

Redwood Coast Montessori Board of Directors
1611 Peninsula Drive, Arcata, CA 95521 (Building A)

Zoom Meeting Link:

(https://us06web.zoom.us/j/83949283639?pwd=KecqjBr0hF75piX1N8kmqJluurBjFw.1)

REGULAR MEETING

June 18, 2025 6:30 p.m.

AGENDA

A. CALL TO ORDER OF OPEN SESSION

B. OPEN SESSION: 6:30 P.M. LOCATION: REDWOOD COAST MONTESSORI, 1611 Peninsula Drive, Arcata, CA 95521

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. None

E. BUSINESS AND FINANCE - ITEMS FOR REPORT, DISCUSSION, AND POSSIBLE ACTION

1. Approval of 2025/26 Local Indicator Self-Reflection for Redwood Coast Montessori

2. Approval of 2025/2026 DRAFT Local Control Accountability Plan (LCAP)

3. Approval of 2025/2026 Local Control Accountability Plan (LCAP) Federal Addendum

4. Approval of Local Control Funding Formula (LCFF) 2025/2026 Budget

5. Approval of 2025/2026 Education Protection Account

6. Resolution 2025-1: Application for California Energy Commission Loan

F. SCHOOL FUNCTIONS - ITEMS FOR REPORT, DISCUSSION, AND POSSIBLE ACTION

1. Appointment of Bryan Little as temporary administration consultant for 2025-26 school year.

G. FUTURE AGENDA ITEMS

1. Prop. 28 Report (approve by 9/30/25)

ADJOURNMENT OF OPEN SESSION

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.

RCM School Board



Agenda Item: E1

Local Performance Indicator Self-Reflection

Department/Program:

Business and Finance

Background Information:

The California Accountability System includes standards for all Local Control Funding Formula (LCFF) priorities. However, state-collected data is not available for every priority. In the absence of state-collected data, we are required to measure our progress with the use of locally collected data.

Recommendation:

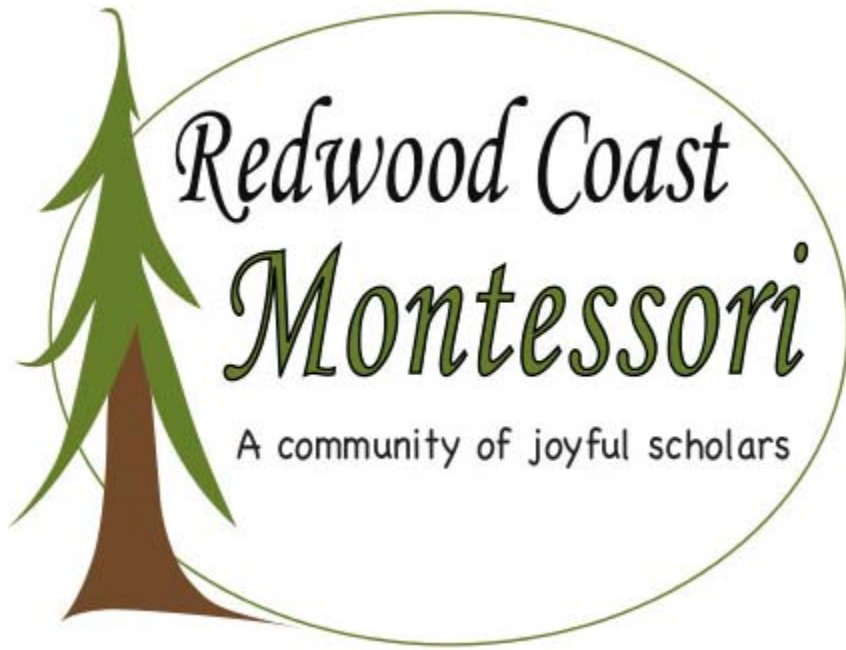
Receive and discuss the draft Local Performance Indicator Self-Reflection.

Fiscal Implications:

None

Contact Person:

Bryan Little



2025-26 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 707-630-5018 |

Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

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

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

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---------------|--------------------|-------|--------------|--------|-------------|------------|---------|-----|
| 2024-25 | 22.5 | 20 | 2 | 2 | | | | |

| 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

Implementation of State Academic Standards (LCFF Priority 2)

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

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 | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| 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 | N/A |
|--|---|---|---|---|---|-----|
| Career Technical Education | | | 3 | | | |
| Health Education Content Standards | | | 3 | | | |
| Physical Education Model Content Standards | | | 3 | | | |
| Visual and Performing Arts | | | | 4 | | |
| 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):

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

| Practices | Rating Scale Number |
|--|---------------------|
| 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 |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | 4 |
| 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. | 4 |

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.

98% of Parents "Agree" or "Strongly Agree" that "Parents feel welcome to participate at this school."
96% 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):

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

| Practices | Rating Scale Number |
|---|---------------------|
| 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. | 4 |
| 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)

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

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.

76% of parents "Agree" or "Strongly Agree" that their school provides instructional materials that "reflect my child's culture, ethnicity, and identity."

96% of parents "Agree" or "Strongly Agree" that "Teachers communicate with parents about what students are expected to learn in class."

89% of parents "Just okay" or "Very well" that school is "Providing information on your expected role at your child's school."

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

Redwood Coast Montessori staff are actively working on building a comprehensive TK-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 programs during the 2022-23 school year and beyond 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):

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

| Practices | Rating Scale Number |
|--|---------------------|
| 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. | 3 |
| 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)

- 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 2024-25 school year, RCM provided staff, students, and parents the opportunity to participate in the California Healthy Kids Survey for the second 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.

- 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:

87% of Parents "Agree" or "Strongly Agree" that "School actively seeks the input of parents before making important decisions."

84% 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)

Introduction

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

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

Introduction

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

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

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

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

Based on the CalSCHLS Survey:

Student Survey:

86% of Students "Agree" or "Strongly Agree" that "I feel safe in my school."

72% of students indicate that "There is a teacher or some other adult from my school who really cares about me."

Parent Survey:

100% 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:

93% of Staff "Agree" or "Strongly Agree" that "This school is a safe place for students."

94% of Staff "Agree" or "Strongly Agree" that "This school is a safe place for staff."

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

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.

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

There are no planned changes to school policies or procedures. The data indicates that there is an overall sense of safety among students, parents and staff. As in the past, RCM will continue to pursue professional development to help maintain and promote greater levels of safety among all members of the community.

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)

RCM uses the Master Schedules of each level of our program to ensure that all students have access to and are enrolled in a broad course of study. As a TK - 12 school, our elementary program serves students in self-contained classrooms. At all levels of the program, students with exceptional needs receive services based on IEP or 504 plans. These plans include identified accommodations, modifications and integration into the general education classrooms through a push-in model whenever applicable. Beginning with the adolescent program, the master schedule provides student the opportunity for increased departmentalization while still ensuring a "home room" environment. At the high school level, the master schedule provides students the opportunity to rotate through seven different classes scheduled throughout the week with appropriately credentialed teachers. Students are enrolled English language arts, math, science, social science, world language and/or art, connections, physical education, and have the opportunity to rotate through additional elective classes.

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)

All students are provided full access to Montessori and PBL curriculum and a broad course of study including math, English language arts, social studies, science and physical education. Students in the elementary program are in self-contained classrooms that are heterogeneous and receive art and music. All adolescent students are also provided the common core aligned curriculum and a broad course of study from appropriately credentialed teachers. At the high school level, all students are provided instruction from appropriately credentialed teachers in math, ELA, social science, natural and physical science, PE, world language, art along with a wide variety of elective classes.

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)

Redwood Coast Montessori does not have any barriers in providing access to a broad course of study for all students and no changes have been identified as being needed at this time.

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 does not have any barriers in providing access to a broad course of study for all students and no changes have been identified as being needed at this time.

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. | | | | | |
| 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 | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| 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). | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 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. | | | | | |
| 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. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 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. | | | | | |

RCM School Board



Agenda Item: E2

2025-26 DRAFT Local Control and Accountability Plan (LCAP)

Department/Program:

Business and Finance

Background Information:

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

Schools are required to hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP. Schools are also required to adopt the LCAP in a public meeting held after, but not on the same day as, the public hearing. This meeting must be the same meeting as that during which the governing board adopts the Local Control Funding Formula (LCFF) Budget, and at which time the LEA reports the California School Dashboard local indicators.

Today's meeting includes the Public Hearings for the draft LCAP and LCFF Budget, and the special meeting on 6/17/2025 will include the adoption of the final LCAP and LCFF Budget.

Recommendation:

Approve the 2025-26 DRAFT Local Control and Accountability Plan (LCAP).

Contact Person:

Bryan Little

RCM School Board



Agenda Item: E3

2025-26 DRAFT Local Control Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum

Department/Program:

Business and Finance

Background Information:

RCM receives federal funds in alignment with activities funded with state funds. This alignment happens as part of the RCM LCAP development process and allows the RCM to develop a cohesive vision and plan for supporting students. The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

Recommendation:

Receive and discuss the draft 2025-26 LCAP Every Student Succeeds Act (ESSA) Federal Addendum.

Fiscal Implications:

None

Contact Person:

Bryan Little

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

School Year

2024-25

Date of Board Approval

6/18/2025

LEA Name

Redwood Coast Montessori

CDS Code:

12-62679-0137653

Link to the LCAP:

(optional)

Pending board approval

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Redwood 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 has fewer than 1,000 students. RCM does use free and reduced lunch classifications for its poverty criteria. Title 1, Part A funds are targeted to school sites in accordance with their poverty level.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

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

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

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

Parent and Family Engagement

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

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

Parents/guardians are an integral part of the educational team that supports each student. The partnership we develop with each family is critical to the success of their student at RCM. Teachers and when helpful, administrators, routinely communicate directly with parents to discuss academic and social/emotion progress. Whenever there is an issue of concern, staff reach out to parents/guardians to discuss the issue, ask for the parents perspective on strategies that may work, and develop a unified team approach to supporting the student. It is well understood that the success of each student is dependent on communication and collaboration between the school and home.

Participation with RCM is an important component of our school. RCM staff understands the importance of parent/guardian participation in building our community. There are many different ways that family members can get involved in our school community. At the beginning of each year and with the enrollment of each new student, we send out a list of volunteer opportunities to each family. This information includes a sign-up form for parents/guardians to sign up for specific volunteer activities we offer and to explore new ideas to support the community.

Each year, we host several events designed to bring families together and to promote opportunities to get involved in the RCM community. Before the beginning of school each year, we host a Meet & Greet which provides parents/guardians the opportunity to get to know the staff and the school and to learn about how they can participate to help serve the needs of all students. Other orientation events that take place to inform parents about ways to support students include the fall Ice Cream Social, the spring potluck, and several other events that are advertised throughout the year.

Although RCM students benefit greatly from all the volunteer work our parents/guardians contribute, there is no expectation that all families can contribute extra volunteer time. For those that do have the ability to volunteer some of the specific opportunities they have include: participation as a school board member or site council representative, support for fundraising events, classroom help, field trip driver and chaperone, and site maintenance.

In addition to volunteering in the areas mentioned, RCM encourages parents/guardians to participate in visioning meetings, LCAP annual review and update, SPSA updating, and development of the self-study.

Teachers, at a minimum, meet two times each year with parent/guardians to discuss the progress of their child and any additional supports that may be needed to help with student achievement. As a part of these meetings, teachers discuss with parents and students the possibility of modifying the curriculum when needed or to provide additional accommodations or modifications based on the needs of the student. Teachers also communicate weekly with parents via a newsletter, sharing curriculum highlights, upcoming field trips or fundraisers, and opportunities for parent involvement.

Most schoolwide student achievement information is available to parent/community via various reports, such as the School Accountability Report Card (SARC), the Single Plan for Student Achievement (SPSA), and the Local Control Accountability Plan (LCAP) which are available on our website.

As previously mentioned, RCM acknowledges the need for more robust and current parent/guardian feedback about issues related to student achievement. Through the use of the CASCHLS survey tool, we plan to gather information that can be used to better evaluate parent/community involvement and how to better capitalize on this resource.

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

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 community building organization (Friends of Redwood Coast Montessori) 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.

Redwood Coast Montessori operates a targeted assistance Title 1 program.

RCM provides targeted services to the students through a Montessori and Project Based Learning (PBL) model of education. This highly differentiated model includes extensive use of time-tested manipulatives, student choice in their educational program, and opportunities for depth of learning. Teachers and paraprofessionals provide individual or small group instruction to those identified students, mainly in the areas of reading and math intervention. In addition, the school employs a multi-tiered system of support. Social emotional needs are addressed through instruction in the classroom, and individually with a counselor. To engage students, projects and activities that are engaging like STEM, music and art are taught.

RCM collects, analyzes, and reports through a variety of in-house and State mandated assessment tools. The California Assessment of Student Performance and Progress (CAASPP) given in grades 3-8 and 11, English Language Proficiency Assessments for California (ELPAC), the California Physical Fitness Test (PFT) given in grades 5 and 7, and 9, and the California Standards Test (CST) for science in grades 5, 8, and in high school are all used in accordance with State mandates.

RCM Teachers also use a variety of other formative and summative assessments throughout the year to monitor student progress including, but not limited to: DRA-2, Fountas & Pinnell, instructional Level Spelling Assessment, and CPM math assessment tools. Findings from assessments are used to guide individual student curriculum, including modifications and accommodations. Based on the results of these assessments, teachers accommodate students' work plans and performance expectations for the classroom. Teachers regularly use these results to communicate with parents during parent-teacher conferences conducted twice a year. Progress reports are given at this time to document student progress. Formalized reporting of student progress via report cards with letter grades is provided to parents of students in grades 9-12 two times per year.

Assessment data is used to adjust classroom approaches to daily instruction. Assessment data also affects decisions regarding support programs that the school implements, such as before-and-after school tutoring and classroom interventions.

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.

Redwood Coast Montessori supports transitions to include preschool to elementary school or home/daycare to elementary school, elementary school to middle school, middle school to high school, and high school to college or career. The scholars attend field trips and participate in experiential learning. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teacher. The school recognizes parents as partners and encourages parents to be leaders. RCM recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive and supported by the RCM, the child's transition to school will be smooth. RCM hosts several orientation meetings, Transition Meetings, Parent Conferences, events and activities, and multiple events like Parent Advisory Committee and on-boarding support.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

- (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.

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)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

Address these questions:

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

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, Inclusion and equity 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).

Address these questions:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

Address these questions:

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

RCM teachers and the 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.

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

Not applicable.

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

Not applicable.

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

Not applicable.

Safe and Healthy Students (ESSA Section 4108)

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

Not applicable.

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

Not applicable.

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

Not applicable.

Effective Use of Technology (ESSA Section 4109)

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Date of LEA's last conducted needs assessment:

Not applicable.

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

California Department of Education
February 2022

RCM School Board



Agenda Item: E4

Local Control Funding Formula (LCFF) 2025/2026 Budget

Department/Program:

Business and Finance

Background Information:

Before July 1 of each year, the governing board of each school shall hold a public hearing on, and adopt, the budget for the subsequent fiscal year. The budget to be adopted shall be prepared in accordance with Education Code Section 42126. The public meeting at which a school's governing board adopts a budget must be held after, but not on the same day as, the public meeting at which the governing board holds the required public hearing on the proposed budget.

Recommendation:

Approve the Local Control Funding Formula (LCFF) 2025-26 Budget.

Fiscal Implications:

The 2025-26 budget will allow RCM to continue to function and meet expenses during the 2025-26 school year beginning July 1, 2025.

Contact Person:

Bryan Little

RCM School Board



Agenda Item: E5

2025-26 Educational Protection Account (EPA)

Department/Program:

Business and Finance

Background Information:

The Education Protection Account (EPA) was created in November 2012 by Proposition 30. The CDE calculates EPA entitlements based on the statewide total of revenue limits and charter school block grant funding as calculated for the purpose of EPA. Each LEA's EPA entitlement is then reduced so that funding from local revenue and the EPA combined do not exceed the LEA's adjusted revenue limit or charter school general purpose funding, provided that each LEA receives the minimum EPA funding of \$200 per unit of ADA.

LEAs are required to determine how the moneys received from the Education Protection Account (EPA) are spent in the school with the following provisions: 1). The spending plan must be approved by the governing board during a public meeting; 2). EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs; 3). Each year, the LEA must publish on its website an accounting of how much money was received from the EPA and how the funds were expended. Historically, the RCM has spent its EPA entitlement on the salary and benefit costs of instructional staff.

Recommendation:

Approve the 2025/2026 Educational Protection Account (EPA) plan.

Fiscal Implications:

Allocation of \$40,470 in revenue

Contact Person:

Bryan Little

RCM School Board



Agenda Item: E6

K-12 Energy Efficiency Program (KTEP) Loan Application

Department/Program:

Business and Finance

Background Information:

The California Energy Commission provides loans to schools, charter schools, county offices of education and state special schools to finance energy efficiency and renewable energy improvements. It is the intention of RCM to support continuing opportunities to convert fuel consumption at the Manila campus to electric power and to offset this demand with additional solar panel arrays.

Recommendation:

Adopt Resolution 2025-1 for the K-12 Energy Efficiency Program (KTEP) Loan Application

Fiscal Implications:

TBD – will be offset by savings in fuel costs

Contact Person:

Bryan Little

ATTACHMENT 3

RESOLUTION

RESOLUTION NO. 2025-1

Resolution of Redwood Coast Montessori (RCM)

Name of Institution or Organization

WHEREAS, the California Energy Commission provides loans to schools, charter schools, county offices of education and state special schools to finance energy efficiency and renewable energy improvements;

NOW THEREFORE, BE IT RESOLVED, that School Board of Redwood Coast Montessori
(RCM BOD) *Governing Body*

authorizes Redwood Coast Montessori to apply for an energy efficiency
Name of Institution or Organization

loan from the California Energy Commission to implement energy efficiency measures.

BE IT ALSO RESOLVED, that in compliance with the California Environmental Quality Act (CEQA), RCM BOD finds that the activity funded by the loan is _____ (not
Governing Body

a project because _____) or (a project that is exempt under Section 15301 (a) because the project consists of the operation, repair, maintenance, permitting, Leasing, Licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of existing or former use.) or (a project and _____ document was prepared.)

BE IT ALSO RESOLVED, that if recommended for funding by the California Energy Commission, the RCM BOD authorizes _____ RCM
Governing Body *Institution or Organization*

to accept a loan up to \$ TBD.
Loan amount requested

BE IT ALSO RESOLVED, that the amount of the loan will be paid in full, under the terms and conditions of the Loan Agreement and Promissory Note of the California Energy Commission.

BE IT FURTHER RESOLVED, that Janean Weekly-Embree is hereby
Title of Designated Official
authorized and empowered to execute in the name of Redwood Coast Montessori
Institution or Organization
all necessary documents to implement and carry out the purpose of this resolution, and
to undertake all actions necessary to undertake and complete the energy efficiency
projects.

Passed, Approved and Adopted this 18th day of June, 2025.
Month Year

Governing Body Representatives:

| | |
|-------------------------|---------|
| <u>Kim Bonine</u> | <u></u> |
| <u>Michelle Ellis</u> | <u></u> |
| <u>Susann Goodman</u> | <u></u> |
| <u>James Braggs</u> | <u></u> |
| <u>Gabriel Ferreira</u> | <u></u> |

RCM School Board



Agenda Item: F1

Appointment of temporary administrative consultant

Department/Program:

Schoolwide

Background Information:

With the appointment of a new school director for RCM, there is the need for some ongoing consulting from the existing school director. The intention of the consulting work is to limit it to the 2025-26 school year on an as needed basis.

Recommendation:

Appoint the current school director to serve as an administrative consultant during the 2025-26 school year.

Fiscal Implications:

Limited based on agreed upon upper limit stipend.

Contact Person:

Bryan Little