rating structure;
- (c) Monitor claims and analyze loss reserves;
- (d) Monitor participation in all self-insurance and insurance programs;
- (e) Assist Board in financial planning;
- (f) Evaluate reinsurance proposals.

3. Payment. The professional fee paid Actuary for its services shall be an expense of the Authority. The professional fee may be based on a flat sum, an hourly rate, or another method as the parties may specify.

XVII

LEGAL COUNSEL

1. Appointment. Board shall appoint an attorney for the Authority to serve as General Counsel. Board may retain Special Counsel as needed.

2. Payment. The professional fees of General and any Special Counsel for services rendered to the Authority shall be based on a retainer, an hourly rate, or other method as the parties may specify.

XVIII

AMENDMENT AND TERMINATION

1. Amendment. Participants may amend this Agreement at any time and from time to time by an instrument in writing approved by a majority vote of Board and executed by a majority of the Participants, provided, however, that:

(a) No amendment shall retroactively reduce the benefits which any Participant is entitled to receive under any Coverage Contract for any coverage year in which a Participant was a fully qualified Participant without their written consent.

(b) Upon approval, by Board, and upon execution of any amendment by a majority of the Participants, the said amendment shall immediately be effective and binding upon all Participants. Any Participant which has failed to sign the amendment shall have the option of withdrawing from the Authority on the first day of the month next following the month in which a majority of the Participants have completed approval of the amendment, or remaining in the Authority and being bound by such amendment.

2. Termination by Agreement. Participants may terminate any program of the Authority or the Authority without a successor program or entity effective as of the end of the then-current coverage year by an instrument in writing approved by a majority vote of Board, executed by a majority of the Participants; provided, however, if any insurance program of the Authority or the Authority shall be so terminated, such termination shall not reduce or terminate the rights, benefits, and obligations of any Participant as to any claim theretofore presented.

3. Termination by Withdrawals. If, at any time, by reason of withdrawals or terminations of Participants, the Actuary shall advise and Board concurs that any program of the Authority is no longer economically feasible or actuarially sound, then such program or programs shall be terminated and dissolved by Board.

4. Disposition of Funds Upon Termination. Upon termination of any program of the Authority, the Authority shall retain in a liquidation fund such sums up to the entire amount held by the Authority for the benefit of the Participants in such program as the Board deems sufficient to pay the remaining obligations of the program. In the alternative, the Authority may insure or reinsure all outstanding liabilities of Participants in such program. Any funds remaining after termination of a program of the Authority, after adequate provision for all liabilities and claims thereunder, shall be distributed to the then-current Participants in the same proportion as each Participant's total contributions paid by that Participant, reduced by the amount of losses and allocated claims expenses paid on behalf of that Participant, bear to all contributions paid by all Participants, reduced by the total losses and allocated claims expenses paid on behalf of all Participants from the inception of that program to its termination. If the Authority insures or reinsures all outstanding liabilities of Participants, any funds remaining in excess of amounts necessary to pay the cost of such insurance or reinsurance shall be distributed to Participants in accordance with this Section, not later than twelve (12) months after payment of the final insurance or reinsurance premium. If the Authority elects to liquidate the liabilities by means of a liquidation fund, any excess funds shall be distributed not later than twenty-five (25) years following the date of termination. Board shall determine such distribution within six months after disposal of the last pending claim or loss covered by the program being terminated.

5. Termination of the Authority. The Authority itself may be terminated and dissolved in the same manner and subject to the same conditions as any program may be terminated; provided that, in addition, the Treasurer-Auditor shall disburse any funds in the treasury as directed by Board. Board is vested with all powers of the Authority for the purpose of winding up and dissolving the business affairs of the Authority.

XIX

CLAIMS, LITIGATION, OR JUDGMENTS AGAINST THE AUTHORITY

1. Defense of Claims. As to any claim or action against the Authority which is based on or arises out of an occurrence involving an officer or employee of the Authority during the course and in the scope of such duties, who is also an officer or employee of a Participant, such claim or action against the Authority will be defended by the Authority to the extent authorized by law. Such claims or actions shall not be considered claims or actions against such Participant solely as a result of employment by the Authority.

2. Claims and Judgment Against the Authority. Claims and judgments against the Authority, its agents, Board members, officers or employees, shall be paid from, or charged to, the appropriate coverages or self-insured funds the Authority has established and/or purchased against such claims, judgments or losses. Such amounts shall be paid from the Authority's own coverage or self-insured funds.

XX

MISCELLANEOUS

1. Binding Nature. This Agreement contains the entire agreement of the parties and supersedes all discussions, negotiations or promises made prior to the execution of this Agreement. This Agreement shall be binding upon and inure to the benefit of the original parties hereto and any substitute or additional parties who are bound hereby in accordance with the provisions hereof, their successors and assigns.

2. Notices. Any notices required by law or this Agreement shall be sufficient if given in writing and deposited in the United States mail, postage prepaid, addressed to the Participant at the last address on file with the Authority. Notices to be given to the Authority shall be directed to such address as the Authority shall designate for such purpose.

3. Partial Invalidity. If any one or more of the terms, provisions, promises, covenants, or conditions of this Agreement shall to any extent be judged invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, each and all of the remaining terms, provisions, promises, covenants and conditions shall not be affected thereby, and shall be valid and enforceable to the fullest extent permitted by law.

4. Successors. This Agreement shall be binding upon and shall inure to the benefit of successors of the parties.

5. Counterparts. This Agreement may be executed in one or more counterparts, and shall be deemed effective as to all signatories as though signed in one document.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their proper officers thereunto duly authorized, and their official seals to be affixed as of _____, 20__.

Name of Charter School or other Governmental Entity

By: _____
Its: _____
"PARTICIPANT"

RESOLUTION OF BOARD OF DIRECTORS OF REDWOOD COAST MONTESSORI
JOINING THE CALIFORNIA CHARTER SCHOOLS
JOINT POWERS AUTHORITY, DBA CHARTERSAFE

WHEREAS, it is in the best interests of Redwood Coast Montessori (“School”) to establish a joint powers agency to administer programs for group purchasing, financing, risk management, insurance, self-insurance, and risk sharing; and

WHEREAS, the joint powers authority will offer significant advantages to the School in terms of cost, liability protection and services; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Redwood Coast Montessori:

1. Redwood Coast Montessori agrees to join the California Charter Schools Joint Powers Authority (CCS-JPA, DBA CharterSAFE) and
2. Application for a certificate of consent to self-insure for workers compensation insurance to be submitted to the Department of Industrial Relations is hereby authorized, as necessary for the School to participate in the workers compensation self-insurance program of the Authority.
3. The School Director is hereby authorized to execute any and all documents as necessary to carry out the purposes of this Resolution.
4. That the Clerk /Secretary is directed to certify a copy of this Resolution and to forward the same, together with a copy of the executed joint powers agreement, to the California Charter Schools Joint Powers Authority.

PASSED, APPROVED AND ADOPTED this 21st day of June, 2022 by the following vote:

AYES:

NOES:

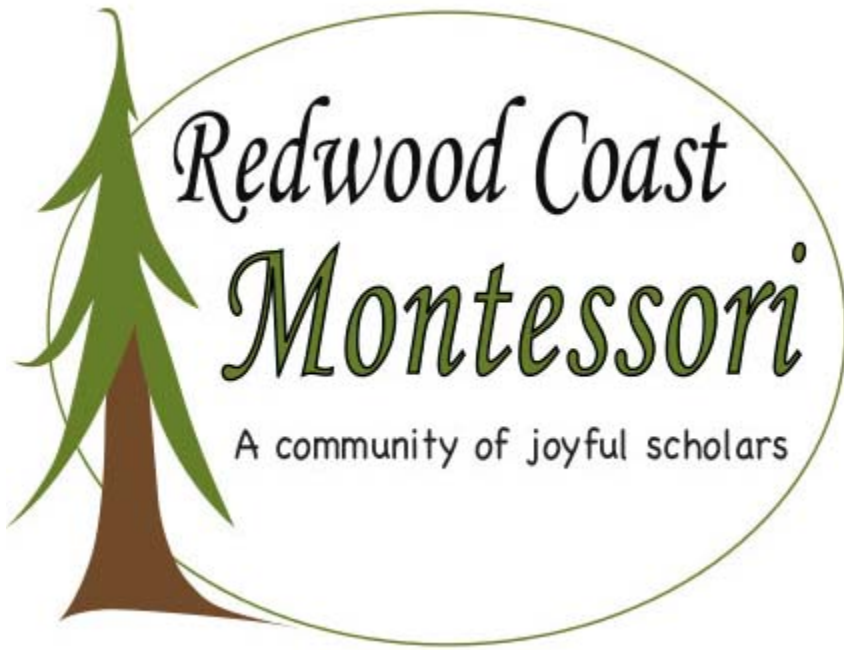
ABSENT:

ABSTAIN:

Chair/President

ATTEST:

Clerk/Secretary



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Redwood Coast Montessori	Bryan Little Director	info@redwoodmontessori.org 707-832-4194

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic

year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report 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 Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its 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 (EC) 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; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the 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. The approved self-reflection tools are 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 misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- 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)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

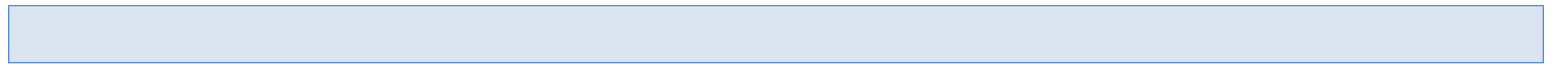
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- 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 LEA'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

3. Rate the LEA’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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board 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

Academic Standards	1	2	3	4	5
Career Technical Education		2			
Health Education Content Standards			3		
Physical Education Model Content Standards			3		
Visual and Performing Arts			3		
World Language			3		

Support for Teachers and Administrators

5. 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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based 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 area(s) 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
 - 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.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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 practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
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.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
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.			3		

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

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.

The relationship between school and family is central to the success of RCM students and the development of our school community. RCM staff use a variety of ways to engage with parents/guardians and the larger community. As a starting point, RCM staff host a variety of early year gatherings for students, families, and staff to build relationships and open up lines of communication. Regularly scheduled conferences, IEP meetings, and community events help to promote collaboration and relationship building. In addition, RCM hosts a exhibitions, school performances, and information meetings throughout the school year. At the governance level, parents/guardians are the encouraged to participate as members of the school board and as members of the site council. Both groups are composed of primarily parent/guardians. Friends of Redwood Coast Montessori provides an additional format for to build relationships between families and school.

91% of Parents "Agree" or "Strongly Agree" that "Parents feel welcome to participate at this school."
 100% of Parents "Agree" or "Strongly Agree" that "School staff treat parents with respect."

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.

Although both the school board and the site council are composed of parent/guardian volunteers, RCM acknowledges that additional outreach needs to be done to promote these opportunities to all families, particularly among students. RCM staff are currently working on curriculum and course structure that will initiate greater participation of students in both of these governing bodies. RCM continues to outreach to families at the beginning of each school year to educate families about the wide range of opportunities for involvement and to promote these opportunities in our weekly newsletters.

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.

RCM will continue to outreach to families through or weekly newsletters and direct communication with all families, particularly those that are underrepresented. The Manila Community Resource Center, operated by RCM, has been undergoing a process of refocusing its resources to better support school families. RCM is also providing additional training opportunities for staff to address the increased need for support of students and families with unique needs.

Section 2: Building Partnerships for Student Outcomes

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 practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
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.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
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.				4	
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.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- 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.

Redwood Coast Montessori works hard to actively communicate with families and to build partnerships with the entire community. Through the use of the weekly newsletters and through our "open door" approach to connecting with families, RCM staff are largely able to effectively communicate with families regarding student outcomes.

83% of parents "Agree" or "Strongly Agree" that "Teachers communicate with parents about what students are expected to learn in class."

83% of parents "Just okay" or "Very well" that school is "Providing information on your expected role at your child's school."

- 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.

Redwood Coast Montessori staff are actively working on building a comprehensive K-12 strategy for assessing and tracking student performance. Through the use of several key strategies: student portfolios, student-led conferences, student critique and reflection, partnerships between families and school will be strengthened.

- 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.

In an effort to better serve the needs of underrepresented students and families, RCM pursuing additional staff training and systems to address the needs of students in the classroom. RCM is also partnering with HSU to provide two social worker interns to provide target services for students with unique needs. Expansion of the hours and duration of our program into the 2022-23 school year is also designed to help support underrepresented students.

Section 3: Seeking Input for Decision-Making

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 practice in this section using the following rating scale (lowest to highest):

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

Seeking Input	1	2	3	4	5
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.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
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.				4	
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.			3		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

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.

During the 2021-22 school year, RCM provided staff, students, and parents the opportunity to participate in the California Healthy Kids Survey for the first time. This tool proved to be an excellent source of information from all three target groups. These surveys will continue to be used in future years as an important source of information for how best to engage all members of our community.

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.

Based on the feedback form the CalSCHLS survey:

86% of Parents "Agree" or "Strongly Agree" that "School actively seeks the input of parents before making important decisions."
 81% of Parents respond "Just okay" or "Very well" that school is "Letting you know how your child is doing in school between report cards."

While these percentages indicate that a majority of parents/guardians are satisfied with the level of input they receive from school and their ability to provide input, our goal is to have a percentage of 90% or more of parents /guardians reporting satisfaction with the levels of input for decision making.

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.

In an effort to better serve the needs of underrepresented families, our community resource center continues to shift the focus of the program to include greater levels of support for children and families in our own community. Staff of the resource center are also working on improving how information is communicated to underrepresented families in order to help identify needs and provide available resources.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary 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.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Based on the CalSCHLS Survey:

Student Survey:

89% of Students "Agree" or "Strongly Agree" that "I feel safe in my school."

74% of students indicate that "There is a teacher or some other adult from my school who really cares about me."

Parent Survey:

96% of Parents/guardians "Agree" or "Strongly Agree" that "This school is a safe place for my child."

100% of Parents/guardians "Agree" or "Strongly Agree" that "This school has adults who really care about students."

Staff Survey:

100% of Staff "Agree" or "Strongly Agree" that "This school is a safe place for students."

86% of Staff "Agree" or "Strongly Agree" that "This school is a safe place for staff."

Given these survey results, there is an overall sense of safety for students and staff at school. The most noticeable area for needed focus is in the area of student's sense of having caring adult at school. While most students reported that there is an adult at school who cares about them, the goal is for all students to feel this same sense of support. Some of the actions outlined in previous sections are designed to help provide additional support. Both the focus on student assessment and tracking, the refocusing of the resource center to include more student supports, and the planned use of social worker interns are all designed to provide additional supports for all students and families.

Access to a Broad Course of Study (LCFF Priority 7)

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. (response limited to 1,500 characters)
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, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
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. (response limited to 1,500 characters)
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? (response limited to 1,500 characters)

Redwood Coast Montessori provides students with access to a broad course of study. RCM uses Montessori and project based learning as a basis for course offerings. At the elementary TK-8th grade, students are enrolled in self-contained classrooms with highly qualified teachers. For students in grades 9-12th grade, students have access to a broad course of study in subject specific classes. Through use of a master schedule all student needs are taken into consideration including student-specific accommodations or modifications as indicated through their IEP or 504 plans. In addition, course descriptions, student surveys, and counselor/student meetings; are used in grades 9-12 to provide students with a broad course of study.

The primary barrier RCM has faced in providing full access to a variety of course offerings has been with hiring appropriately trained and credentialed staff. In order to address this issue, RCM has hired additional staff with the needed background and training to assure all students have full access to a broad course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					

Coordinating Instruction	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

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

LEA Name

Redwood Coast Montessori

CDS Code:

12-62679-0137653

Link to the LCAP:

(optional)

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.

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 Coast Montessori uses federal funds to enhance our local priorities and initiatives funded with state funds is driven by local and state metric analysis with the focus on students achieving academically and being supported socially and emotionally so they are able to access the rigorous state standards. The federal supplemental funding allows RCM to add to our base program with additional program and supports that would not be possible without these funds. Federal funds are included in our LCAP so the community can see how our base program is supplemented with federal funds.

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.

Redwood Coast Montessori aligns state, local and federal funds to best meet the needs of our students. School needs are determined in an annual needs assessment of state and local metrics, within ongoing analysis of metrics throughout the school year to assure the allocation of funds as outlined in the LCAP provides results in meeting our intended outcomes. As determined by federal guidance, funds are aligned so that our base program is accelerated to increase programs and supports.

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 <i>(as applicable)</i>

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.

Not applicable. LEA is a charter school.

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)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Redwood Coast Montessori has a review process for evaluating the progress of each individual student. This review process is monitored by teachers and administrators. One of the tools used is the summative CAASPP assessments that are delineated based on minority groups. Any disparities identified are evaluated by the entire teaching and administrative staff to determine the appropriate corrective actions/policies to put into place.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RCM is a tight community of students, families, and staff. Families play an important role in our charter and educational program. Family and community members are encouraged to participate in our school in a wide variety of ways. Volunteers provide valuable assistance to our teachers; contribute to our school governance; organize events; give students a rich source of encouragement; and help build a warm, supporting community. Families are encouraged to contribute 30 hours of service to the school each year.

ESSA Section 112(b)(3) – N/A since RCM is not receiving Comprehensive or Targeted Support and Improvement. ESSA Section 112(b)(7)

- RCM utilizes a weekly e-newsletter that communicates important school information to all members of our community.
- RCM has an active PTO that is comprised largely of parents and family members of our students.
- RCM has a governing board made up of parents and community members. The Board determines important policy issues and helps to guide our community.
- Parents and guardians are provided information, through school events and our Student/Parent Handbook, about key features of our Montessori approach to education and building a healthy community.
- RCM provide support for parents to get involved whenever requested. For example, parents occasionally need financial assistance to participate in school activities such as camping trips or field trips.
- Once a year we collect feedback from parents and students via a school climate survey. The data is reviewed by the school board and administrative staff on an annual basis.

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.

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:

Eligible students are identified through the enrollment process which is carried out by administrators and specialized support personnel. Redwood Coast Montessori operates a family resource center with staff that are specifically trained in how to assist students and families that require targeted support programs or services. The school meets regularly with the parents/guardians of eligible students to assess their individual needs and to connect the families with the support services that will best benefit their children.

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:

Eligible students are identified through the enrollment process. The RCM School Board has adopted a Homeless Student Policy to provide for their needs. Briefly, that policy designates the Director of the Manila Community Resource Center as the district liaison for homeless students to ensure that homeless students have full and equal opportunity to enroll and succeed at RCM.

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.

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:

RCM provides guidance to our eighth grade students and parents regarding the transition from the adolescent program to high school including transition to RCM High. We have a transition IEP meeting for any students that qualify for special education services. RCM continues to develop transition and guidance services for students graduating from RCM High.

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:

We serve all students under a whole school coordinated model. We do not have a dedicated gifted and talented program. Students who are at or above grade level in reading and math receive interventions that challenge them to go beyond and enrich them academically. Typical for a Montessori program, students proceed at their own pace. Students who are advanced in math or language arts are provided curriculum and instruction appropriate for their level. Students in the high school program are encouraged to attend classes at College of the Redwoods.

RCM has a reading specialist and librarian assigned to develop our school library. All students develop digital literacy skills in the context of their regular classroom.

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:

Not applicable.

Formal Agreements ESSA SECTION 1423(2)

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

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

Parent and Family Involvement

ESSA SECTION 1423(8)

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Title II funds are used to support the goals and objectives of RCM's LCAP. Title II funds are used for new teacher induction programs, ELA and math training, Positive Discipline training, and supporting students with unique needs.

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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Prioritizing Title II funds is based on the self-identified needs of our teaching staff. RCM works closely with the COE and the larger Montessori community to identify available trainings that support our LCAP goals and objectives. Once training opportunities are identified, RCM teaching staff prioritize those trainings that best support the needs of the students.

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:

Our teachers and school board review student academic growth data and teacher surveys annually to ensure that the professional development teachers are receiving translates into student academic success.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV funds are rolled into Title I to support our intervention program. The program objectives and outcomes are described above in the Strategy section. Parts A-D are not applicable. We evaluate the effectiveness of our intervention program by monitoring the academic progress of our at-risk students (those who are at least 1 grade level below their peers on State or local assessments) and ensuring that they are making academic growth, and if not, that there is a plan to either change the intervention strategy, add additional supports, or assess for special education. The school board, Administrator, and special education staff jointly participate in this annual evaluation effort.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redwood Coast Montessori

CDS Code: 12-62679-0137653

School Year: 2022-23

LEA contact information:

Bryan Little

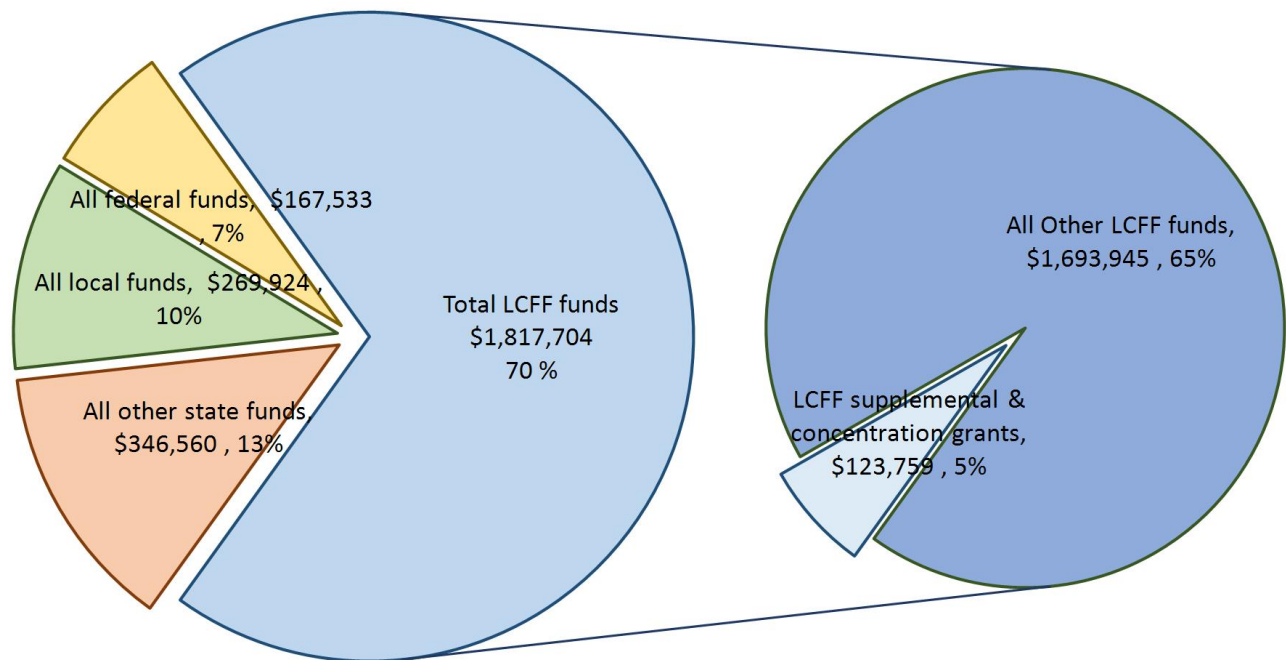
Director

707-832-4194

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 2022-23 School Year

Projected Revenue by Fund Source

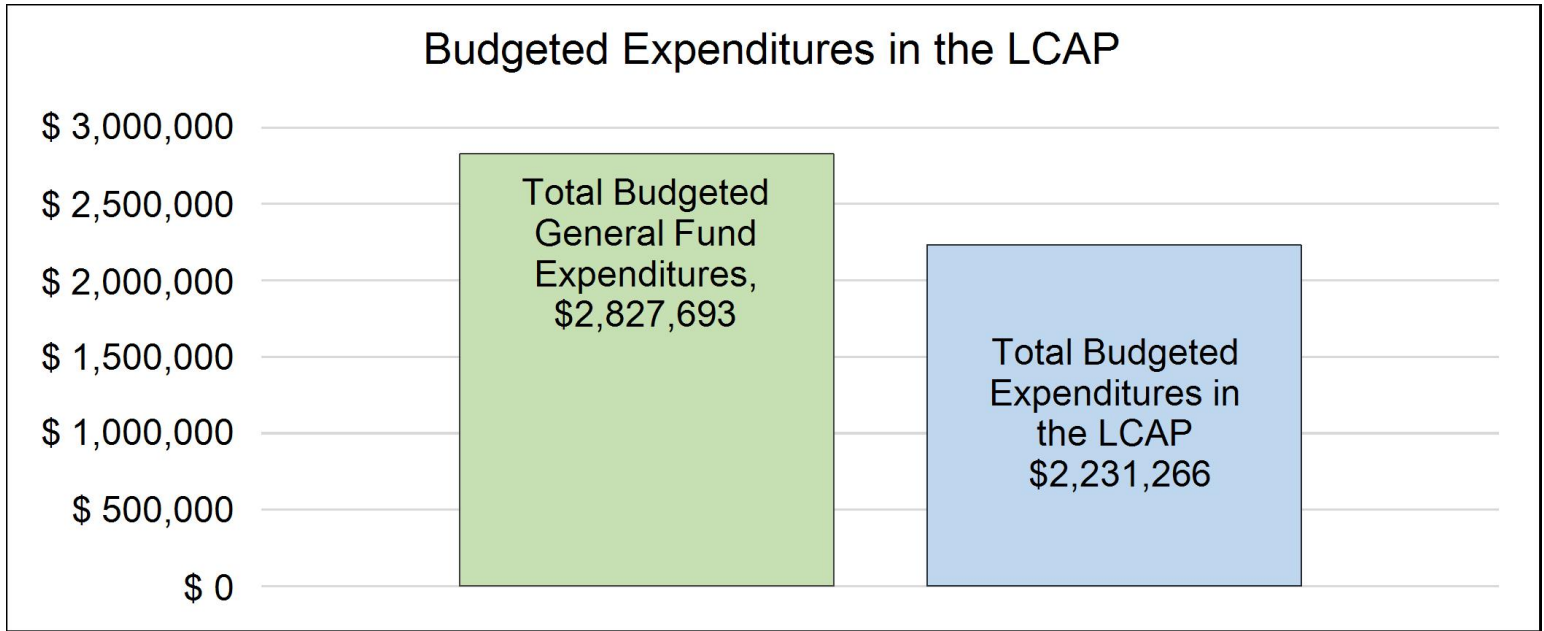


This chart shows the total general purpose revenue Redwood Coast Montessori expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redwood Coast Montessori is \$2,601,721, of which \$1,817,704 is Local Control Funding Formula (LCFF), \$346,560 is other state funds, \$269,924 is local funds, and \$167,533 is federal funds. Of the \$1,817,704 in LCFF Funds, \$123,759 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 Coast Montessori plans to spend for 2022-23. 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 Coast Montessori plans to spend \$2,827,693 for the 2022-23 school year. Of that amount, \$2,231,266 is tied to actions/services in the LCAP and \$596,427 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

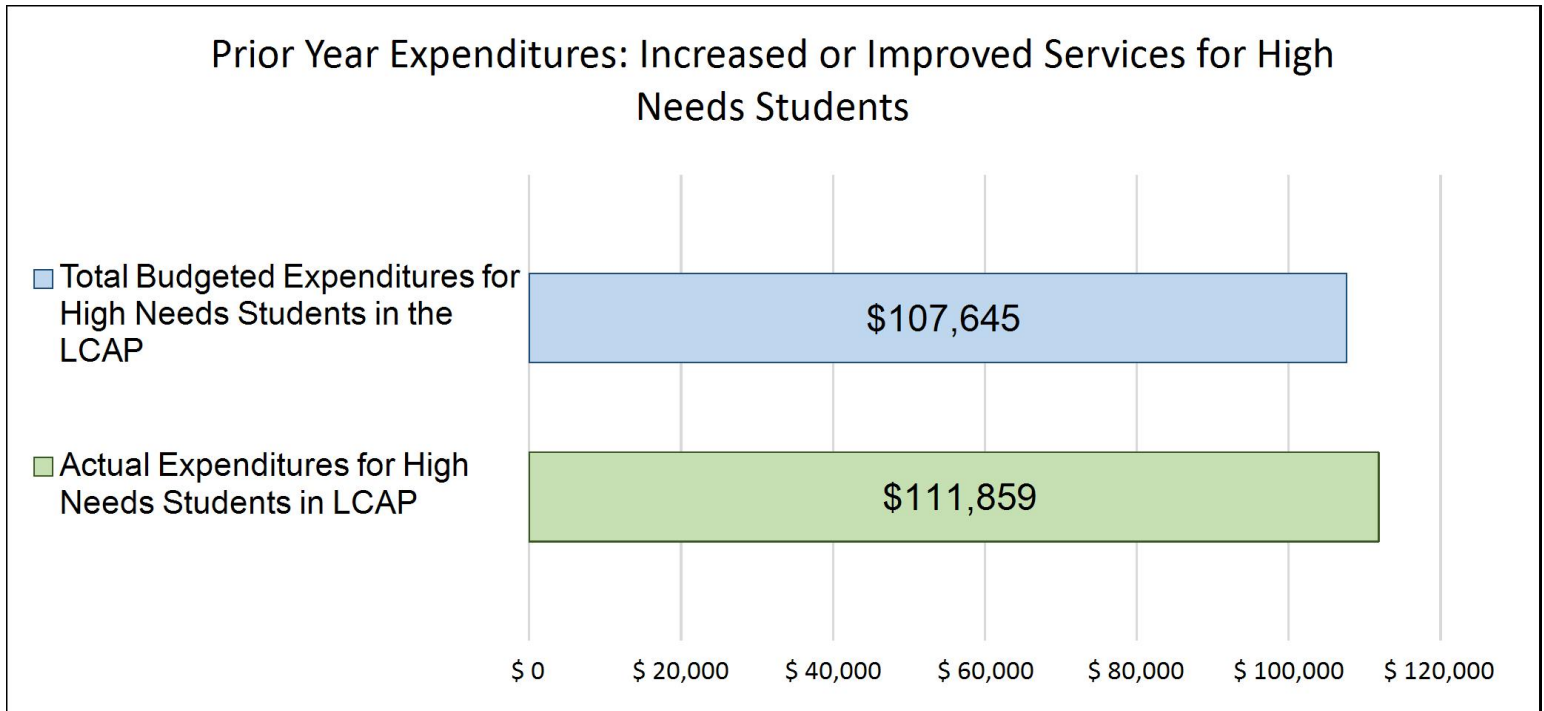
Budgeted costs not included in the LCAP include miscellaneous supply & service expenditures, administrative & indirect costs, facility costs and passthrough State retirement costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Redwood Coast Montessori is projecting it will receive \$123,759 based on the enrollment of foster youth, English learner, and low-income students. Redwood Coast Montessori must describe how it intends to increase or improve services for high needs students in the LCAP. Redwood Coast Montessori plans to spend \$160,080 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 2021-22

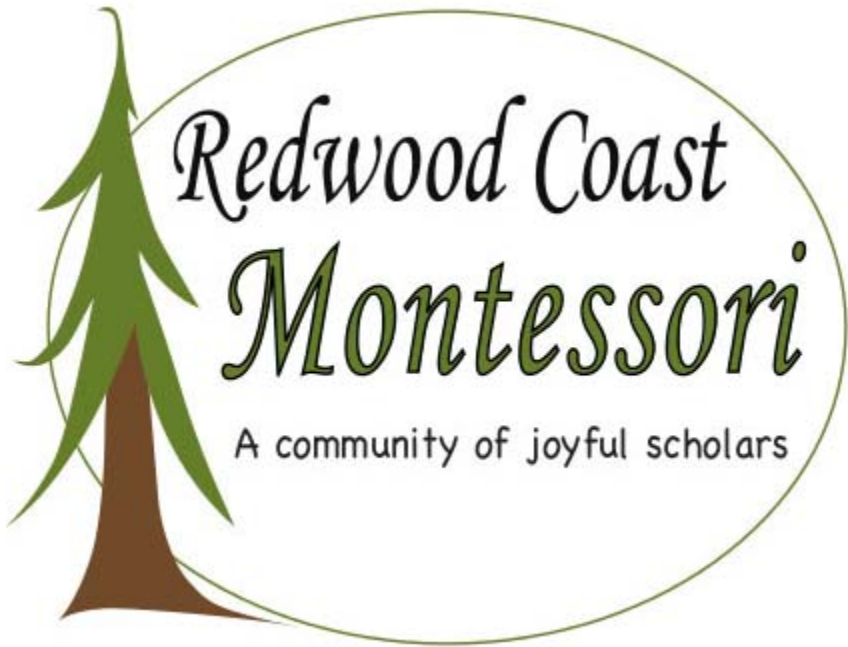


This chart compares what Redwood Coast Montessori budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redwood Coast Montessori estimates it has spent on actions and services that contribute to increasing or improving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

The text description of the above chart is as follows: In 2021-22, Redwood Coast Montessori's LCAP budgeted \$107,645 for planned actions to increase or improve services for high needs students. Redwood Coast Montessori actually spent \$111,859 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$ had the following impact on Redwood Coast Montessori's ability to increase or improve services for high needs students:

Not applicable, Redwood Coast Montessori spent more than it had planned.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redwood Coast Montessori	Bryan Little Director	info@redwoodmontessori.org 707-832-4194

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Redwood Coast Montessori engaged with its educational partners for the development of the 2021-22 Local Control and Accountability Plan (LCAP) throughout the spring of 2021. Resources available as of June 23, 2021 did not permit the inclusion of all state funds included in the Budget Act of 2021. Additional funds not included in the 2021-22 LCAP include:

- * LCFF S&C including One-time 15% Add-On (\$0.00): RCM did not receive this funding.
- * Educator Effectiveness Block Grant (\$54,162): A public meeting/forum was held on December 8, 2021 regarding the Educator Effectiveness Block Grant.
- * A-G Completion Improvement Grant (\$8,202)
- * Expanded Learning Opportunities Program (\$50,000): A public meeting/forum was held on November 10, 2021 regarding the Expanded Learning Opportunities Program.
- * Pre-K Planning & Implementation Grant (\$26,307): A public meeting/forum is planned on May 21, 2022 regarding the Pre-K Planning & Implementation Grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Redwood Coast Montessori has an unduplicated pupil enrollment of 39%. As such, RCM will not be receiving additional concentration grant add-on funding. We will, however, continue to provide robust support for all of our scholars who are low-income, English learners, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

COVID Emergency Relief Funds (CARES, ESSER I & CRRSA ESSER II) and Expanded Learning Opportunities (ELO-G) were used to support professional development and staff planning and preparation in light of the pandemic. We also dedicated these funds to expanded summer school programming, instructional materials, and one-time technology purchases.

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from September to June 2020-2021. We expanded our efforts to engage our partners in several ways during the 2021-2022 school year, between August and January 2022 when other funds became available. School-based staff engaged during our weekly and monthly staff meetings that included teachers, administrators, and classified staff, monthly site council meetings, monthly school board meetings, LCAP/WASC meetings.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our number one priority is to keep students and staff safe at all times. To this end, RCM has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have successfully increased the number of classroom paraprofessionals, and provided access to all necessary student materials and PPE as suggested by HCOE and public health, ongoing professional development focused on engaging students during this challenging time and being able to provide additional supports for those who need it after school hours.

We have also experienced some challenges to full implementation on expanded tutoring and parent education. Due to the Omicron variant there was a noticeable decrease in student attendance and some supports for unduplicated students including progress monitoring and program improvement.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Redwood Coast Montessori considers the LCAP to be the comprehensive planning document which captures the priorities, goals, and actions to improve scholar outcomes. As such, the additional funds received are viewed through the lens of the LCAP to determine where scholar needs exist and what services are needed to address those needs. Some examples of the alignment of these funds to the LCAP are:

* ESSER III: Addressing the Impact of Lost Instructional Time - the additional funds received are in alignment with the following goals in our LCAP:

- Goal #2, Action 1 – Employ highly qualified teaching staff to support RCM’s base educational program, goals, actions, and services.
- Goal #2, Action 2 – Support professional development related to the implementation of the State standards
- Goal #2, Action 4 – Employ two highly qualified resource specialists in addition to providing speech therapy services
- Goal #2, Action 5 – Provide additional additional academic intervention in response to learning loss related to COVID-19

* ESSER III: Use of Any Remaining Funds - the additional funds received are in alignment with the following goals in our LCAP:

- Goal #2, Action 3 – Support reading intervention, including all unduplicated learners
- Goal #2, Action 6 – Provide additional instructional support through classroom intern/assistant
- Goal #3, Action 4 – Host daily afterschool programs including enrichment classes.
- Goal #3, Action 5 – Provide additional SEL support services for high risk students.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control 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 Coast Montessori	Bryan Little Director	info@redwoodmontessori.org 707-832-4194

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Redwood Coast Montessori began as an independent charter school during the fall of 2013 with sixty students in grades K--7th. Throughout the evolution of RCM, one consistent characteristic, which has triggered growth in capacity and services, is the support of parents and students for the dedicated teachers and for the traditional Montessori method used at RCM. Based on the Montessori method in conjunction with Project Based Learning, students at RCM are offered a rich curriculum that truly values the child and the natural development of the

whole child. Redwood Coast Montessori classrooms are designed based on the Montessori approach of a carefully “prepared environment” that is filled with beautiful, long lasting materials that are engaging, age appropriate and pedagogically designed as self-correcting learning tools. Students spend long uninterrupted academic time following their own passions as they work to build their focus and commitment to doing work that matters. The curriculum is integrated throughout all grade levels and all subject matter in such a way that it allows for mastery of concepts at an individual pace that is appropriate for each student. Redwood Coast Montessori students thrive within this traditional Montessori environment as they are guided by dedicated and highly qualified teachers who value the individual needs of each student and emphasize the responsibility each student has to self, community, and environment.

With the continued success of Redwood Coast Montessori, and increased demand for expanding grade and enrollment opportunities, the RCM community has grown to include grades TK - 12th. With the inclusion of high school grades and expansion of the adolescent program, RCM has expanded and refined its inclusion of Project Based Learning as an integral part of our traditional Montessori curriculum. Redwood Coast Montessori constantly strives to meet the individual needs of each student using traditional Montessori pedagogy and 21st Century resources.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of LCAP goals, stakeholder input, and self-assessment tools, there are several areas of success for Redwood Coast Montessori. Some of the areas of greatest accomplishment is with hiring of highly qualified teachers and staff. In part due to the outstanding reputation of RCM and the use of Montessori pedagogy, many highly qualified individuals seek employment with RCM. The new RCM employees along with our existing teachers and staff make up an outstanding community of dedicated and highly qualified educators. RCM will work to retain RCM staff through a series of support and professional development strategies outlined in our 2022 LCAP.

With the 2021-22 school year, Redwood Coast Montessori successfully implemented the California Health Kids Survey among students, parents/guardians, and staff. The data from these surveys provided much needed information for refining our goals and establishing measurable metrics to evaluate on an annual basis. The success and expansion of the high school program will be supported through hiring of additional highly qualified teachers and ongoing training to provide the skills to implement new curriculum.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As our program continues to grow, there is the need to hire additional highly qualified staff and to provide the needed training and professional development for all staff including existing staff. RCM continues to work towards developing a meaningful tracking system and

framework for monitoring student progress at all grade levels. While RCM benefits from the strong governance provided by our School Board and Site Council, there is the need to provide time for strategic planning and to increase student participation in school governance.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal #1:

RCM developed this goal as a means to acknowledge the importance of the SLOs for all students and to help Improve student success and support of diverse learners through a focus on PBL/Montessori pedagogy.

Identified Needs:

1. Highly qualified teaching staff
2. Develop better understanding of SLOs among students and staff
3. Students develop a stronger growth mindset approach to school
4. Increase student participation in governance of school

Goal #2:

RCM developed this goal to help guarantee the ongoing improvement of academic achievement for all students.

Needs:

1. Increase ELA & math assessment scores
2. Access to technology and high quality Montessori and PBL Curriculum
3. Improve evidence-based services for the identified low performing pupils to accelerate increases in academic achievement

Goal 3:

RCM developed this goal to help strengthen the culture and climate of Redwood Coast Montessori and to help ensure the active participation of all partners including students, parents/guardians, and community members.

Needs:

1. Increase parent/guardian understanding of authentic Montessori and PBL pedagogical practices
2. Rebuilding of after school program
3. Additional opportunities for after school enrichment classes and athletic opportunities
4. School counselor

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.

Redwood Coast Montessori is not a school needing comprehensive support and improvement (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.

Redwood Coast Montessori is not a school needing comprehensive support and improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Redwood Coast Montessori is not a school needing comprehensive support and improvement (CSI).

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Monthly staff meetings to review and update school priorities from September through June.

Weekly teacher meetings to review and update academic and community priorities from September through June.

Multiple surveys were made available to the entire school community throughout the 2021-22 school year. Overall there was a high level of participation with the surveys indicating strong stakeholder interest in school functions.

Preparation and writing of the RCM self-study, an integral component of the Western Association of Schools and Colleges (WASC) review, provided valuable information and guidance for developing the LCAP. This work along with information and guidance from RCM's Site Council and LCAP meetings helped to update and outline the metrics and actions for the 2022-23 LCAP.

Monthly Site Council meeting composed of staff, parents, and administration provided guidance for determining how to update the 2022-23 LCAP.

In addition, formation of RCM's Equity and Diversity Committee allowed for important information included in drafting the LCAP.

A summary of the feedback provided by specific educational partners.

Stakeholder feedback indicated strong support for resources and staff to support social/emotional learning at all age groups. There were some additional concerns about progress in some academic areas including writing and math, however, the primary concern was for social-emotional learning and for ci

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The consultations gathered through stakeholder input helped to reform and refine the goals for the 2022-23 LCAP. Information provided on the State Dashboard (2021 results) defined some of the areas of need to be addressed on the LCAP. The main area that was identified from the Dashboard were math scores for all student based on the CAASPP results. Other areas that were identified were increased support for SWD.

Goals and Actions

Goal

Goal #	Description
1	Student Learner Outcomes: Improve student success and support of diverse learners through a focus on PBL/Montessori pedagogy.

An explanation of why the LEA has developed this goal.

RCM developed this goal as a means to acknowledge the importance of the SLOs for all students and to help Improve student success and support of diverse learners through a focus on PBL/Montessori pedagogy.

Identified Needs:

1. Provide instructional assistants to support student learning
2. Develop better understanding of SLOs among students and staff
3. Students develop a stronger growth mindset approach to school
4. Increase student participation in governance of school

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Achieve and maintain an average daily attendance (ADA) rate >96%	98% (as of P1 2/21/20, 2019/2020)	96% (as of P2 3/25/2022, 2021/2022)			98% ADA Rate
Achieve and maintain chronic student absenteeism rate <2.0%	1.5% (2018-19)	0% (2020-21)			< 2% chronic absenteeism rate
Maintain low rate of student suspension. “Blue” as measured	18-19 0.7% suspension rate; Blue baseline	0% (2020-21)			0.0% suspension rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on the California School Dashboard					
Maintain a cohort graduation rate >95% with all student population subgroups moving to “Blue” as measured on the California School Dashboard.	No baseline data. 2020-21 first graduating class.	83% (2020-21)			100% graduation rate for all student subgroups.
CHKS Student Survey (A6.7): Percentage of students indicating the things they do in school "pretty much" or "very much" makes a difference (P6)	Baseline data to be collected in 2021/2022.	Adolescents (54%); High School (48%) [2021-22]			75% or higher
CHKS Student Survey (A6.9): Percentage of students indicating they "pretty much" or "very much" work hard to understand things when doing schoolwork (P6)	Baseline data to be collected in 2021/2022.	Adolescents (66%); High School (62%) [2021-22]			75% or higher
CHKS Student Survey (A6.7): Percentage of students indicating they "pretty much" or "very much" have a say in how things work at school. (P6)	Baseline data to be collected in 2021/2022.	Adolescents (49%); High School (52%) [2021-22]			75% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students participating in school oversight committees (school board, site council, FoRCM, Ad hoc committees, etc.)	1	0			2
Promote parent/guardian support for and understanding of Montessori and PBL pedagogy	Four parent information meetings; music recital; events significantly limited due to pandemic.	Four parent information meetings; three PBL exhibitions, musical performance; talent show; history day; theatrical performance			Three annual events at each campus designed to highlight student work and a better understanding of Montessori and PBL pedagogy.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Engagement	Support expansion of after school program to include enrichment classes and activities.	\$43,557.00	No
1.2	Graduation rate	Provide coursework and academic counseling for high school students to prepare them for college and career.		No
1.3	Instructional assistants	Provide instructional assistants to support all students particularly low income students and SWD.	\$78,158.00	Yes
1.4	Professional Development	Support Montessori and PBL training for new teachers	\$4,066.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Educational staff	RCM will employ the following educators to support the school's base educational program, the goals, actions and services outlined in this LCAP. <ul style="list-style-type: none"> • 21 teachers • 7 classroom assistants • 1 site supervisor • 1 director 	\$1,585,779.00	No
1.6	In service days	Increase number of annual in service days to four for all teaching staff.	\$17,239.00	No
1.7	Student Support (social-emotional learning)	Secure intern social workers from university programs to target chronic absenteeism and associated family issues. Partnership with HSU.		No

Goal Analysis [2021-22]

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

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

With the successful implementation of the California Health Kids Survey for students, parents, and staff, the actions outlined for the 2022-23 school year are targeted towards more measurable metrics. These metrics will be tracked over time and will provide needed information about how to better target actions and needed funding. Other metrics that were more clearly defined for the 2022-23 school year include the high school graduation rate and student engagement through daily attendance.

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.

Goal 1 actions/services were largely funded as planned.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1 actions were largely successful as outlined in the 2021-22 LCAP. Implementation of the CHKS was completed by students, parents/guardians, and staff. Development of the Connections curriculum made good progress. Providing staff advisors for the high school

students was not as successful as originally planned. In response to this outcome, an additional staff person will be assigned to support administration of the Connections curriculum thus allowing administration to focus on supporting students with necessary academic counseling. The addition of a second resource specialist has been a great improvement to the quality and capacity of our support of students with IEPs.

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

The primary changes with Goal 1 was in setting more measurable metrics to determine success towards achieving the identified goal. Now that the CHKS has been administered for the first year, metrics were established to track the success of specific actions. The CHKS will continue to be used to measure these metrics. The other major change was to move the metric of retaining highly qualified staff from Goal #2 to Goal #1 to reflect the importance of quality instruction in supporting the student learner outcomes.

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

Goals and Actions

Goal

Goal #	Description
2	Student Academic Achievement

An explanation of why the LEA has developed this goal.

RCM developed this goal to help guarantee the ongoing improvement of academic achievement for all students.

Needs:

1. Highly qualified instruction
2. Increase ELA & math assessment scores
2. Develop portfolio system for tracking student progress
3. Improve evidence-based services for the identified low performing pupils to accelerate increases in academic achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Scores: Percentage of Students Meeting or Exceeding the Standard in ELA (P4)	57% (2018-19) No data 2019-20	65% (2020-21)			70% or higher
CAASPP Math Scores: Percentage of Students Meeting or Exceeding the Standard in Math (P4)	42% (2018-19) No data 2019-20	50% (2020-21)			60% or higher
California Science Test (CAST): Percentage of Students Meeting or	Not included in 2020-21 LCAP	Not tested			Increase overall science results by 2% per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exceeding the Standard (P4)					
Percentage of Special Education goals met by RCM students with IEPs (P4)	Not included in 2020-21 LCAP	62%			75% or higher
Reading Intervention: Percentage of students graduating the program on an annual basis. (P4)	Not included in 2020-21 LCAP	14%			30% or higher
Highly Qualified Teachers	2020-21 Two teachers employed through use of interim internship as they work to complete credential.	2021-22 One teacher employed through use of interim internship as they work to complete credential.			100% of teaching staff will have CA teaching credential in their area of instruction.
CAASPP Participation ELA (P4)	Not included in 2020-21 LCAP	92% (2020-21)			95% or higher
CAASPP Participation Math (P4)	Not included in 2020-21 LCAP	94% (2020-21)			95% or higher
CAST Participation (P4)	Not included in 2020-21 LCAP	Not tested			95% or higher
CAASPP Participation ELA: Students w/ Disabilities (P4)	Not included in 2020-21 LCAP	91% (2020-21)			95% or higher
CAASPP Participation Math: Students w/ Disabilities (P4)	Not included in 2020-21 LCAP	91% (2020-21)			95% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Highly qualified teaching staff	100% of teaching staff will have CA teaching credential in their area of instruction.		No
2.3	Reading intervention	Support reading intervention - including EL (English Learners), Foster and Homeless youth, Students with Disabilities, Socioeconomically Disadvantaged students	\$57,804.00	Yes
2.4	Special education	RCM will employ the following special education staff to support SWD, actions and services outlined in this LCAP. <ul style="list-style-type: none"> • 2 RST • 1 speech therapist 	\$125,819.00	No Yes
2.5	COVID related learning loss	Provide expanded learning opportunities by increasing the number of days providing service by 30 and extended all instructional days to 9 hrs.	\$26,026.00	No
2.6	Student performance	Generate portfolio template for all students grades TK-12 that can be used to track student progress	\$0.00	No
2.8	PBL framework and repository	Develop PBL framework and repository that includes concrete assessment tools	\$0.00	No
2.9	Math Assessment Scores	Provide additional math focused professional development for teachers.	\$0.00	No

Goal Analysis [2021-22]

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

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

Goal #2 was largely implemented as planned. The CSSS survey was administered as outlined. RCM employed the number of teachers outlined in the goal, although one teacher did leave mid-way through the school year requiring the need to hire a long-term substitute. A new reading intervention teacher was hired along with an additional special education teacher.

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.

Goal #2 actions/services were largely funded as planned.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined for Goal #2 in the 2021-22 LCAP were appropriate for accomplishing goal outlined. The metrics for the goal were fairly broad in terms of implementing the CAHKS, however, these were updated for the 2022-23 LCAP. Both math and ELA scores increased as outlined in the metric. More specific measurements were established for assessing progress towards this aspect of the goal.

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

The most significant change with Goal #2 was with development of more specific metrics that can be measured and tracked over time. In addition, tracking CAASPP participation was added as a metric to gain insight into academic achievement.

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

Goals and Actions

Goal

Goal #	Description
3	School Culture and Climate

An explanation of why the LEA has developed this goal.

RCM developed this goal to help strengthen the culture and climate of Redwood Coast Montessori and to help ensure the active participation of all partners including students, parents/guardians, and community members.

- Needs:
1. Increase parent/guardian understanding of authentic Montessori and PBL pedagogical practices
 2. Rebuilding of after school program
 3. Additional opportunities for after school enrichment classes and athletic opportunities
 4. School counselor

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide robust after school care and enrichment activity options	Prior to COVID-19, RCM provided an aftercare option at the Manila campus M-F. No high school sports are available.	Aftercare program provided M-F from 2:30 until 5:30. Arcata campus providing after school care until 5 pm. including one enrichment class. Tennis and basketball available for adolescent and high school students. Track & Field available for elementary and adolescent students.			After school program at Manila campus and a minimum of four after school enrichment classes at each campus. Minimum of two athletic teams for both adolescent age students and high school students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Support Manila Community Resource Center and First 5 Playgroup	MCRC operates under the direction of a part time resource center director and a part time resource center assistant.	Resource center director hired at 80% of full time. Assistant hired at 20% of full time.			Maintain grant requirements to support programs and work towards creating a full time director position.
CHKS Student Survey (A7.4): Percentage of students describing school experience as "satisfied" or "very satisfied." (P6)	Baseline data to be collected in 2021/2022.	Adolescents (73%); High School (67%) [2021-22]			75% or higher
Provide free breakfast and lunch to all students	Not included in 2020-21 LCAP	No baseline data for breakfast; Average of 43% of students eating school lunch per day			30% or higher for breakfast; 55% or higher for lunch
Provide student social/emotional counseling services	Although resource staff have provided limited student support services, RCM does not currently provide social/emotional counseling.	Weekly pride empowerment group provided for adolescent and high school students. Additional assistant hired to support social emotional needs of SWD.			Minimum of a 0.5 FTE school counselor available to provide counseling services.
CHKS Staff Survey (A5.8): Percentage of staff that agree the district has clean and well-maintained facilities and property. (P1)	Baseline data to be collected in 2021/2022.	86% (2021-22)			95% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHKS Parent Survey (A6.1): Percentage of parents/guardians that "agree" or "strongly agree" that they feel welcome to participate at this school. (P3)	Baseline data to be collected in 2021/2022.	91% (2021-22)			95% or higher
CHKS Parent Survey (A6.1): Percentage of parents/guardians that "agree" or "strongly agree" that their school actively seeks the input of parents before making important decisions. (P3)	Baseline data to be collected in 2021/2022.	88% (2021-22)			95% or higher
CHKS Parent Participation: Number of parents completing the CHKS Parent Survey. (P3)	Baseline data to be collected in 2021/2022.	54			75
Parents participating directly in the decision making process: School Board, Site Council, FoRCM. (P3)	10 (2021-22)	12 (2021-22)			15
CHKS Student Survey (A6.5): Percentage of students identified as "pretty much" or "very much" having caring adults at school. (P6)	Baseline data to be collected in 2021/2022.	Adolescents (76%); High School (52%) [2021-22]			80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHKS Student Survey (A8.1): Percentage of students indicating they feel safe at school. (P6)	Baseline data to be collected in 2021/2022.	Adolescents (79%); High School (94%) [2021-22]			95% or higher
CHKS Staff Survey (A5.4): Percentage of staff that "agree" or "strongly agree" that school is a safe place for staff. (P6)	Baseline data to be collected in 2021/2022.	86% (2021-22)			95% or higher
CHKS Parent Survey (A7.1): Percentage of parents/guardians that "agree" or "strongly agree" that school is a safe place for their child. (P6)	Baseline data to be collected in 2021/2022.	96% (2021-22)			95% or higher
CHKS Parent Survey (A7.1): Percentage of parents/guardians that agree or strongly agree that their school provides instructional materials that "reflect my child's culture, ethnicity, and identity." (P6)	Baseline data to be collected in 2021/2022.	77% (2021-22)			90% or higher
Conduct annual school Board retreat for strategic plan development	Not included in 2020-21 LCAP	New goal established 2021-22			one annual retreat each year

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Climate Survey	Continue to implement CHKS on an annual basis.	\$850.00	No
3.2	Manila Community Resource Center and First 5 Playgroup	Submit application, fiscal documents, and required progress reports in order to maintain active participation with County and local agencies to connected these valuable resources.	\$96,533.00	No
3.3	Parent/guardian support and understanding of Montessori and PBL	Host a minimum of 6 parent/guardian events designed to educate families and community members about the value of Montessori and PBL education.		No
3.4	After school care and enrichment activities	Host a daily after school program for the Manila campus. At both campuses, host a minimum of 3 after school enrichment classes or clubs.	\$0.00	No
3.5	Social/emotional counseling/support	Provide SEL support services for high risk students based on need and recommendation.	\$119,069.00	Yes
3.6	Meals Program	Provide breakfast and lunch free of charge for all students	\$76,366.00	No

Goal Analysis [2021-22]

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

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

Goal #3 was largely implemented as planned. The CHKS survey was administered as outlined. RCM continued to support the Manila Community Resource Center and the Humboldt First 5 Program. While RCM did host the number of events outlined in the 2021-22 LCAP to increase understanding of Montessori and PBL pedagogy, we continue to work towards hosting more academic informational meetings for

existing parents/guardians. Our after school program was reestablished as outlined including the hiring of a new director and assistant. RCM was not able to provide any additional staff to provide social-emotional counseling.

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.

Goal #3 actions/services were largely funded as planned.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined for Goal #3 in the 2021-22 LCAP were appropriate for accomplishing goal outlined. The metrics for the goal were fairly broad in terms of implementing the CHKS, however, these were updated for the 2022-23 LCAP. Expansion of the daily program to include after school care was carried out as planned.

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

The most significant change with Goal #3 was with development of more specific metrics that can be measured and tracked over time.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$123,759	\$0

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
7.31%	0.00%	\$0.00	7.31%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

*** Information to be updated for 2022-23.

Approximately \$110,729 will be allocated from LCFF supplemental funds charter--wide during the 2021-22 school year to address the needs of the targeted groups based on the unduplicated counts of low income, English learners and foster youth students. From these supplemental funds, approximately 77% is designated to support academic progress for these targeted student groups. In addition, the remaining 23% of the funds will be used to address SEL learning for foster youth, EL, and low-income students.

Supplemental funds will be used for academic supports including providing reading intervention support for developing readers, academic learning loss support due COVID-19. Additionally, academic tutors and resource specialist time will be added to support FY, EL, LI students.

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.

N/A - RCM does not receive concentration funds.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,746,709.00	\$236,579.00	\$96,533.00	\$151,445.00	\$2,231,266.00	\$2,086,609.00	\$144,657.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Engagement	All		\$43,557.00			\$43,557.00
1	1.2	Graduation rate	All					
1	1.3	Instructional assistants	English Learners Foster Youth Low Income	\$58,151.00	\$20,007.00			\$78,158.00
1	1.4	Professional Development	All				\$4,066.00	\$4,066.00
1	1.5	Educational staff	All	\$1,585,779.00				\$1,585,779.00
1	1.6	In service days	All		\$17,239.00			\$17,239.00
1	1.7	Student Support (social-emotional learning)	All					
2	2.1	Highly qualified teaching staff	All					
2	2.3	Reading intervention	English Learners Foster Youth Low Income	\$34,338.00			\$23,466.00	\$57,804.00
2	2.4	Special education	Students with Disabilities English Learners Foster Youth Low Income		\$125,819.00			\$125,819.00
2	2.5	COVID related learning loss	All Students with Disabilities		\$5,957.00		\$20,069.00	\$26,026.00
2	2.6	Student performance	All					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	PBL framework and repository	All Students with Disabilities					\$0.00
2	2.9	Math Assessment Scores	All					\$0.00
3	3.1	School Climate Survey	All	\$850.00				\$850.00
3	3.2	Manila Community Resource Center and First 5 Playgroup	All			\$96,533.00		\$96,533.00
3	3.3	Parent/guardian support and understanding of Montessori and PBL	All					
3	3.4	After school care and enrichment activities	All Students with Disabilities					\$0.00
3	3.5	Social/emotional counseling/support	English Learners Foster Youth Low Income	\$67,591.00			\$51,478.00	\$119,069.00
3	3.6	Meals Program	All		\$24,000.00		\$52,366.00	\$76,366.00

2022-23 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
\$1,693,945	\$123,759	7.31%	0.00%	7.31%	\$160,080.00	0.00%	9.45 %	Total:	\$160,080.00
								LEA-wide Total:	\$125,742.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$101,929.00

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	Instructional assistants	Yes	LEA-wide	English Learners Foster Youth Low Income		\$58,151.00	
2	2.3	Reading intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Manila Campus	\$34,338.00	
2	2.4	Special education	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.5	Social/emotional counseling/support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$67,591.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,453,229.00	\$1,660,067.00

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	Attendance	No	\$66,176.00	
1	1.2	Chronic absenteeism	No	\$66,176.00	
1	1.3	Connections Curriculum	No		
1	1.4	Student advisors	No		
1	1.5	Student support Services	Yes	\$55,000.00	\$84,751
1	1.7	School Climate Survey	No	\$1,049.00	
2	2.1	Highly qualified credential educators	No	\$1,683,341.00	\$1,130,220
2	2.2	Retain highly qualified teachers	No	\$10,613.00	\$9,011
2	2.3	Reading intervention	Yes	\$30,106.00	\$40,828
2	2.4	Special education	No	\$154,948.00	\$106,495

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	2.5	COVID related learning loss	No	\$210,648.00	\$82,926
2	2.6	Academic intern	Yes		
2	2.8	Support high quality math instruction	No	\$7,000.00	
2	2.9	School Climate Survey	No	\$1,000.00	
3	3.1	School Climate Survey	No	\$1,000.00	
3	3.2	Manila Community Resource Center and First 5 Playgroup	No	\$100,675.00	\$96,533
3	3.3	Parent/guardian support and understanding of Montessori and PBL	No	\$8,000.00	
3	3.4	After school care and enrichment activities	No	\$31,536.00	\$44,033
3	3.5	Social/emotional counseling/support	Yes	\$25,961.00	\$65,270

2021-22 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)
\$107,645.00	\$85,106.00	\$111,859.00	(\$26,753.00)	0.00%	0.00%	0.00%

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	1.5	Student support Services	Yes	\$55,000.00	\$32,533		
2	2.3	Reading intervention	Yes	\$30,106.00	\$14,056		
2	2.6	Academic intern	Yes		\$0		
3	3.5	Social/emotional counseling/support	Yes		\$65,270		

2021-22 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)
\$1,465,351	\$107,645.00	0%	7.35%	\$111,859.00	0.00%	7.63%	\$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

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

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 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.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: 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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 of 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 + 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
January 2022

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 0001 SUPPLEMENTAL/CONCENTRATIO

Revenue	Description	Amount	Percentage of Sources
8980	CONTRIB FROM UNRSTRCTD REV	26,479	16.54%
8984	CONTRIBUTION>LCFF	123,759	77.31%
Total Revenue		150,238	93.85%

Expenditure	Description	Amount	Percentage of Sources
1000 Certificated Salaries			
1100	TEACHERS SALARIES - REGULAR	28,824	18.01%
1200	CERT PUPIL SUPPORT SAL - REG	40,775	25.47%
Total 1000		69,599	43.48%

Expenditure	Description	Amount	Percentage of Sources
2000 Classified Salaries			
2100	CLASS INSTR AIDE SAL-REGULAR	40,925	25.57%
Total 2000		40,925	25.57%

Expenditure	Description	Amount	Percentage of Sources
3000 Employee Benefits			
3101	STRS - CERTIFICATED	11,416	7.13%
3201	PERS - CERTIFICATED	2,493	1.56%
3202	PERS - CLASSIFIED	10,383	6.49%
3311	SOCIAL SECURITY-CERTIFICATED	609	.38%
3312	SOCIAL SECURITY-CLASSIFIED	2,537	1.58%
3331	MEDICARE-CERTIFICATED	1,009	.63%
3332	MEDICARE-CLASSIFIED	593	.37%
3411	HEALTH & WELFARE BENEFITS-CRT	17,222	10.76%
3501	ST UNEMPLOYMENT INS-CERTIF	348	.22%
3502	ST UNEMPLOYMENT INS-CLASSIFD	205	.13%
3601	WORKER'S COMP-CERTIFICATED	1,726	1.08%
3602	WORKER'S COMP-CLASSIFIED	1,015	.63%
Total 3000		49,556	30.96%
Total Expenditure		160,080	100.00%

Starting Balance	9,842
+ Revenues	150,238
- Expenditures	160,080
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 0001 SUPPLEMENTAL/CONCENTRATIO

		Starting Balance	9,842
		+ Total Revenues	150,238
		= Total Sources	160,080
Expenditure	Description	Amount	Percentage of Sources
1000	Certificated Salaries	69,599	43.48%
2000	Classified Salaries	40,925	25.57%
3000	Employee Benefits	49,556	30.96%
4000			%
5000			%
6000			%
7000			%
- Total Expenditures		160,080	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 0013 CHARTER SCHOOLS

Revenue	Description	Amount	Percentage of Sources
8011	REVENUE LIMIT ST AID-CURR YR	1,451,799	73.97%
8096	TRANSFERS>CHARTERS IN LIEU TAX	329,995	16.81%
8550	MANDATED COST REIMBURSEMENTS	3,610	.18%
8590	ALL OTHER STATE REVENUES	34	.00%
8660	INTEREST	4,000	.20%
8699	ALL OTHER LOCAL REVENUES	40,000	2.04%
8980	CONTRIB FROM UNRSTRCTD REV	26,967-	-1.37%
8984	CONTRIBUTION>LCFF	123,759-	-6.31%
Total Revenue		1,678,712	85.53%

Expenditure	Description	Amount	Percentage of Sources
1000 Certificated Salaries			
1100	TEACHERS SALARIES - REGULAR	717,097	36.53%
1102	MUSIC TEACHER	22,079	1.12%
1140	TEACHER SALARY - SUBSTITUTES	6,000	.31%
1150	TEACHER SALARY - OTHER PAY	5,000	.25%
1303	PRINCIPAL	60,648	3.09%
1307	SUPERVISORS SALARIES	57,433	2.93%
Total 1000		868,257	44.24%

Expenditure	Description	Amount	Percentage of Sources
2000 Classified Salaries			
2100	CLASS INSTR AIDE SAL-REGULAR	68,298	3.48%
2160	COACHES & ADVISORS	500	.03%
2214	CUSTODIAN	25,740	1.31%
2304	BUSINESS MANAGER	24,978	1.27%
2403	CLERICAL TECHNICIAN	11,569	.59%
Total 2000		131,085	6.68%

Expenditure	Description	Amount	Percentage of Sources
3000 Employee Benefits			
3101	STRS - CERTIFICATED	158,007	8.05%
3201	PERS - CERTIFICATED	10,401	.53%
3202	PERS - CLASSIFIED	33,256	1.69%
3311	SOCIAL SECURITY-CERTIFICATED	2,542	.13%
3312	SOCIAL SECURITY-CLASSIFIED	8,127	.41%
3331	MEDICARE-CERTIFICATED	12,261	.62%
3332	MEDICARE-CLASSIFIED	1,900	.10%
3411	HEALTH & WELFARE BENEFITS-CRT	360,065	18.34%
3412	HEALTH & WELFARE BENEFITS-CLS	6,458	.33%
3501	ST UNEMPLOYMENT INS-CERTIF	4,228	.22%
3502	ST UNEMPLOYMENT INS-CLASSIFD	657	.03%
3601	WORKER'S COMP-CERTIFICATED	20,971	1.07%
3602	WORKER'S COMP-CLASSIFIED	3,250	.17%
Total 3000		622,123	31.70%

Expenditure	Description	Amount	Percentage of Sources
4000 Books and Supplies			
4310	MATERIALS & SUPPLIES	3,570	.18%
4351	OFFICE SUPPLIES	500	.03%
4374	CUSTODIAL SUPPLIES	850	.04%
4400	EQUIPMENT	2,000	.10%
Total 4000		6,920	.35%

Selection Grouped by Account Type, (Org = 2, Restricted? = Y, Control? = N, Fund = 10, Object Digit = 4)

ESCAPE ONLINE

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Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 0013 CHARTER SCHOOLS

Expenditure	Description	Amount	Percentage of Sources
5000 Services			
5201	EMPLOYEE MILEAGE	200	.01%
5210	TRAVEL & CONFERENCES	1,500	.08%
5300	DUES & MEMBERSHIPS	4,640	.24%
5450	OTHER INSURANCE	10,305	.53%
5512	PROPANE	10,000	.51%
5520	ELECTRICITY SERVICES	12,000	.61%
5530	WATER SERVICES	3,600	.18%
5560	WASTE DISPOSAL	2,800	.14%
5612	RENTALS AND LEASES-BUILDINGS	37,550	1.91%
5623	RENTALS AND LEASES-EQUIPMENT	4,000	.20%
5637	MAINTENANCE AGREEMENTS	8,640	.44%
5716	OTHER INTERPROGRAM SERVICES	53,593-	-2.73%
5800	CONTRACTED SERVICES	10,150	.52%
5804	SECURITY SYSTEM	300	.02%
5805	PRINTING SERV-OUTSIDE VENDOR	50	.00%
5819	OTHER INTER-LEA CONTRACTS	91,936	4.68%
5823	LEGAL FEES	100	.01%
5831	ADVERTISEMENT	250	.01%
5881	OTHER CHARGES/FEES	9,500	.48%
5909	TELEPHONE/COMMUNICATIONS	18,000	.92%
5950	POSTAGE	50	.00%
Total 5000		171,978	8.76%
7000 Other Outgo			
7330	INDIRECT COSTS INTERPROGRAM	11,930-	-.61%
7438	DEBT SERVICE-INTEREST	396	.02%
7439	OTHER DEBT SERVICE PRINCIPAL	49,998	2.55%
Total 7000		38,464	1.96%
Total Expenditure		1,838,827	93.69%

Starting Balance	284,062
+ Revenues	1,678,712
- Expenditures	1,838,827
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	123,947

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 0013 CHARTER SCHOOLS

		Starting Balance	284,062
		+ Total Revenues	1,678,712
		= Total Sources	1,962,774
Expenditure	Description	Amount	Percentage of Sources
1000	Certificated Salaries	868,257	44.24%
2000	Classified Salaries	131,085	6.68%
3000	Employee Benefits	622,123	31.70%
4000	Books and Supplies	6,920	.35%
5000	Services	171,978	8.76%
6000			%
7000	Other Outgo	38,464	1.96%
	- Total Expenditures	1,838,827	93.69%
	- Total Budgeted Reserves and Fund Balance	0	.00%
	= Unappropriated Balance	123,947	6.31%

Revenue	Description	Amount	Percentage of Sources
8560	STATE LOTTERY REVENUE	28,050	48.80%
Total Revenue		28,050	48.80%

Expenditure	Description	Amount	Percentage of Sources
4000 Books and Supplies			
4310	MATERIALS & SUPPLIES	3,000	5.22%
Total 4000		3,000	5.22%

5000 Services			
5210	TRAVEL & CONFERENCES	1,620	2.82%
5800	CONTRACTED SERVICES	11,000	19.14%
5812	LIBRARY CONTRACT	3,400	5.92%
5884	LICENSE, PERMIT, USE FEE, TX	7,000	12.18%
Total 5000		23,020	40.05%
Total Expenditure		26,020	45.27%

Starting Balance	29,425
+ Revenues	28,050
- Expenditures	26,020
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	31,455

Starting Balance	29,425
+ Total Revenues	28,050
= Total Sources	57,475

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000	Books and Supplies	3,000	5.22%
5000	Services	23,020	40.05%
6000			%
7000			%
- Total Expenditures		26,020	45.27%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		31,455	54.73%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 1400 EDUCATION PROTECTION ACCOU

Revenue	Description	Amount	Percentage of Sources
8012	REVENUE LIMIT-EPA	35,910	100.00%
Total Revenue		35,910	100.00%

Expenditure	Description	Amount	Percentage of Sources
5000 Services			
5716	OTHER INTERPROGRAM SERVICES	35,910	100.00%
Total 5000		35,910	100.00%
Total Expenditure		35,910	100.00%

Starting Balance	0
+ Revenues	35,910
- Expenditures	35,910
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	35,910
= Total Sources	35,910

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000	Services	35,910	100.00%
6000			%
7000			%
- Total Expenditures		35,910	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Revenue	Description	Amount	Percentage of Sources
8590	ALL OTHER STATE REVENUES	50,000	76.25%
Total Revenue		50,000	76.25%

Expenditure	Description	Amount	Percentage of Sources
2000 Classified Salaries			
2130	CLASS INSTR AIDE-EXTRA ASSGN	4,500	6.86%
2931	PROJECT MANAGER	27,158	41.42%
Total 2000		31,658	48.28%

Expenditure	Description	Amount	Percentage of Sources
3000 Employee Benefits			
3202	PERS - CLASSIFIED	8,032	12.25%
3312	SOCIAL SECURITY-CLASSIFIED	1,963	2.99%
3332	MEDICARE-CLASSIFIED	459	.70%
3502	ST UNEMPLOYMENT INS-CLASSIFD	159	.24%
3602	WORKER'S COMP-CLASSIFIED	786	1.20%
Total 3000		11,399	17.38%

Expenditure	Description	Amount	Percentage of Sources
4000 Books and Supplies			
4310	MATERIALS & SUPPLIES	500	.76%
Total 4000		500	.76%
Total Expenditure		43,557	66.43%

Starting Balance	15,570
+ Revenues	50,000
- Expenditures	43,557
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	22,013

Starting Balance	15,570
+ Total Revenues	50,000
= Total Sources	65,570

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000	Classified Salaries	31,658	48.28%
3000	Employee Benefits	11,399	17.38%
4000	Books and Supplies	500	.76%
5000			%
6000			%
7000			%
- Total Expenditures		43,557	66.43%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		22,013	33.57%

Revenue	Description	Amount	Percentage of Sources
8290	ALL OTHER FEDERAL REVENUES	17,105	63.11%
8982	CONTRIBUTION > TITLE I	10,000	36.89%
Total Revenue		27,105	100.00%

Expenditure	Description	Amount	Percentage of Sources
1000 Certificated Salaries			
1100	TEACHERS SALARIES - REGULAR	18,997	70.09%
Total 1000		18,997	70.09%

3000 Employee Benefits			
3101	STRS - CERTIFICATED	3,628	13.38%
3331	MEDICARE-CERTIFICATED	275	1.01%
3501	ST UNEMPLOYMENT INS-CERTIF	95	.35%
3601	WORKER'S COMP-CERTIFICATED	471	1.74%
Total 3000		4,469	16.49%

5000 Services			
5888	OTHER OPERATING EXPENSE	2,315	8.54%
Total 5000		2,315	8.54%

7000 Other Outgo			
7330	INDIRECT COSTS INTERPROGRAM	1,324	4.88%
Total 7000		1,324	4.88%
Total Expenditure		27,105	100.00%

Starting Balance	0
+ Revenues	27,105
- Expenditures	27,105
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	27,105
= Total Sources	27,105

Expenditure	Description	Amount	Percentage of Sources
1000	Certificated Salaries	18,997	70.09%
2000			%
3000	Employee Benefits	4,469	16.49%
4000			%
5000	Services	2,315	8.54%
6000			%
7000	Other Outgo	1,324	4.88%
- Total Expenditures		27,105	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 3213 ESSER III 80%

Revenue	Description	Amount	Percentage of Sources
8290	ALL OTHER FEDERAL REVENUES	84,416	161.23%
8295	ALL FEDERAL REV PRIOR YEAR	32,058-	-61.23%
Total Revenue		52,358	100.00%

Expenditure	Description	Amount	Percentage of Sources
1000 Certificated Salaries			
1200	CERT PUPIL SUPPORT SAL - REG	31,216	59.62%
Total 1000		31,216	59.62%

3000 Employee Benefits			
3101	STRS - CERTIFICATED	5,962	11.39%
3331	MEDICARE-CERTIFICATED	453	.87%
3411	HEALTH & WELFARE BENEFITS-CRT	12,917	24.67%
3501	ST UNEMPLOYMENT INS-CERTIF	156	.30%
3601	WORKER'S COMP-CERTIFICATED	774	1.48%
Total 3000		20,262	38.70%

7000 Other Outgo			
7330	INDIRECT COSTS INTERPROGRAM	880	1.68%
Total 7000		880	1.68%
Total Expenditure		52,358	100.00%

Starting Balance	0
+ Revenues	52,358
- Expenditures	52,358
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	52,358
= Total Sources	52,358

Expenditure	Description	Amount	Percentage of Sources
1000	Certificated Salaries	31,216	59.62%
2000			%
3000	Employee Benefits	20,262	38.70%
4000			%
5000			%
6000			%
7000	Other Outgo	880	1.68%
- Total Expenditures		52,358	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 3214 ESSER III 20% LEARNING LOSS

Revenue	Description	Amount	Percentage of Sources
8290	ALL OTHER FEDERAL REVENUES	14,563	126.05%
8295	ALL FEDERAL REV PRIOR YEAR	3,010-	-26.05%
Total Revenue		11,553	100.00%

Expenditure	Description	Amount	Percentage of Sources
2000 Classified Salaries			
2900	OTHER CLASS SALARIES-REGULAR	9,961	86.22%
Total 2000		9,961	86.22%

3000 Employee Benefits			
3312	SOCIAL SECURITY-CLASSIFIED	618	5.35%
3332	MEDICARE-CLASSIFIED	144	1.25%
3502	ST UNEMPLOYMENT INS-CLASSIFD	50	.43%
3602	WORKER'S COMP-CLASSIFIED	247	2.14%
Total 3000		1,059	9.17%

7000 Other Outgo			
7330	INDIRECT COSTS INTERPROGRAM	533	4.61%
Total 7000		533	4.61%
Total Expenditure		11,553	100.00%

Starting Balance	0
+ Revenues	11,553
- Expenditures	11,553
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	11,553
= Total Sources	11,553

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000	Classified Salaries	9,961	86.22%
3000	Employee Benefits	1,059	9.17%
4000			%
5000			%
6000			%
7000	Other Outgo	533	4.61%
- Total Expenditures		11,553	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Revenue	Description	Amount	Percentage of Sources
8290	ALL OTHER FEDERAL REVENUES	9,610	100.00%
Total Revenue		9,610	100.00%

Expenditure	Description	Amount	Percentage of Sources
2000 Classified Salaries			
2100	CLASS INSTR AIDE SAL-REGULAR	11,034	114.82%
Total 2000		11,034	114.82%

3000 Employee Benefits			
3202	PERS - CLASSIFIED	2,799	29.13%
3312	SOCIAL SECURITY-CLASSIFIED	684	7.12%
3332	MEDICARE-CLASSIFIED	160	1.66%
3502	ST UNEMPLOYMENT INS-CLASSIFD	55	.57%
3602	WORKER'S COMP-CLASSIFIED	274	2.85%
Total 3000		3,972	41.33%

5000 Services			
5716	OTHER INTERPROGRAM SERVICES	5,957-	-61.99%
Total 5000		5,957-	-61.99%

7000 Other Outgo			
7330	INDIRECT COSTS INTERPROGRAM	561	5.84%
Total 7000		561	5.84%
Total Expenditure		9,610	100.00%

Starting Balance	0
+ Revenues	9,610
- Expenditures	9,610
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	9,610
= Total Sources	9,610

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000	Classified Salaries	11,034	114.82%
3000	Employee Benefits	3,972	41.33%
4000			%
5000	Services	5,957-	61.99-%
6000			%
7000	Other Outgo	561	5.84%
- Total Expenditures		9,610	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 3219 ELO ESSER III LEARNING LOSS

Revenue	Description	Amount	Percentage of Sources
8290	ALL OTHER FEDERAL REVENUES	16,566	.00%
8295	ALL FEDERAL REV PRIOR YEAR	16,566-	.00%
Total Revenue		0	.00%

Starting Balance	0
+ Revenues	0
- Expenditures	0
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	0
= Total Sources	0

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			.00%
3000			.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
- Total Expenditures		0	.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 4035 TITLE II TEACHER QUALITY

Revenue	Description	Amount	Percentage of Sources
8290	ALL OTHER FEDERAL REVENUES	3,336	100.00%
Total Revenue		3,336	100.00%

Expenditure	Description	Amount	Percentage of Sources
5000 Services			
5210	TRAVEL & CONFERENCES	3,055	91.58%
Total 5000		3,055	91.58%

7000 Other Outgo			
7330	INDIRECT COSTS INTERPROGRAM	281	8.42%
Total 7000		281	8.42%
Total Expenditure		3,336	100.00%

Starting Balance	0
+ Revenues	3,336
- Expenditures	3,336
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	3,336
= Total Sources	3,336

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000	Services	3,055	91.58%
6000			%
7000	Other Outgo	281	8.42%
- Total Expenditures		3,336	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 4126 RURAL & LOW INCOME SCHL PRG

Revenue	Description	Amount	Percentage of Sources
8290	ALL OTHER FEDERAL REVENUES	3,571	100.00%
Total Revenue		3,571	100.00%

Expenditure	Description	Amount	Percentage of Sources
4000 Books and Supplies			
4310	MATERIALS & SUPPLIES	294	8.23%
Total 4000		294	8.23%

5000 Services			
5210	TRAVEL & CONFERENCES	1,011	28.31%
5811	CO-OP CONTRACT	2,077	58.16%
Total 5000		3,088	86.47%

7000 Other Outgo			
7330	INDIRECT COSTS INTERPROGRAM	189	5.29%
Total 7000		189	5.29%
Total Expenditure		3,571	100.00%

Starting Balance	0
+ Revenues	3,571
- Expenditures	3,571
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	3,571
= Total Sources	3,571

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000	Books and Supplies	294	8.23%
5000	Services	3,088	86.47%
6000			%
7000	Other Outgo	189	5.29%
- Total Expenditures		3,571	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 4127 TITLE IV A STUDENT SUPPORT

Revenue	Description	Amount	Percentage of Sources
8290	ALL OTHER FEDERAL REVENUES	10,000	.00%
8982	CONTRIBUTION > TITLE I	10,000-	.00%
Total Revenue		0	.00%

Starting Balance	0
+ Revenues	0
- Expenditures	0
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	0
= Total Sources	0

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			.00%
3000			.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
- Total Expenditures		0	.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Revenue	Description	Amount	Percentage of Sources
8221	NATIONAL LUNCH PROGRAM	60,000	86.46%
8520	CHILD NUTRITION	3,100	4.47%
8634	FOOD SERVICES SALES	1,000	1.44%
Total Revenue		64,100	92.37%

Expenditure	Description	Amount	Percentage of Sources
2000 Classified Salaries			
2210	FOOD SERVICE PERSONNEL	23,449	33.79%
Total 2000		23,449	33.79%

3000 Employee Benefits			
3202	PERS - CLASSIFIED	5,949	8.57%
3312	SOCIAL SECURITY-CLASSIFIED	1,454	2.10%
3332	MEDICARE-CLASSIFIED	340	.49%
3502	ST UNEMPLOYMENT INS-CLASSIFD	117	.17%
3602	WORKER'S COMP-CLASSIFIED	582	.84%
Total 3000		8,442	12.16%

4000 Books and Supplies			
4310	MATERIALS & SUPPLIES	2,000	2.88%
4396	FOOD SERVICE SUPPLIES	1,500	2.16%
4400	EQUIPMENT	500	.72%
4710	FOOD	14,500	20.89%
Total 4000		18,500	26.66%

5000 Services			
5201	EMPLOYEE MILEAGE	500	.72%
5210	TRAVEL & CONFERENCES	110	.16%
5635	REPAIRS-EQUIPMENT	115	.17%
5800	CONTRACTED SERVICES	750	1.08%
5884	LICENSE, PERMIT, USE FEE, TX	500	.72%
Total 5000		1,975	2.85%
Total Expenditure		52,366	75.46%

Starting Balance	5,297
+ Revenues	64,100
- Expenditures	52,366
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	17,031

Model OB23-01 22-23 Budget Adoption model **Fiscal Year 2022/23**

Fund 10 REDWOOD COAST MONTESSORI Resource 5310 CHILD NUTRITION-SCHOOL PROG

	Starting Balance	5,297
	+ Total Revenues	64,100
	= Total Sources	69,397

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000	Classified Salaries	23,449	33.79%
3000	Employee Benefits	8,442	12.16%
4000	Books and Supplies	18,500	26.66%
5000	Services	1,975	2.85%
6000			%
7000			%
	- Total Expenditures	52,366	75.46%
	- Total Budgeted Reserves and Fund Balance	0	.00%
	= Unappropriated Balance	17,031	24.54%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 6030 CHARTER SCHL FACILITIES LEAS

Revenue	Description	Amount	Percentage of Sources
8590	ALL OTHER STATE REVENUES	134,168	100.00%
Total Revenue		134,168	100.00%

Expenditure	Description	Amount	Percentage of Sources
5000 Services			
5612	RENTALS AND LEASES-BUILDINGS	134,168	100.00%
Total 5000		134,168	100.00%
Total Expenditure		134,168	100.00%

Starting Balance	0
+ Revenues	134,168
- Expenditures	134,168
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	134,168
= Total Sources	134,168

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000	Services	134,168	100.00%
6000			%
7000			%
- Total Expenditures		134,168	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 6053 PREK PLANNING & IMPL GRANT P

Revenue	Description	Amount	Percentage of Sources
8590	ALL OTHER STATE REVENUES	26,307	100.00%
Total Revenue		26,307	100.00%

Expenditure	Description	Amount	Percentage of Sources
5000 Services			
5888	OTHER OPERATING EXPENSE	24,771	94.16%
Total 5000		24,771	94.16%

7000 Other Outgo			
7330	INDIRECT COSTS INTERPROGRAM	1,536	5.84%
Total 7000		1,536	5.84%
Total Expenditure		26,307	100.00%

Starting Balance	0
+ Revenues	26,307
- Expenditures	26,307
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	26,307
= Total Sources	26,307

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000	Services	24,771	94.16%
6000			%
7000	Other Outgo	1,536	5.84%
- Total Expenditures		26,307	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 6266 EDUCATOR EFFECTIVENESS 2021

Expenditure	Description	Amount	Percentage of Sources
1000 Certificated Salaries			
1150	TEACHER SALARY - OTHER PAY	9,000	16.62%
Total 1000		9,000	16.62%
2000 Classified Salaries			
2150	CLASS INSTR AIDE-OTHER PAY	4,500	8.31%
Total 2000		4,500	8.31%
3000 Employee Benefits			
3101	STRS - CERTIFICATED	1,719	3.17%
3202	PERS - CLASSIFIED	1,142	2.11%
3312	SOCIAL SECURITY-CLASSIFIED	279	.52%
3331	MEDICARE-CERTIFICATED	131	.24%
3332	MEDICARE-CLASSIFIED	65	.12%
3501	ST UNEMPLOYMENT INS-CERTIF	45	.08%
3502	ST UNEMPLOYMENT INS-CLASSIFD	23	.04%
3601	WORKER'S COMP-CERTIFICATED	223	.41%
3602	WORKER'S COMP-CLASSIFIED	112	.21%
Total 3000		3,739	6.90%
Total Expenditure		17,239	31.83%

Starting Balance	54,162
+ Revenues	0
- Expenditures	17,239
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	36,923

Starting Balance	54,162
+ Total Revenues	0
= Total Sources	54,162

Expenditure	Description	Amount	Percentage of Sources
1000	Certificated Salaries	9,000	16.62%
2000	Classified Salaries	4,500	8.31%
3000	Employee Benefits	3,739	6.90%
4000			%
5000			%
6000			%
7000			%
- Total Expenditures		17,239	31.83%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		36,923	68.17%

Revenue	Description	Amount	Percentage of Sources
8560	STATE LOTTERY REVENUE	9,163	27.56%
Total Revenue		9,163	27.56%

Expenditure	Description	Amount	Percentage of Sources
4000 Books and Supplies			
4110	TEXTBOOKS	1,500	4.51%
4310	MATERIALS & SUPPLIES	6,500	19.55%
Total 4000		8,000	24.07%
Total Expenditure		8,000	24.07%

Starting Balance	24,080
+ Revenues	9,163
- Expenditures	8,000
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	25,243

Starting Balance	24,080
+ Total Revenues	9,163
= Total Sources	33,243

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000	Books and Supplies	8,000	24.07%
5000			%
6000			%
7000			%
- Total Expenditures		8,000	24.07%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		25,243	75.93%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 6500 SPECIAL EDUCATION

Revenue	Description	Amount	Percentage of Sources
8792	TRANS OF APPORTION FROM COE	128,285	100.00%
Total Revenue		128,285	100.00%
Expenditure	Description	Amount	Percentage of Sources
1000 Certificated Salaries			
1104	SPECIAL ED TEACHER	29,947	23.34%
Total 1000		29,947	23.34%
3000 Employee Benefits			
3101	STRS - CERTIFICATED	5,720	4.46%
3331	MEDICARE-CERTIFICATED	434	.34%
3411	HEALTH & WELFARE BENEFITS-CRT	12,917	10.07%
3501	ST UNEMPLOYMENT INS-CERTIF	150	.12%
3601	WORKER'S COMP-CERTIFICATED	743	.58%
Total 3000		19,964	15.56%
4000 Books and Supplies			
4310	MATERIALS & SUPPLIES	397	.31%
Total 4000		397	.31%
5000 Services			
5716	OTHER INTERPROGRAM SERVICES	17,683	13.78%
5800	CONTRACTED SERVICES	33,995	26.50%
5852	PERSONAL SERVICE	20,000	15.59%
Total 5000		71,678	55.87%
7000 Other Outgo			
7142	OTH TUITN, EXCESS CSTS> COE	2,118	1.65%
7330	INDIRECT COSTS INTERPROGRAM	4,181	3.26%
Total 7000		6,299	4.91%
Total Expenditure		128,285	100.00%

Starting Balance	0
+ Revenues	128,285
- Expenditures	128,285
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 6500 SPECIAL EDUCATION

		Starting Balance	0
		+ Total Revenues	128,285
		= Total Sources	128,285
Expenditure	Description	Amount	Percentage of Sources
1000	Certificated Salaries	29,947	23.34%
2000			%
3000	Employee Benefits	19,964	15.56%
4000	Books and Supplies	397	.31%
5000	Services	71,678	55.87%
6000			%
7000	Other Outgo	6,299	4.91%
		- Total Expenditures	128,285
		- Total Budgeted Reserves and Fund Balance	0
		= Unappropriated Balance	0

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 6536 SP ED DISPUTE PREV & RES

Expenditure	Description	Amount	Percentage of Sources
5000 Services			
5800	CONTRACTED SERVICES	2,928	94.15%
Total 5000		2,928	94.15%
7000 Other Outgo			
7330	INDIRECT COSTS INTERPROGRAM	182	5.85%
Total 7000		182	5.85%
Total Expenditure		3,110	100.00%

Starting Balance	3,110
+ Revenues	0
- Expenditures	3,110
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	3,110
+ Total Revenues	0
= Total Sources	3,110

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000	Services	2,928	94.15%
6000			%
7000	Other Outgo	182	5.85%
- Total Expenditures		3,110	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Expenditure	Description	Amount	Percentage of Sources
5000 Services			
5800	CONTRACTED SERVICES	16,470	94.16%
Total 5000		16,470	94.16%
7000 Other Outgo			
7330	INDIRECT COSTS INTERPROGRAM	1,021	5.84%
Total 7000		1,021	5.84%
Total Expenditure		17,491	100.00%

Starting Balance	17,491
+ Revenues	0
- Expenditures	17,491
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	17,491
+ Total Revenues	0
= Total Sources	17,491

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000	Services	16,470	94.16%
6000			%
7000	Other Outgo	1,021	5.84%
- Total Expenditures		17,491	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Expenditure	Description	Amount	Percentage of Sources
6000 Capital Outlay			
6400	EQUIPMENT	24,000	100.00%
Total 6000		24,000	100.00%
Total Expenditure		24,000	100.00%

Starting Balance	24,000
+ Revenues	0
- Expenditures	24,000
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	24,000
+ Total Revenues	0
= Total Sources	24,000

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000			%
6000	Capital Outlay	24,000	100.00%
7000			%
- Total Expenditures		24,000	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Starting Balance	1,373
+ Revenues	0
- Expenditures	0
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	1,373

Starting Balance	1,373
+ Total Revenues	0
= Total Sources	1,373

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	0	.00%
	- Total Budgeted Reserves and Fund Balance	0	.00%
	= Unappropriated Balance	1,373	100.00%

Starting Balance	2,485
+ Revenues	0
- Expenditures	0
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	2,485

Starting Balance	2,485
+ Total Revenues	0
= Total Sources	2,485

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	0	.00%
	- Total Budgeted Reserves and Fund Balance	0	.00%
	= Unappropriated Balance	2,485	100.00%

Starting Balance	7,141
+ Revenues	0
- Expenditures	0
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	7,141

Starting Balance	7,141
+ Total Revenues	0
= Total Sources	7,141

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	0	.00%
	- Total Budgeted Reserves and Fund Balance	0	.00%
	= Unappropriated Balance	7,141	100.00%

Starting Balance	1,061
+ Revenues	0
- Expenditures	0
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	1,061

Starting Balance	1,061
+ Total Revenues	0
= Total Sources	1,061

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	0	.00%
	- Total Budgeted Reserves and Fund Balance	0	.00%
	= Unappropriated Balance	1,061	100.00%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 7422 IN-PERSON INSTRUCTION GRANT

Revenue	Description	Amount	Percentage of Sources
8590	ALL OTHER STATE REVENUES	23,161	100.00%
Total Revenue		23,161	100.00%

Expenditure	Description	Amount	Percentage of Sources
2000 Classified Salaries			
2100	CLASS INSTR AIDE SAL-REGULAR	14,711	63.52%
Total 2000		14,711	63.52%

3000 Employee Benefits			
3202	PERS - CLASSIFIED	3,732	16.11%
3312	SOCIAL SECURITY-CLASSIFIED	912	3.94%
3332	MEDICARE-CLASSIFIED	213	.92%
3502	ST UNEMPLOYMENT INS-CLASSIFD	74	.32%
3602	WORKER'S COMP-CLASSIFIED	365	1.58%
Total 3000		5,296	22.87%

4000 Books and Supplies			
4310	MATERIALS & SUPPLIES	5,000	21.59%
4400	EQUIPMENT	1,000	4.32%
Total 4000		6,000	25.91%

5000 Services			
5716	OTHER INTERPROGRAM SERVICES	9,588-	-41.40%
5884	LICENSE, PERMIT, USE FEE, TX	5,500	23.75%
Total 5000		4,088-	-17.65%

7000 Other Outgo			
7330	INDIRECT COSTS INTERPROGRAM	1,242	5.36%
Total 7000		1,242	5.36%
Total Expenditure		23,161	100.00%

Starting Balance	0
+ Revenues	23,161
- Expenditures	23,161
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	23,161
= Total Sources	23,161

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000	Classified Salaries	14,711	63.52%
3000	Employee Benefits	5,296	22.87%
4000	Books and Supplies	6,000	25.91%
5000	Services	4,088-	17.65-%
6000			%
7000	Other Outgo	1,242	5.36%
- Total Expenditures		23,161	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Expenditure	Description	Amount	Percentage of Sources
5000 Services			
5716	OTHER INTERPROGRAM SERVICES	9,588	38.85%
	Total 5000	9,588	38.85%
	Total Expenditure	9,588	38.85%

Starting Balance	24,681
+ Revenues	0
- Expenditures	9,588
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	15,093

Starting Balance	24,681
+ Total Revenues	0
= Total Sources	24,681

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000	Services	9,588	38.85%
6000			%
7000			%
	- Total Expenditures	9,588	38.85%
	- Total Budgeted Reserves and Fund Balance	0	.00%
	= Unappropriated Balance	15,093	61.15%

Expenditure	Description	Amount	Percentage of Sources
5000 Services			
5716	OTHER INTERPROGRAM SERVICES	5,957	60.71%
	Total 5000	5,957	60.71%
	Total Expenditure	5,957	60.71%

Starting Balance	9,812
+ Revenues	0
- Expenditures	5,957
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	3,855

Starting Balance	9,812
+ Total Revenues	0
= Total Sources	9,812

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000	Services	5,957	60.71%
6000			%
7000			%
	- Total Expenditures	5,957	60.71%
	- Total Budgeted Reserves and Fund Balance	0	.00%
	= Unappropriated Balance	3,855	39.29%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 7690 ON-BEHALF PENSION CONTRIBUT

Revenue	Description	Amount	Percentage of Sources
8590	ALL OTHER STATE REVENUES	68,967	100.00%
Total Revenue		68,967	100.00%

Expenditure	Description	Amount	Percentage of Sources
3000 Employee Benefits			
3101	STRS - CERTIFICATED	68,967	100.00%
Total 3000		68,967	100.00%
Total Expenditure		68,967	100.00%

Starting Balance	0
+ Revenues	68,967
- Expenditures	68,967
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	68,967
= Total Sources	68,967

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000	Employee Benefits	68,967	100.00%
4000			%
5000			%
6000			%
7000			%
- Total Expenditures		68,967	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 9011 MEDI-CAL LEA BILLING

Revenue	Description	Amount	Percentage of Sources
8699	ALL OTHER LOCAL REVENUES	594	100.00%
Total Revenue		594	100.00%

Expenditure	Description	Amount	Percentage of Sources
5000 Services			
5800	CONTRACTED SERVICES	594	100.00%
Total 5000		594	100.00%
Total Expenditure		594	100.00%

Starting Balance	0
+ Revenues	594
- Expenditures	594
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	594
= Total Sources	594

Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000			%
3000			%
4000			%
5000	Services	594	100.00%
6000			%
7000			%
- Total Expenditures		594	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 9032 CALFRESH GRANT-COUNTY OF H

Revenue	Description	Amount	Percentage of Sources
8699	ALL OTHER LOCAL REVENUES	96,045	99.49%
8980	CONTRIB FROM UNRSTRCTD REV	488	.51%
Total Revenue		96,533	100.00%

Expenditure	Description	Amount	Percentage of Sources
2000 Classified Salaries			
2308	DIRECTOR	26,994	27.96%
2407	ASSISTANT	7,946	8.23%
2902	RECREATION WORKER	12,167	12.60%
Total 2000		47,107	48.80%

3000 Employee Benefits			
3202	PERS - CLASSIFIED	10,491	10.87%
3312	SOCIAL SECURITY-CLASSIFIED	2,921	3.03%
3332	MEDICARE-CLASSIFIED	682	.71%
3412	HEALTH & WELFARE BENEFITS-CLS	15,070	15.61%
3502	ST UNEMPLOYMENT INS-CLASSIFD	236	.24%
3602	WORKER'S COMP-CLASSIFIED	1,168	1.21%
Total 3000		30,568	31.67%

4000 Books and Supplies			
4310	MATERIALS & SUPPLIES	4,281	4.43%
Total 4000		4,281	4.43%

5000 Services			
5201	EMPLOYEE MILEAGE	1,000	1.04%
5512	PROPANE	1,200	1.24%
5612	RENTALS AND LEASES-BUILDINGS	7,173	7.43%
5800	CONTRACTED SERVICES	4,750	4.92%
5909	TELEPHONE/COMMUNICATIONS	454	.47%
Total 5000		14,577	15.10%
Total Expenditure		96,533	100.00%

Starting Balance	0
+ Revenues	96,533
- Expenditures	96,533
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Model OB23-01 22-23 Budget Adoption model

Fiscal Year 2022/23

Fund 10 REDWOOD COAST MONTESSORI

Resource 9032 CALFRESH GRANT-COUNTY OF H

		Starting Balance	0
		+ Total Revenues	96,533
		= Total Sources	96,533
Expenditure	Description	Amount	Percentage of Sources
1000		0	.00%
2000	Classified Salaries	47,107	48.80%
3000	Employee Benefits	30,568	31.67%
4000	Books and Supplies	4,281	4.43%
5000	Services	14,577	15.10%
6000			%
7000			%
		- Total Expenditures	96,533
		- Total Budgeted Reserves and Fund Balance	0
		= Unappropriated Balance	0

REDWOOD COAST MONTESSORI	BUDGET ADOPTION WORKING BUDGET			BUDGET ADOPTION MULTI-YEAR PROJECTION					
	FISCAL YEAR 2022-23			FISCAL YEAR 2023-24			FISCAL YEAR 2024-25		
	Charter Fund Unrestricted	Charter Fund Restricted	Charter Fund Total	Charter Fund Unrestricted	Charter Fund Restricted	Charter Fund Total	Charter Fund Unrestricted	Charter Fund Restricted	Charter Fund Total
A. REVENUES									
LCFF Apportionment	\$ 1,817,704	\$ 0	\$ 1,817,704	\$ 2,008,676	\$ 0	\$ 2,008,676	\$ 2,209,692	\$ 0	\$ 2,209,692
Federal Sources	0	167,533	167,533	0	147,646	147,646	0	98,012	98,012
Other State Sources	31,694	314,866	346,560	31,694	266,308	298,002	31,694	267,228	298,922
Other Local Sources	44,000	225,924	269,924	44,000	225,924	269,924	44,000	225,924	269,924
Total Revenue	1,893,398	708,323	2,601,721	2,084,370	639,878	2,724,248	2,285,386	591,164	2,876,550
B. EXPENDITURES									
Certificated Salaries	937,856	89,160	1,027,016	949,645	80,918	1,030,563	962,212	82,132	1,044,344
Classified Salaries	172,010	142,420	314,430	174,531	140,773	315,304	177,080	142,696	319,776
Employee Benefits	671,679	178,137	849,816	677,652	179,832	857,484	680,183	178,166	858,349
Supplies	9,920	37,972	47,892	9,920	36,480	46,400	9,920	38,114	48,034
Services & Other Operating	230,908	281,119	512,027	271,636	191,636	463,272	344,046	119,964	464,010
Capital Outlay	0	24,000	24,000	0	0	0	0	0	0
Other Outgo	50,394	2,118	52,512	0	2,118	2,118	0	2,118	2,118
Support Costs	(11,930)	11,930	0	(7,388)	7,388	0	(7,388)	7,388	0
Total Expenditures	2,060,837	766,856	2,827,693	2,075,996	639,145	2,715,141	2,166,053	570,578	2,736,631
C. EXCESS REVENUES (EXPENDITURES)	(167,439)	(58,533)	(225,972)	8,374	733	9,107	119,333	20,586	139,919
D. OTHER FINANCING SOURCES/USES									
Interfund Transfers In	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	0	0	0	0	0	0	0	0	0
Other Sources	0	0	0	0	0	0	0	0	0
Other Uses	0	0	0	0	0	0	0	0	0
Contributions	(488)	488	0	(488)	488	0	(488)	488	0
Total Other Sources (Uses)	(488)	488	0	(488)	488	0	(488)	488	0
E. FUND BALANCE INCREASE (DECREASE)	(167,927)	(58,045)	(225,972)	7,886	1,221	9,107	118,845	21,074	139,919
F. ADJUSTED BEGINNING BALANCE	323,329	190,263	513,592	155,402	132,218	287,620	163,288	133,439	296,727
G. ENDING BALANCE	\$ 155,402	\$ 132,218	\$ 287,620	\$ 163,288	\$ 133,439	\$ 296,727	\$ 282,133	\$ 154,513	\$ 436,646
5% State Recommended Minimum		\$ 141,385			\$ 135,757			\$ 136,832	

2022-2023
Education Protection Account
Program by Resource Report

**Projected Expenditures for the period of July 1, 2022 through June 30, 2023
For Fund 01, Resource 1400 Education Protection Account**

Description		Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
	Object:	
Beginning Balance	8999	0.00
Revenue Limit Source	8012	35,910.00
Revenue Limit Source-Prior Year	8019	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		35,910.00
EXPENDITURES AND OTHER FINANCING USES		
	Functions:	
Instruction	1000-1999	35,910.00
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		35,910.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

N:\BUSINESS & ADMINISTRATIVE SERVICES\FISCAL SERVICES\Administration Share\Tickler\2022-23

Redwood Coast Montessori Board of Directors
Remote Meeting

Zoom (<https://us05web.zoom.us/j/85001584392?pwd=dk1VQlIPU3BSMjZSOWIHZ1gvZmJwQT09>)

REGULAR MEETING

June 21, 2022 6:30 p.m.

AGENDA

- A. CALL TO ORDER OF OPEN SESSION
- B. OPEN SESSION: 6:30 P.M. LOCATION – REMOTE MEETING

C. PUBLIC COMMENT

The public is invited to make announcements or comment on information to the Board that is relevant to the scope of authority of Redwood Coast Montessori. The Board may uniformly impose a time limit of 3 minutes to individual presentations to assure every subject is heard. By public law, the Board cannot take action on items not on the agenda.

- D. GENERAL FUNCTION-CONSENT ITEMS - Approval w/ Single Motion:
Items listed under the Consent Agenda are considered to be routine and are acted on by the Board in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items.

- 1. Approval of Draft Minutes of May 11, 2022 Regular Meeting

Action

E. BUSINESS AND FINANCE

- 1. Approval of Charter Safe Resolution for Property & Liability Insurance

Action

F. SCHOOL FUNCTIONS

- 1. RCM Equity and Diversity Report

Information

- 2. Local Control Accountability Plan (LCAP): Local Indicators

Information

- 3. 2022/2023 DRAFT Local Control Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum

Information

- 4. Public Hearing: 2022/2023 DRAFT Local Control Accountability Plan (LCAP) - Solicitation, Recommendation, and Comments from Members of the Public on the DRAFT

Action

Open: _____

Close: _____

The 2022/2023 Draft LCAP is available for public inspection at the RCM School Office (1611 Peninsula Drive, Arcata). Please call 707-832-4194 to make an appointment to view the document.

- 5. Public Hearing: Local Control Funding Formula (LCFF) 2022/2023 Budget - Solicitation, Recommendation, and Comments from Members of the Public on the DRAFT

Action

Open: _____

Close: _____

6. Public Hearing: 2022/2023 Education Protection Account Action
Open: _____
Close: _____

7. Board Retreat Goals Discussion Information

8. 2022-23 Board Dates Action

G. STAFF and DIRECTORS REPORTS

1. Staff Reports
2. Director Reports

H. FUTURE AGENDA ITEMS

I. ADJOURNMENT OF OPEN SESSION Action

NOTICE: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254. 7, 6254.15, 6254.16, OR 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Redwood Coast Montessori School 1611 Peninsula Drive, Arcata, CA 95521. In compliance with Government Code section 54954.2(a) Redwood Coast Montessori will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Redwood Coast Montessori at 707-832-4194.