SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Date/Time: **Thursday, May 22, 2025 – 6:00 p.m.**
Location: **Room 5, 1071 E 16th Street, Chico CA 95928**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hanson-Lewis, Sam Lawson, Maria Santori, Dinah Weller, Holly Sisk

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, April 17, 2025.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:10)

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

E.2 Reports and Communications (6:20)

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 School Director Report

E.2.2 Treasurer Report

E.3 Action and Discussion Items (6:50)

E.3.1 Local Control Accountability Plan (LCAP)

The Board will be asked to discuss the LCAP and allow for public input.

ACTION REQUESTED: Discuss plan and give input.

E.3.2 LCAP Federal Addendum

The Board will be asked to approve the updated Federal Addendum.

ACTION REQUESTED: Approve the Federal Addendum.

E.3.3 CARS Application

The Board will be asked to approve the Consolidated Application for Federal Funding

ACTION REQUESTED: Approve application.

E.3.4 Williams Uniform Complaint Quarterly Report

The Board will be asked to approve the Williams Uniform Complaint Quarterly Report.

ACTION REQUESTED: Approve report.

E.3.5 Elections Update The Elections Committee will update the Board on recruitment efforts.

ACTION REQUESTED: Discuss progress on recruitment of new members.

F. CLOSED SESSION (7:20)

F.1 Public Employee Performance Evaluation

With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

G. FUTURE AGENDA ITEMS (7:30)

The Board will be asked to adopt the 2025-2026 Local Control Accountability Plan (LCAP) and approve the Original Budget for 2025-2026. The Board will be asked to approve the Instructional Continuity Plan and a Dyslexia Screener.

H. ADJOURNMENT (7:30)

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Sherwood Montessori Board of Directors

Regular Meeting, 17 April 2025

Meeting Minutes

A. Call to Order - The Meeting started at 6:09pm
    a. Land acknowledgement
    b. Roll Call: Tina Lewis, Samantha Lawson, Maria Santoni, Dinah Weller
B. Consent Agenda
    a. Approve minutes: Dinah moves, Maria seconds, unanimous approval
    b. Audit Engagement: cost appears consistent with previous years - Dinah moves to approve, Sami seconds, unanimous approval
C. Public Comment
    a. Daniel Green: Expressed concern regarding an Emotional Support Animal (ESA) on campus
    b. Kristina Vannucci: Also spoke concerning the ESA dog
    c. Jennifer Green: Also regarding the ESA dog
    d. Jylian Green: Expressed concern regarding teacher response to students on bereavement leave
D. Regular Business
    a. School Director Report
        i. Charter renewal successful with CUSD
        ii. Enrollment at 129
        iii. Parsec data showing student growth presented - all attached to the agenda
            1. Thoughts about why growth in students with disabilities is so far ahead of others - might be related to our high percentage of SWD students - recent issue of Montessori publication was about neurodivergence and SWD
            2. Our suspension rate went up from last year - with such a small population, the fluctuation is expected and not concerning, so long as it does not continue to climb year over year
        iv. Sami was one of the middle school trip chaperones and says it was amazing
        v. New teacher's aide for Adam's classroom has trained and will start officially soon
        vi. TK/K Open House was smaller than hoped
            1. Thinking about if that was down to scheduling, timing, etc.
            2. We have more applicants for TK/K than we have space for, for next year
        vii. Social media - Holly is on it and getting stuff going! We have seen things popping up
    b. Treasurer's Report
        i. We're in good shape in terms of cash flow

ii. We'll make it to August and are waiting to find out what our enrollment will be - used 115 in his estimates to CUSD
iii. First hint of low cash will be in December of this year
iv. We are deficit spending on a projection of the approved budget, so not concerned there
v. Going to a budget workshop in May (with Michelle)
1. They don't really know where things are going to be economically and what exactly will happen with school budgets - won't really know until about a year from now
vi. LA Unified has a 1.3 billion deficit and wants the state to help them - they lost so many students after the fires
vii. Will develop a budget for June, will use many of the same numbers as used in the charter renewal

c. Instructional Staff Report
i. Some of us got the vibe that Adam's feedback indicated he feels we're not doing enough Montessori - he did have some good takeaways, like how we could consider timing for events to reduce stressors in busy times - neighborhood cleanup and other great activities that could be good community buy-in - find ways to make it fun and community based
ii. Some of the other teachers' suggestions were contradictory (e.g. more vs less technology)
iii. Interested in the ideas from Stacy about reading the same book, or a science fair, or something similar - Tina mentioned that Chico State faculty have coordinated science fairs for other schools and could be reached out to next year, potentially - would do it non-competitively, etc., can do it in teams, etc.
iv. Student leadership and spirit days
v. Peer mentoring - social emotional (probably not), conflict resolution, academic support, reading groups?

E. Action Items
a. Measure K: Air Conditioning Overage - Sami moves, Maria seconds, unanimous approval
b. Measure K: Security Cameras - Dinah moves to approve, Sami seconds, unanimous approval

F. Board Governance
a. Elections committee update - updated our recruitment letter, have reached out to Inspire school, CARD, Butte County library, Rotary, Chico State folks, and more
b. Timeline:
i. Nominations: 4/28-5/5
ii. Voting: 5 / 8-16
iii. Results: 5/19-20
iv. Swear in: 5/22 meeting

G. Future Agenda Items
a. Will discuss LCAP

    b. Elections update
H. Closed session
I. Adjournment: 8:47pm

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **School Director Report**

Date: May 22, 2025

Administrative

- Updated enrollment will be reported at the meeting.
- CAASPP testing is underway. We had six students opted out of testing by their parents and will not make the 95% participation rate
- Our application for Measure C funds to build a new school was strongly supported by CUSD. We are waiting for the outcome for our application that will be submitted by the King group to see if we will have matching funds from the State bond allocation for charter schools.

Legislative

- Efforts to draw more candidates to the teaching profession may be having some effect with the 2023-2024 school year seeing an 18% increase in teaching credentials being issued. The beginning of this school year still saw about 25,000 more new teachers needed to fill classrooms, however, LAUSD currently has 500 more teachers than they need to fill positions in the 2025-2026 school year.

Community

- The Variety Show was well-attended and with a variety of talents on full display.
- The Endangered Species Faire with Puppet Parade was the best in recent years with an actual street parade and many community members enjoying the event. Sherwood puppets were beautiful and we had many visitors to our booth.
- Bike to School Day had great participation this year as well, with staff members Evan Kerr and Kimberly Fellner handing out treats and prizes donated by SMPO volunteers.
- We had our last SMPO meeting of the year, and identified some changes for next year, including having volunteers sign up to be leads for events and bringing back Spirit Days and launching a Spirit Week.
- We are looking forward to Career Day, which is Friday, May 23 and our 8th Grade Graduation Ceremony, our last community event of the school year.

Fiscal

- In compliance with our Purchasing Policy, I need to report to the Board that we have significantly overspent by more than $2,000 our special education personnel budget. Our Learning Center Aide will finish the year $10,000-$15,000 over the budgeted amount.

SHERWOOD MONTESSORI

To: Board of Directors

From: Pat Casey, Business Manager

Subject: **Treasurer's Report**

Date: May 22,2025 Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statement for the month of April 2025 reconciled with and matched those of the school's internal reports. The bank Ending Balance (cash) totaled $ 504,173.83 as of March 31,2025 for the checking account.
- The expenses in April were for the normal operating cost for the school.

Profit & Loss

The April 2025 Profit & Loss report shows a Net Income of $ -414,593, with amounts received in May of $ 61,982 for April LCF, $ 7,487 for ELOP, $ 1,538 Prop 28 Art/Music, $ 809 SP ED MHS, and $ 9,016 of Q2 Lottery. The actual Net Income through April 2025 is $ -333,761, which means that the school is deficit spending (expense is greater than income).

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 108. A deferral of the June apportionment check would mean the check arrives in August 2025.

Sherwood Montessori
Profit & Loss YTD Comparison
July 2024 through April 2025

	Jul '24 - Apr 25
Ordinary Income/Expense	
Income	
8000-Revenues	1,192,563
Total Income	1,192,563
Gross Profit	1,192,563
Expense	
1000 Certificated Salaries	560,431
2000 Classified Salaries	392,992
3000-Employee Benefits	294,968
4000-Books and Supplies	35,709
5000 Services/Other Op. Exp.	323,055
Total Expense	1,607,156
Net Ordinary Income	-414,593
Net Income	**-414,593**

Sherwood Montessori
Board of Directors - Vendor Payments Report
April 2025

Type	Date	Num	Name	Memo	Account	Amount
Check	04/01/2025	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	5400-Liability Insurance	2,654.00
Check	04/01/2025	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	3601-Workers Comp	1,351.00
Check	04/01/2025	DBT	Facebook Ads	JOB AD	Advertising	87.27
Check	04/01/2025	DBT	Amazon.com	FOREARM GUARDS	Instructional Supplies	21.60
Check	04/01/2025	EFT	Comcast 4454	SERVICE - 2025 NAR-APR	Internet Service Provider	490.52
Check	04/01/2025	9990	Hernandez Cleaning Service	SERVICE 2025 MARCH	Housekeeping Services	3,680.00
Check	04/01/2025	ACH	ANTHEM BLUE CROSS	BILLING 2025 APRIL	3401-Health Benefits	7,944.56
Check	04/02/2025	7749	Kendra Cueyo	LIVESCAN	LiveScan and TB Test Services	70.04
Check	04/02/2025	DBT	Costco	TKK OPEN HOUSE	Food - Meetings	40.95
Check	04/02/2025	DBT	Amazon.com	VINEGAR	Extended Day	3.16
Check	04/03/2025	9992	Advanced Document	SERVICE 2025 MARCH	Copier Lease	384.29
Check	04/03/2025	9993	Stacy .Gertz	ART SUPPLIES	ART-MUSIC	80.25
Check	04/03/2025	EFT	California Water Service Com...	SERVICE 2025 MARCH	Water	31.66
Check	04/04/2025	7750	MATTHEW MITCHELL	MUSIC VOLUNTEER	LiveScan and TB Test Services	70.00
Check	04/07/2025	9995	Patrick Bossetti	INSTALLATION SERVICES	Contracted Service	1,200.00
Check	04/07/2025	ACH	Wufoo	SERVICE - 2025 APRIL	Online List Management	19.00
Check	04/07/2025	DBT	Chico U Lock It Self Storage	LOCKER RENTAL	5600-Rental/Leases/Repairs	130.00
Check	04/07/2025	DBT	Amazon.com	GLUE-TAPE-PAPER-PENCIL...	Office Supplies	92.35
Check	04/08/2025	8006	Zebra Businerss Solutions	SERVICES INV 576	Contracted Service	380.00
Check	04/08/2025	DBT	Costco	SNACKS	Food (Instructional)	357.04
Check	04/08/2025	9996	Law Offices of Young, Minne...	LEGAL RESEARCH	Attorney	468.00
Check	04/08/2025	9998	City of Chico	SERVICE 2025 MARCH	Sewer	32.31
Check	04/08/2025	EFT	Waste Management	SERVICE - 2025 MARCH	Trash/Recycling	147.09
Check	04/09/2025	DBT	Target	COFFEE FILTER - PAPER	Office Supplies	7.81
Check	04/09/2025	DBT	Target	MIRRORS	Instructional Supplies	14.00
Check	04/10/2025	8007	Chris Wenger	TUBS-FLOUR-TAPE	Instructional Supplies	12.04
Check	04/10/2025	8008	LESLIE CAREY	STIPEND-MTSS	9500-Liabilities	2,500.00
Check	04/10/2025	DBT	Mendes Supply Co.	Clorox - towels - tissue	Custodial Supplies	250.00
Check	04/10/2025	DBT	Mendes Supply Co.	PAPER	Office Supplies	331.97
Check	04/11/2025	DBT	Amazon.com		Instructional Supplies	13.10
Check	04/14/2025	8009	BidWell Behavior	FBA Consultation	SELPA	845.00
Check	04/14/2025	DBT	TRILLIUM MONTESSORI C...		5200-Travel and Conferences	49.00
Check	04/14/2025	ACH	COSTCO VISA CARD	THRU 15TH PURCHASES 20...	SHERWOOD COSTCO VISA	98.94
Check	04/15/2025	DBT	UPGRADED LIVING MAGAZ...	AD IN UPGRADED LIVING M...	Advertising	200.00
Check	04/15/2025	EFT	PG & E	SERVICE 2025 APRIL	Electricity	895.63
Check	04/17/2025	ACH	Wufoo	SERVICE - 2025 APRIL	Online List Management	19.00
Check	04/17/2025	DBT	Amazon.com	Guitars	ART-MUSIC	1,092.45
Check	04/21/2025	10001	Stacy .Gertz	GAS FOR SCIENCE CAMP	5200-Travel and Conferences	111.94
Check	04/21/2025	EFT	Comcast Business 9110	SERVICE - 2025 APRIL	Telephone, Landline	200.07
Check	04/21/2025	DBT	Amazon.com	PENCIL SHARPENER	Office Supplies	30.27
Check	04/21/2025	DBT	Amazon.com	PAINT PENS-WATERCOLOR ...	ART-MUSIC	58.97
Check	04/21/2025	DBT	Amazon.com	AFFIRMATION NOTEPAD	Instructional Supplies	96.42
Check	04/22/2025	8010	CYO Camp and Retreat Center	78S CYO CAMP RETREAT	Field Trips and Assemblies	4,450.00
Check	04/22/2025	8011	CYO Camp and Retreat Center	78S CYO CAMP RETREAT-FI...	Field Trips and Assemblies	319.00
Check	04/22/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	100.00
Check	04/22/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	100.00
Check	04/22/2025	DBT	FoodMaxx	PUPPET BOWLS FOR PAINT	Office Supplies	19.63
Check	04/22/2025	DBT	Michaels	PAINT SUPPLIES	ART-MUSIC	153.80
Check	04/22/2025	DBT	Michaels	PAINT SUPPLIES	ART-MUSIC	104.86
Check	04/22/2025	ACH	Macquarie Equipment Capital...	Kyocera Copier Lease 2025 A...	Copier Lease	223.00
Check	04/23/2025	DBT	PANERA BREAD	PD LCAP	Food - Meetings	61.26
Check	04/23/2025	9997	Law Office of Gregory P. Einh...	INV 25410 LEGAL REVIEW S...	Attorney	1,503.50
Check	04/23/2025	9999	UPGRADED LIVING MAGAZ...	AD IN UPGRADED LIVING M...	Advertising	200.00
Check	04/23/2025	10000	Comcast Ethernet	SERVICE - 2025 MARCH	Ethernet - Fiberoptic	1,085.44
Check	04/23/2025	DBT	Amazon.com	STAR STRESS BALLS	Instructional Supplies	29.49
Check	04/24/2025	8012	Comcast-EPL 9287	INV 236820364	COMCAST EPL	1,565.94
Check	04/25/2025	DBT	USPS	MAIL R.G. PAPERS	Postage	82.85
Check	04/25/2025	DBT	Costco	SNACKS- VARIETY SHOW -- ...	LCAP	65.22
Check	04/25/2025	DBT	US Chef'Store	ICE = VARIETY SHOW -- LCA...	LCAP	9.38
Check	04/25/2025	DBT	Amazon.com	MONTHLY FEE	5300-Dues and Membership	16.23
Check	04/25/2025	DBT	Amazon.com		Instructional Supplies	16.38
Check	04/28/2025	DBT	FoodMaxx	PAPER PLATES - VARIETY S...	LCAP	4.91
Check	04/28/2025	DBT	Amazon.com	ART SUPPLIES	ART-MUSIC	75.63
Check	04/28/2025	DBT	Amazon.com	PAINT MARKERS	ART-MUSIC	85.22
Check	04/28/2025	DBT	Amazon.com	ART SUPPLIES	ART-MUSIC	276.34
Check	04/29/2025	8021	Stacy .Gertz	MTSS STIPEND	MTSS STIPEND	1,500.00
Check	04/29/2025	8022	PAUL WRIGHT	STIPEND-CYO CAMP DRIVER	5200-Travel and Conferences	200.00
Check	04/29/2025	10003	CUSD	FUA INV25-000131 2025 MAR...	CUSD FUA Charges	2,024.97
Check	04/30/2025	9979	THE HARTFORD GROUP B...	INV 373191756849 - 2025 PR...	3401-Health Benefits	58.50
Check	04/30/2025	10005	Chico Country Day	NURSE CONTRACT 24-25 IN...	Contracted Service	1,647.77
Check	04/30/2025	DBT	Amazon.com	ART SUPPLIES	ART-MUSIC	19.04
TOTAL						**42,560.06**

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Local Control Accountability Plan (LCAP) Public Hearing**

Date: May 22, 2025

SUMMARY

The LCAP adoption process should have ample opportunities for a variety of educational partners to give input, including: students, parents, faculty, staff and community members.

DISCUSSION

The LCAP format includes a description of the process for engaging educational partners to gain input. A focus group has met to discuss our current LCAP and the course for developing our future adoption, and data was presented at a staff meeting. Including the LCAP as an item at our public meetings is also a required part of the adoption process to give opportunity for educational partner input. Sherwood requests input from parents and guardians, teachers, and staff via an annual Community Survey. Students give input with a Student Survey. This year, we had a Student Focus Group who gave input as well.

Overall, the draft of the LCAP has maintenance goals, very similar to prior years', as we have either met, surpassed, or made significant progress on all goals but two. One goal not met was for 90 % of parents to rate satisfaction in curriculum in terms of Montessori authenticity. The other goal not met was for the majority of the students to report that they are happy to be a student at the school. This was especially disappointing, as only 43% of our current students responded that they agree or strongly agree that they are happy to be a student at Sherwood. However, 72% of the students in grades 1-3 indicated happiness, revealing that dissatisfaction is found in the upper grades.

ACTION REQUESTED

Discuss LCAP and allow educational partners' input.

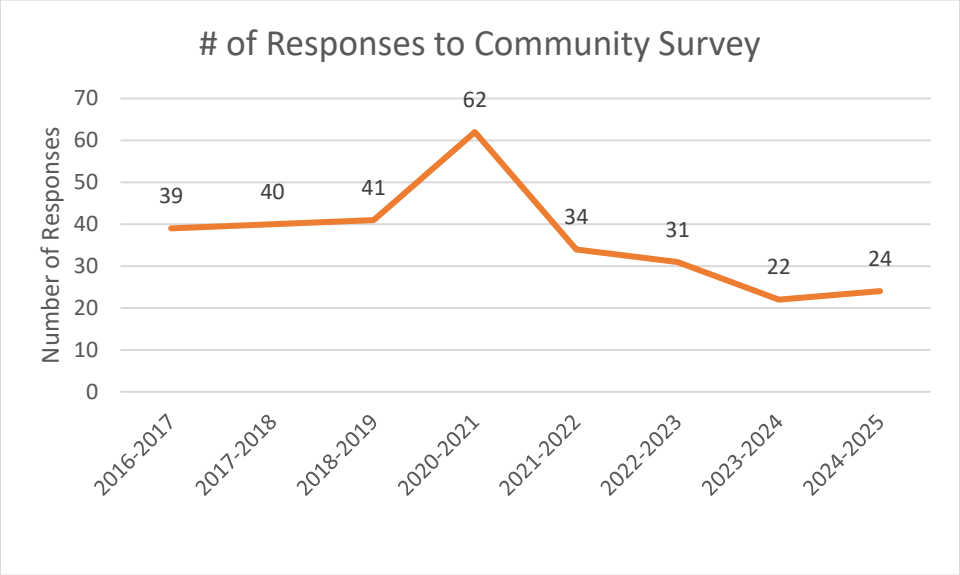
Attachments: LCAP Community Survey Report 2025, Draft of LCAP

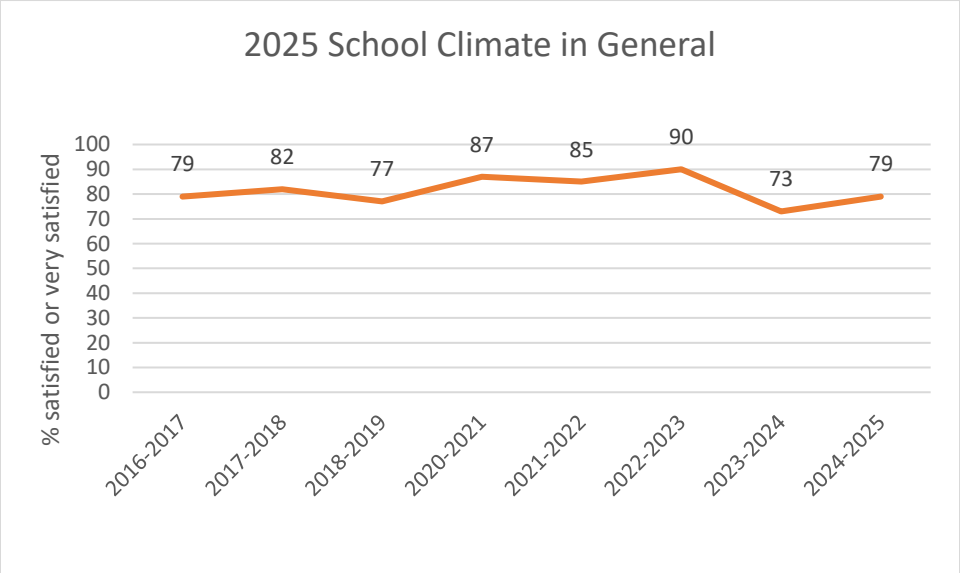
LCAP Community Survey 2025

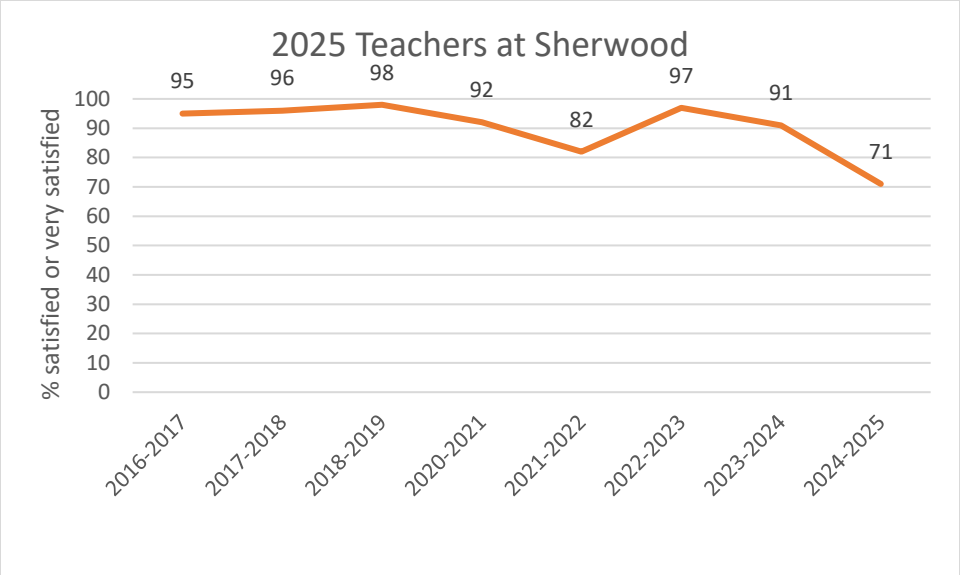
SURVEY RESULTS AND MULTI-YEAR COMPARISON DATA

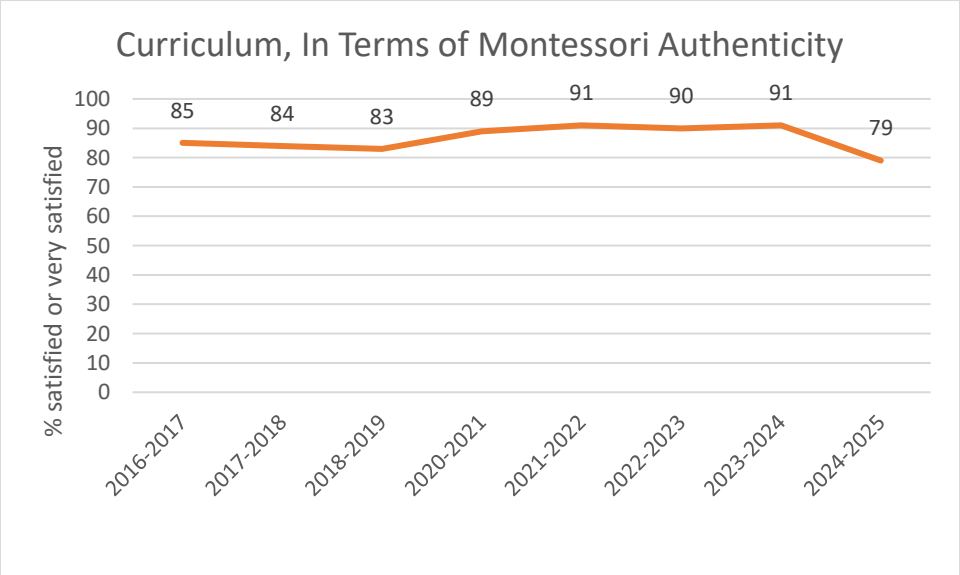
Michelle Yezbick ⌘ Director, Sherwood Montessori ⌘ May 22, 2025

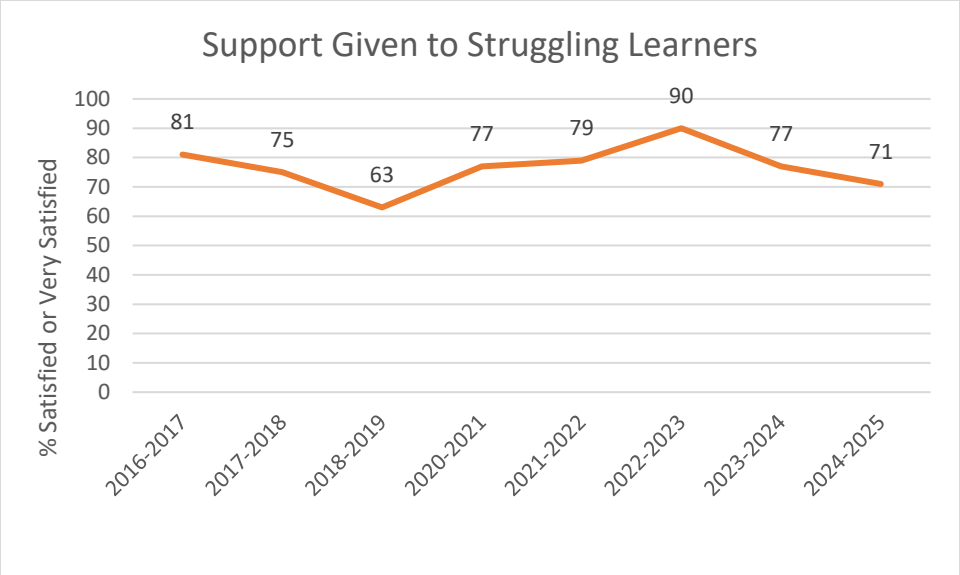
Community Survey Multi-Year Comparison Graphs






2025 Teachers at Sherwood
% satisfied or very satisfied
100
90
80
70
60
50
40
30
20
10
0
95
96
98
92
82
97
91
71
2016-2017
2017-2018
2018-2019
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025


Curriculum, In Terms of Montessori Authenticity
% satisfied or very satisfied
100
90
80
70
60
50
40
30
20
10
0
85
84
83
89
91
90
91
79
2016-2017
2017-2018
2018-2019
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025


Support Given to Struggling Learners
% Satisfied or Very Satisfied
100
90
80
70
60
50
40
30
20
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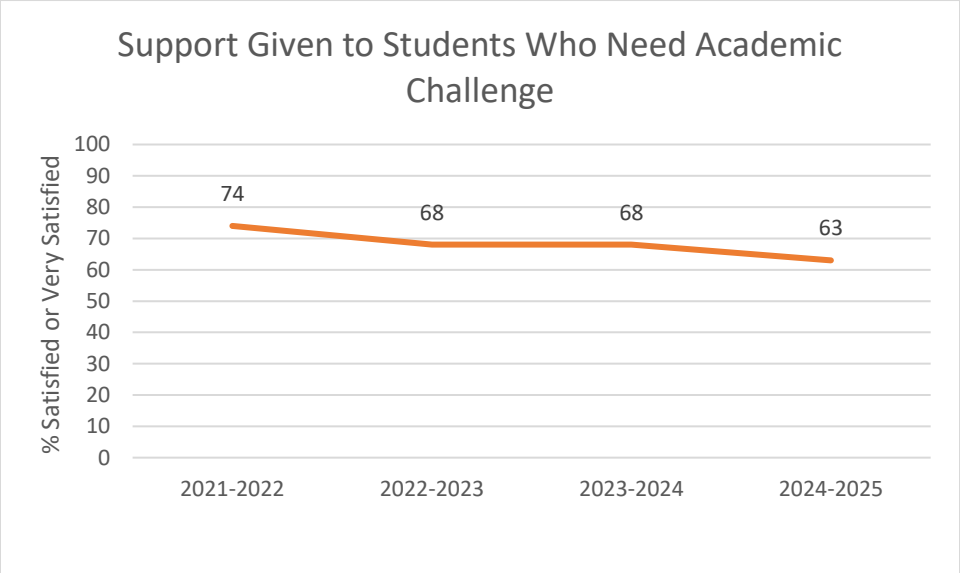
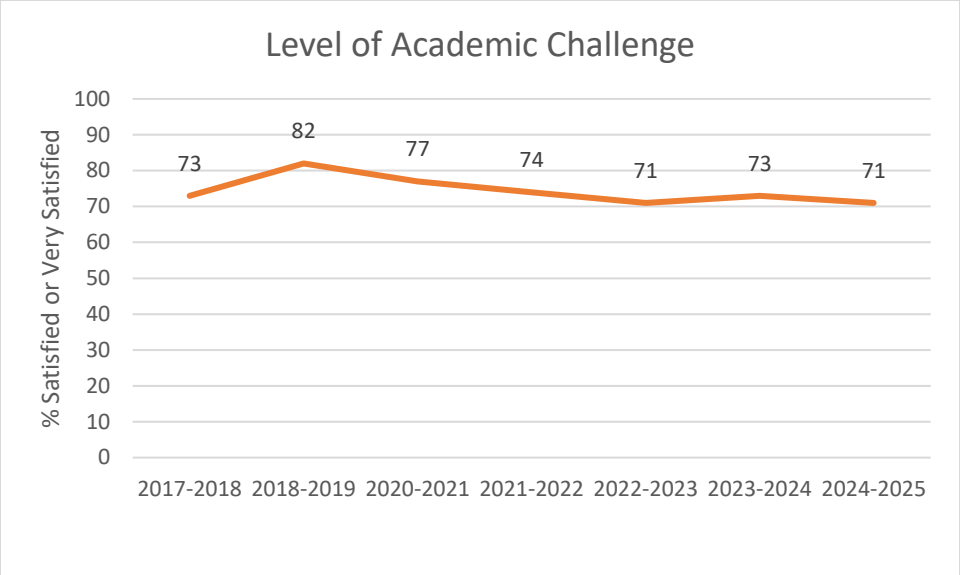
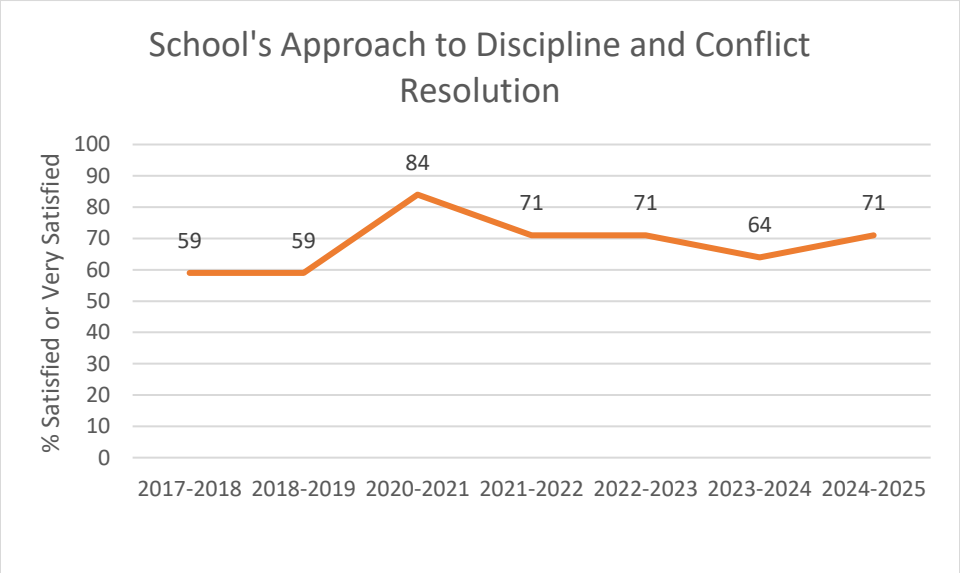
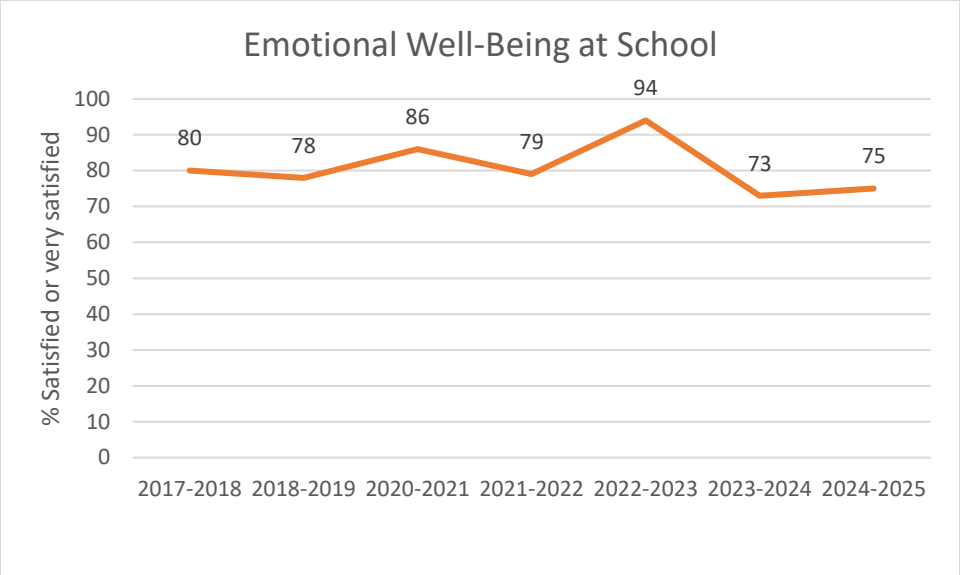
0
81
75
63
77
79
90
77
71
2016-2017
2017-2018
2018-2019
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025

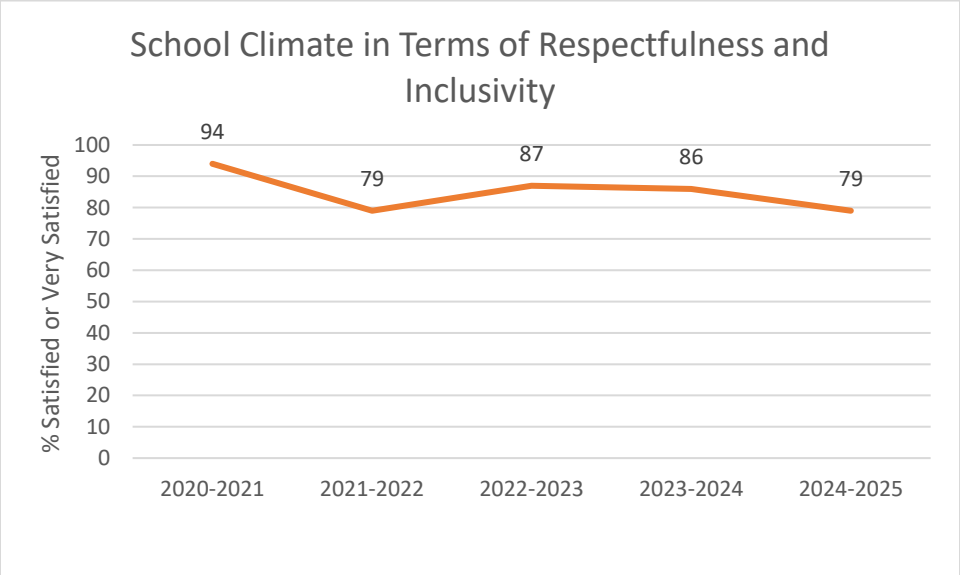

Support Given to Students Who Need Academic Challenge
% Satisfied or Very Satisfied
100
90
80
70
60
50
40
30
20
10
0
74
68
68
63
2021-2022
2022-2023
2023-2024
2024-2025

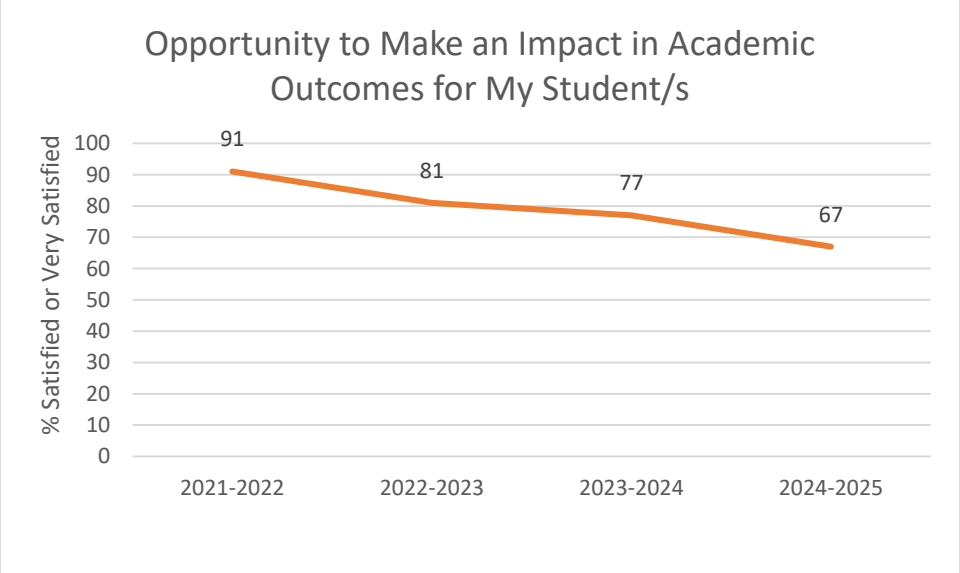

Level of Academic Challenge
% Satisfied or Very Satisfied
100
90
80
70
60
50
40
30
20
10
0
73
82
77
74
71
73
71
2017-2018
2018-2019
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025

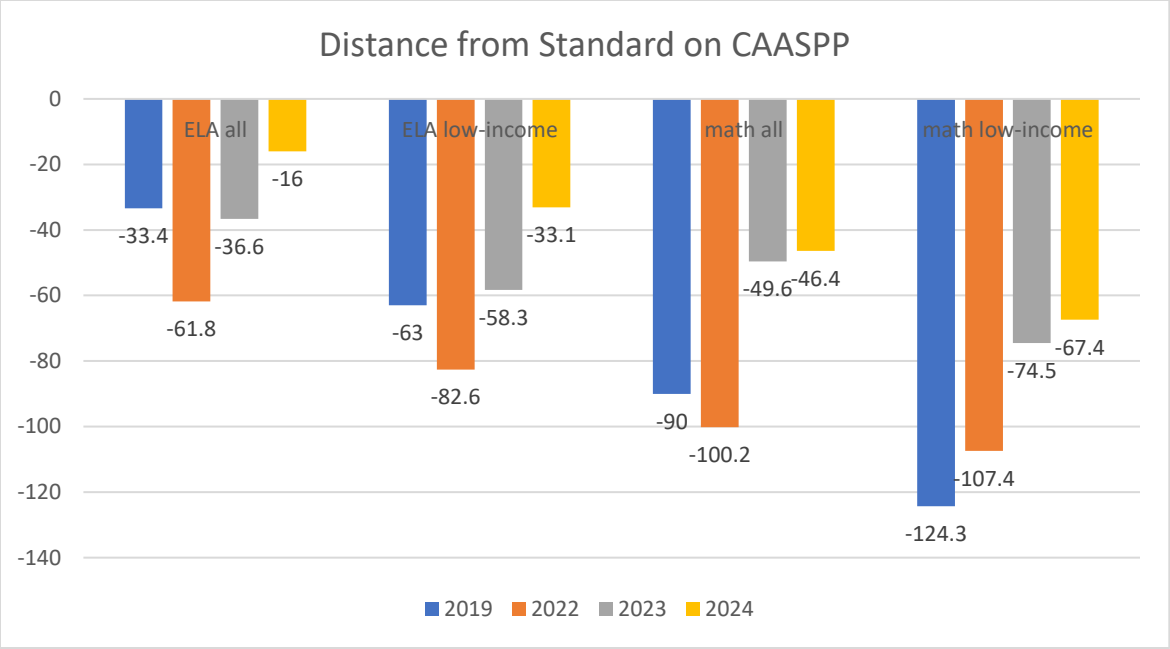

School's Approach to Discipline and Conflict Resolution
% Satisfied or Very Satisfied
100
90
80
70
60
50
40
30
20
10
0
59
59
84
71
71
64
71
2017-2018
2018-2019
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025


Emotional Well-Being at School
% Satisfied or very satisfied
100
90
80
70
60
50
40
30
20
10
0
80
78
86
79
94
73
75
2017-2018
2018-2019
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025

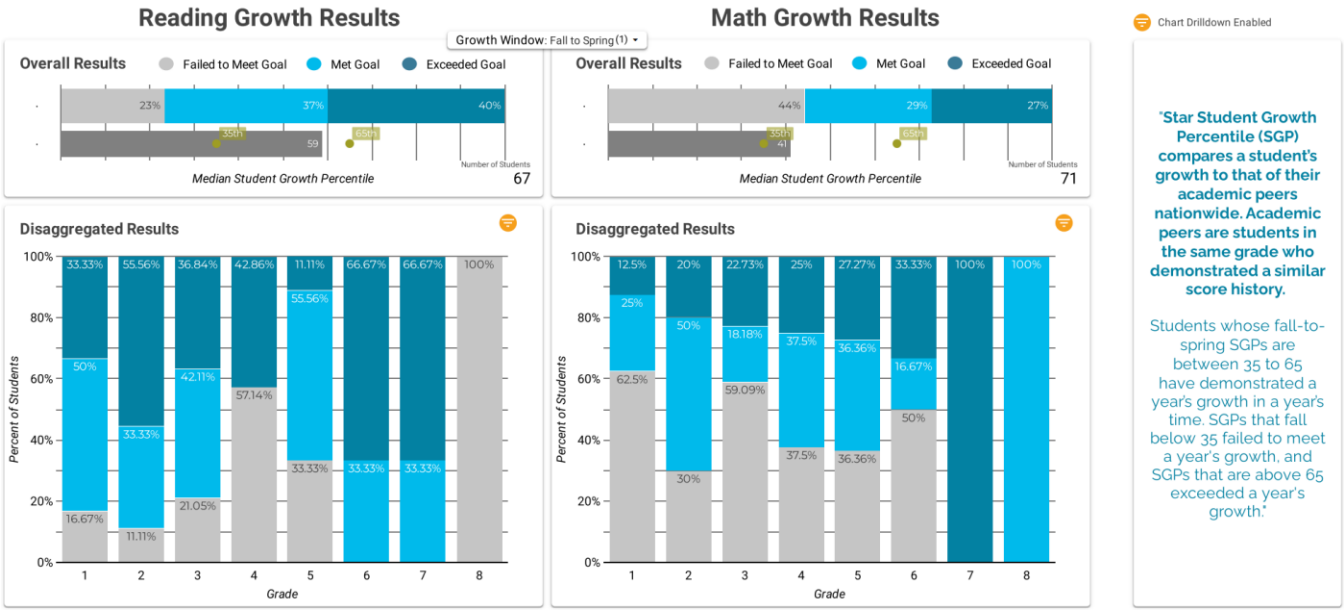
Note: Beginning 2020-2021 question was revised to read *Please rate your satisfaction with Sherwood in terms of: students' emotional well-being at school.* Prior years' question was *Please rate your satisfaction with Sherwood in terms of: students' emotional and physical well-being at school.*







Star Renaissance Average Year's Growth 2024-2025

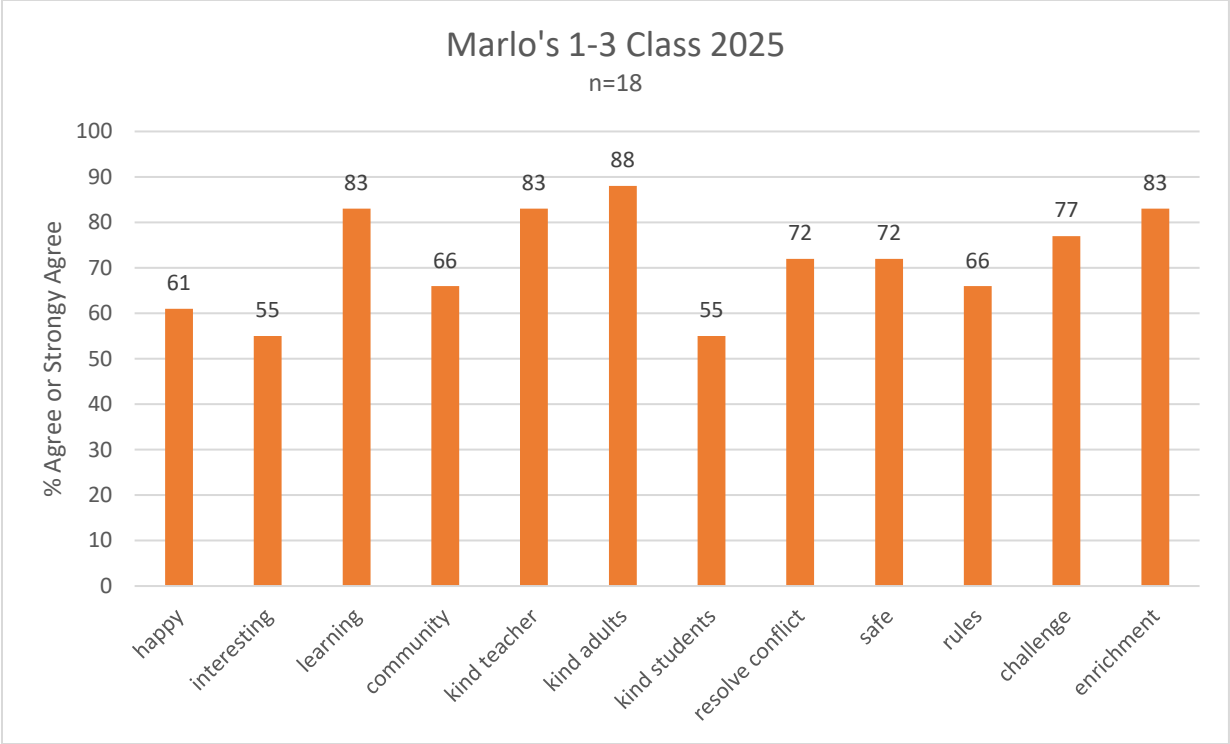


Student Survey Questions

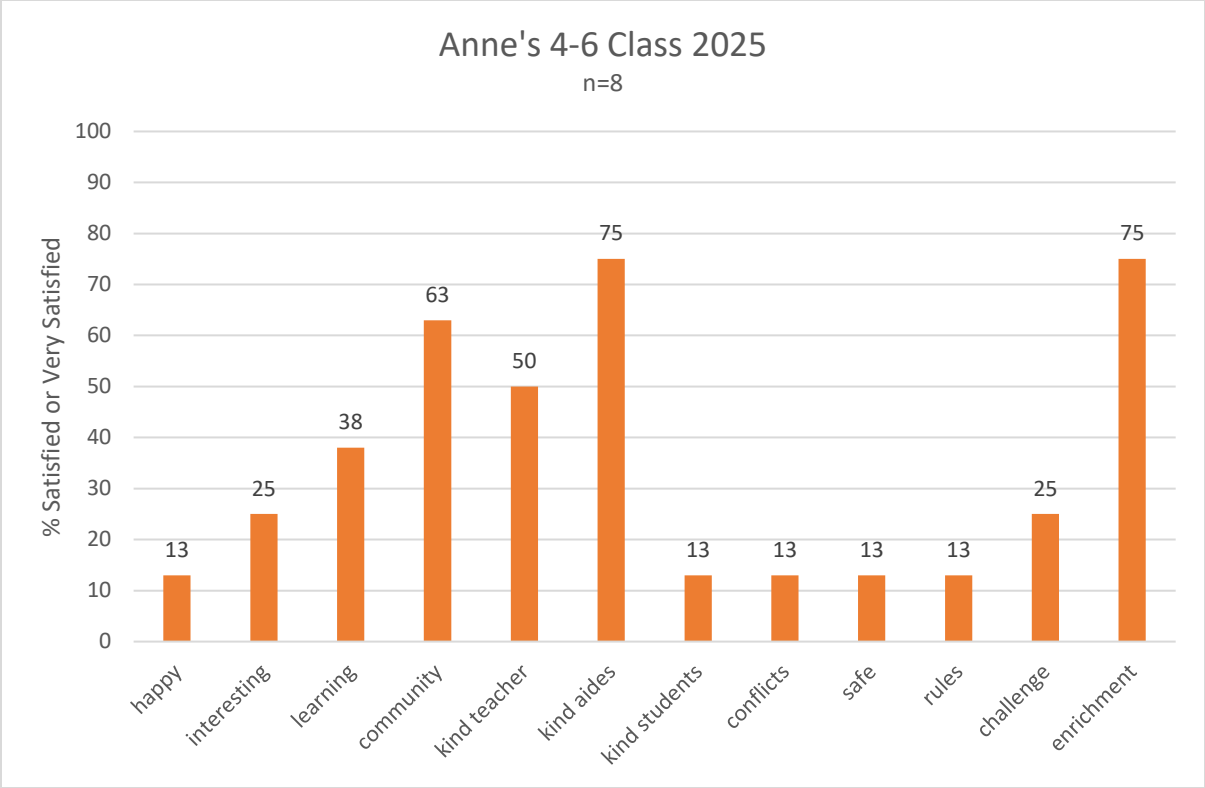
For any "disagree" or "strongly disagree" responses, can you please explain why?

1. I am happy to be at this school.
2. I get to do interesting activities at school.
3. I am learning a lot.
4. I feel I am part of the school community.
5. My teacher treats me with kindness and respect.
6. The aides and other adults at school treat me with kindness and respect.
7. The students at school treat me with kindness and respect.
8. The adults at school try to help students resolve conflicts with each other.
9. I feel safe at school.
10. The school rules are fair and easy to understand.
11. My work has the right amount of challenge.
12. I have enjoyed my Enrichment classes (this is when you have a different teacher for a special subject on Tuesday and Wednesday afternoons)

Please share any other ideas you might have to improve Sherwood. Thanks for your feedback!


Marlo's 1-3 Class 2025
n=18
% Agree or Strongy Agree
100
90
80
70
60
50
40
30
20
10
0
61
55
83
66
83
88
55
72
72
66
77
83
happy
interesting
learning
community
kind teacher
kind adults
kind students
resolve conflict
safe
rules
challenge
enrichment

Lily's 1-3 Class 2025
n=14
% Satisfied or Very Satisfied
100
90
80
70
60
50
40
30
20
10
0
86
64
79
71
93
100
71
93
71
71
57
86
happy
interesting
learning
community
kind teacher
kind aides
kind students
conflicts
safe
rules
challenge
enrichment


Anne's 4-6 Class 2025
n=8
% Satisfied or Very Satisfied
100
90
80
70
60
50
40
30
20
10
0
13
25
38
63
50
75
13
13
13
13
25
75
happy
interesting
learning
community
kind teacher
kind aides
kind students
conflicts
safe
rules
challenge
enrichment

Chris' Class 2025
n=16
% Agree or Strongly Agree
100
90
80
70
60
50
40
30
20
10
0
6
25
25
38
38
56
19
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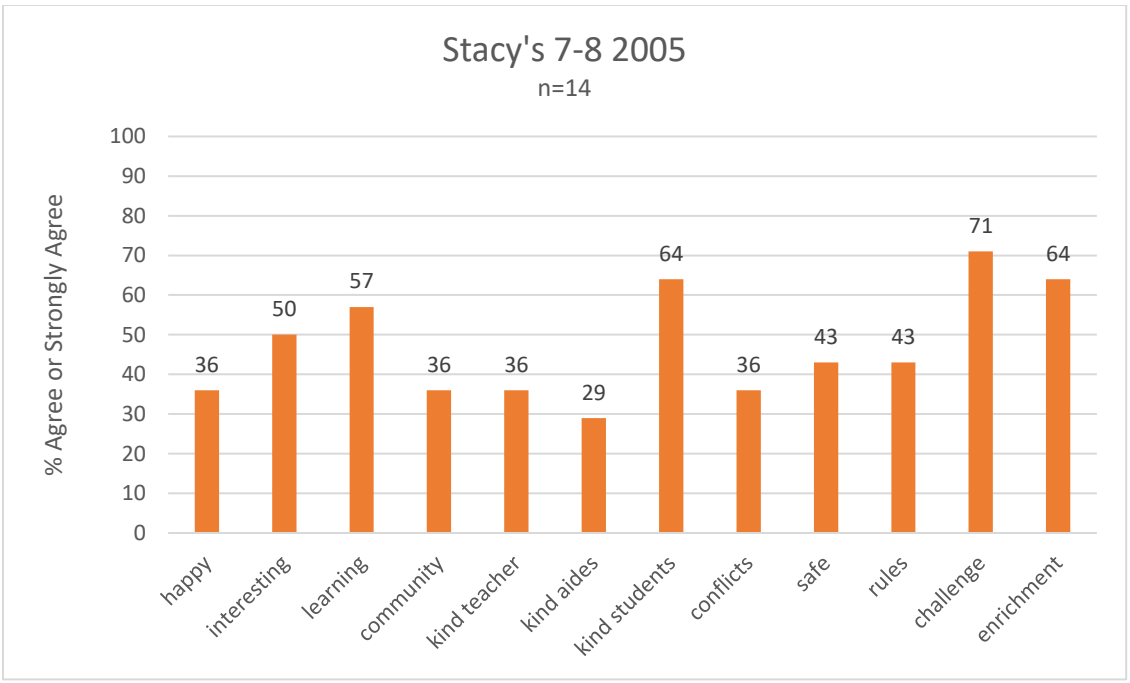
enrichment


Stacy's 7-8 2005
n=14
% Agree or Strongly Agree
100
90
80
70
60
50
40
30
20
10
0
36
50
57
36
36
29
64
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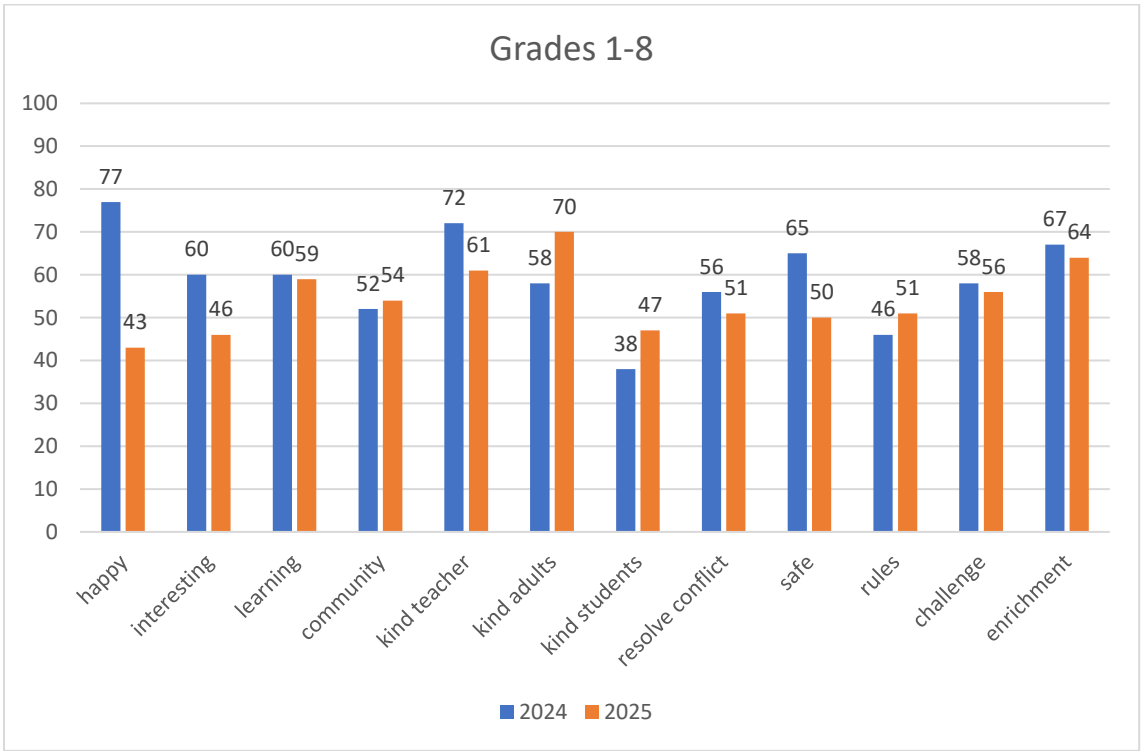
enrichment


Grades 1-8
100
90
80
70
60
50
40
30
20
10
0
77
43
60
46
60
59
52
54
72
61
58
70
38
47
56
51
65
50
46
51
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67
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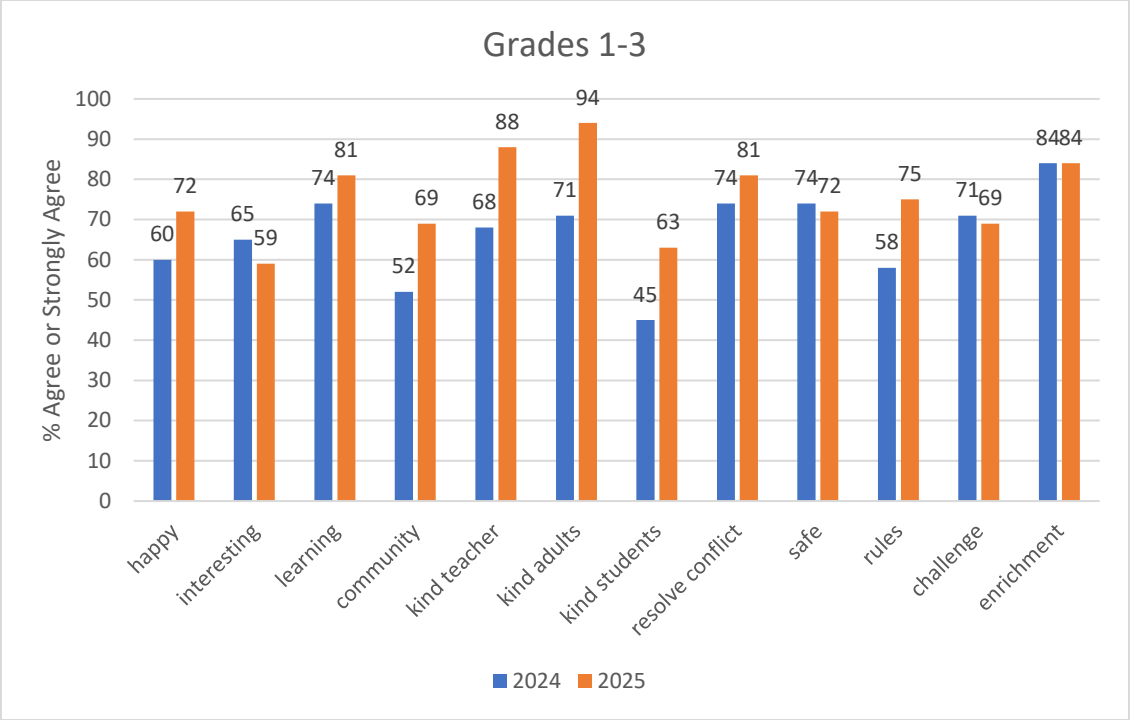
2025


Grades 1-3
% Agree or Strongly Agree
100
90
80
70
60
50
40
30
20
10
0
60
72
65
59
74
81
52
69
68
88
71
94
45
63
74
81
74
72
58
75
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kind teacher
kind adults
kind students
resolve conflict
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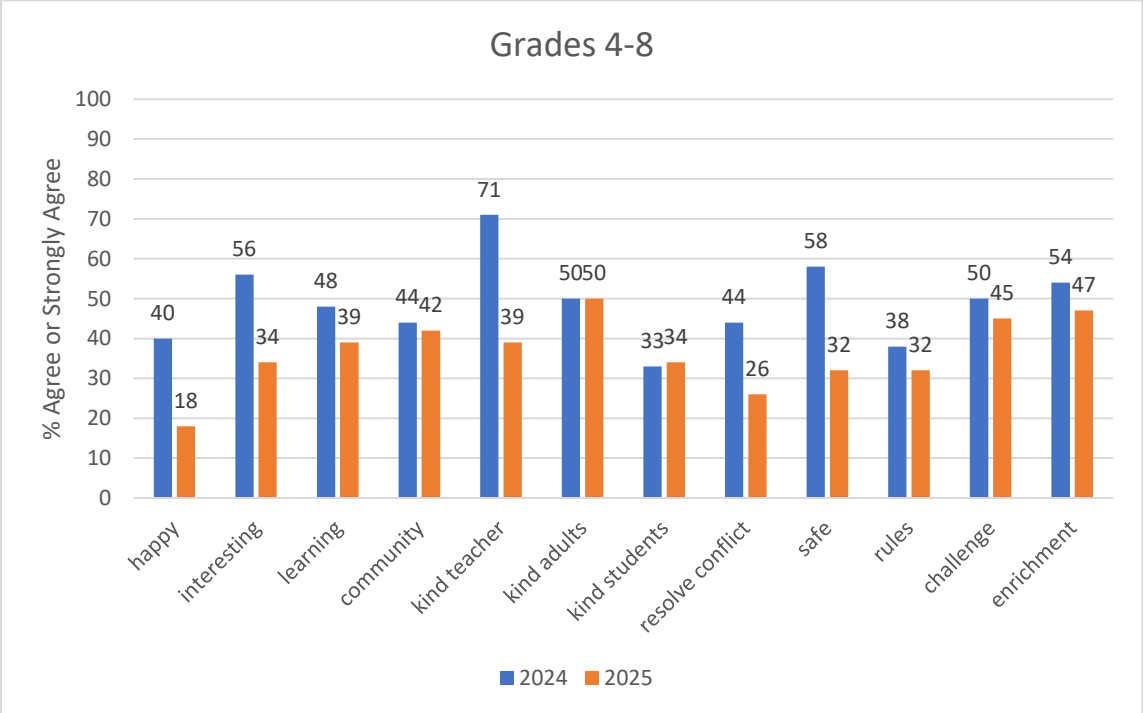
enrichment
2024
2025


Grades 4-8
% Agree or Strongly Agree
100
90
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56
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44
42
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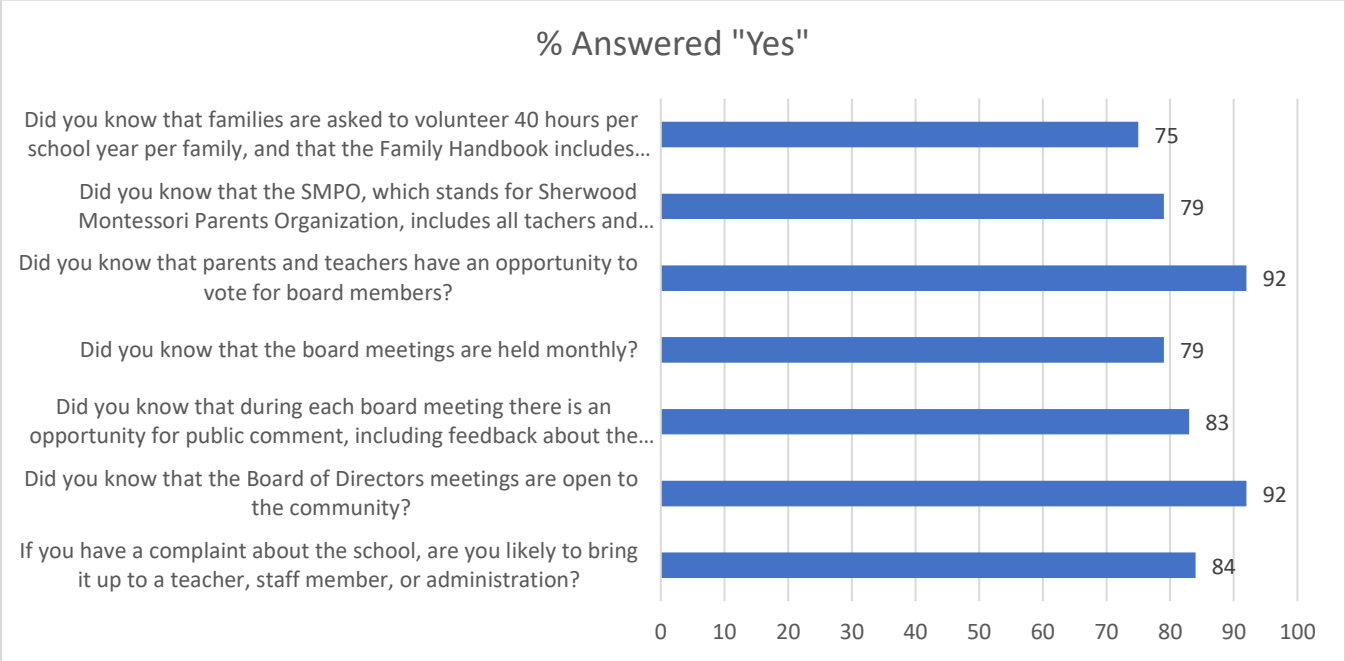


Themes from narrative responses generated from Poe.com

In what ways have you seen your child grow this year?

Based on the responses you've shared, here are some key themes regarding children's growth this year:

Academic Growth

- **Reading and Writing**: Many parents noted improvements in reading and writing skills. Some children not only caught up academically but developed a genuine love for learning.
- **Independence in Learning**: There are mentions of children becoming more independent in their educational pursuits, demonstrating confidence in trying new things.

Emotional and Social Development

- **Emotional Regulation**: Progress in managing emotions and conflicts was highlighted, with children showing increased maturity in dealing with interpersonal issues.
- **Social Skills**: Growth in social interactions and communication skills was observed, with children becoming more expressive and empathetic.

Personal Growth

- **Confidence**: Many responses emphasized a notable increase in self-confidence, with children feeling more like part of their community or "the crew."
- **Perseverance**: Despite challenges, students showed resilience and supported each other, which contributed to their overall growth.

Areas for Improvement

- **Curriculum Transparency**: Some parents expressed concerns about a lack of visibility into the curriculum and daily activities, making it hard to gauge progress in certain subjects like math.

Conclusion

Overall, the feedback reflects significant positive growth in various domains—academic, emotional, and social—despite some challenges faced within the school environment.

What is your child most proud of, or most excited about?

Here are the key themes from the responses regarding children's experiences at school:

Social Connections

- Friendships: A strong emphasis on the importance of friendships with peers, teachers, and staff, contributing significantly to their enjoyment of school.

Academic Engagement

- Pride in Accomplishments: Children expressed pride in their academic achievements, particularly in writing and spelling.

- Pursuit of Interests: Students are excited about exploring personal interests, such as coding, space, and creative writing.

Enjoyment of Learning

- Hands-On Activities: Engagement in projects like gardening, arts and crafts, and cooking has sparked enthusiasm for learning.
- Growing Literacy Skills: Many children are excited about becoming proficient readers, indicating a positive attitude towards literacy.

Community and Collaboration

- Supportive Environment: The sense of community within the school is highlighted, with collaborative group projects and competitions enhancing social bonds.

Summary

Overall, the feedback reflects a balanced combination of social enjoyment and academic pride, with children thriving in an environment that encourages exploration and friendships.

What informed your choice to attend Sherwood Montessori?

Commitment to Montessori Philosophy

- **Authenticity of Montessori Education**: Many parents emphasized the assurance of receiving a true Montessori education, highlighting the philosophy and structured environment that aligns with their educational values.

Individualized Learning

- **Pace and Freedom**: The ability for children to learn at their own pace and the flexibility of the Montessori approach were frequently mentioned as beneficial for their child's development.
- **Support for Unique Learning Styles**: Parents appreciated that the Montessori methods cater to their child's individual needs, fostering personal growth and self-actualization.

Community and Environment

- **Positive School Environment**: The welcoming atmosphere of Sherwood, along with the supportive community, was a significant factor in choosing the school. Many parents noted their children felt comfortable and encouraged to be themselves.
- **Multi-Age Classrooms**: The benefits of multi-age classrooms were highlighted, allowing for diverse interactions and peer learning.

Dissatisfaction with Traditional Education

- **Critique of Traditional Schools**: Some parents expressed dissatisfaction with conventional education methods, emphasizing that the traditional "sit and listen" approach did not work for them or their children.

Personal Connections and Experiences

- **Personal Stories**: Parents shared their own educational backgrounds and experiences with Montessori, reinforcing their commitment to this teaching style and its effectiveness for their children.

Conclusion

Overall, the feedback reflects a strong belief in the Montessori approach as not only effective but essential for fostering a nurturing and individualized learning environment that meets the needs of diverse learners.

What are you especially satisfied with from your experience with Sherwood Montessori?

Here are the key themes from the responses regarding the experience at Sherwood, particularly focusing on Teresa and the community:

Positive Teacher Impact

- **Qualified Staff**: The presence of teachers who have advanced training and show compassion is highly valued. Parents appreciate their dedication to nurturing individual learning styles.
- **Supportive Environment**: Teachers are recognized for fostering independence and curiosity, empowering students to pursue knowledge actively.

Strong Community Engagement

- **Parent Involvement**: The active involvement of parents in supporting the school creates a strong, cohesive community. Many parents feel that the Sherwood parent community is exceptional and integral to the school's success.
- **Welcoming Atmosphere**: The positive and inclusive environment makes families feel comfortable and valued, contributing to a sense of belonging.

Communication and Trust

- **Open Communication**: There is a strong emphasis on open lines of communication between parents and staff, which fosters trust and collaboration.

- **Community Participation**: Parents appreciate the opportunities for engagement and enrichment, even if they haven't been able to attend events yet.

Student Growth and Development

- **Witnessing Progress**: Parents and teachers alike express satisfaction in seeing the growth of students, highlighting the supportive resources available to help them thrive.

Conclusion

Overall, the feedback underscores a deep appreciation for the dedicated teachers, strong community ties, and an environment that values individualized learning and fosters student independence.

We are always open to improving our program. Do you have any suggestions for ways the school could improve?

Educational Philosophy

- **Montessori Alignment**: A strong desire to enhance Montessori practices by eliminating assigned seating charts and reducing discipline-focused policies, emphasizing a more nurturing environment.

Communication and Support

- **Enhanced Communication**: A call for better communication from special support staff, particularly in timely notifications about events and curriculum updates.
- **Parent Involvement**: Suggestions for increasing parental engagement through workshops and activities that allow parents to interact with their children's learning.

Teacher Autonomy and Support Staff

- **Decision-Making Autonomy**: Recommendations to establish a hierarchy among staff to empower teachers with more decision-making authority and recourse regarding support staff actions.
- **Qualified Staff**: Emphasis on hiring qualified Montessori teachers to ensure effective implementation of the educational philosophy.

Policy and Planning

- **Actionable Policies**: The need to update school rules and make them enforceable, particularly regarding bullying and community involvement.
- **Improved Planning**: Criticism of late notifications for events, highlighting the need for better planning and communication.

Community Engagement

- **Strengthening Community Ties**: Suggestions for improving relationships between the school community and organizations like SMPO to maintain consistent support and guidance.
- **Rejecting Federal Funding**: One sentiment expressed towards rejecting federal dollars to maintain autonomy over educational practices.

Student Growth and Learning

- **Clear Growth Paths**: Recommendations for providing clear opportunities for high-performing students to continue their academic growth.
- **Engaging Homework**: Ideas to send home small homework assignments and checklists to encourage parent-child interaction and reinforce learning at home.

Conclusion

Overall, the feedback reflects a desire for a more authentic Montessori experience, improved communication, and enhanced community involvement, with a focus on empowering teachers and parents in the educational process.

For any "less than satisfied" responses in items 2-11, can you please explain why?

From seven responses:

Administrative Challenges

- **Poor Leadership**: A significant frustration with the administration, particularly the director, who is perceived as ineffective in problem-solving and fostering a positive environment.
- **Lack of Support**: One teacher feels they lack the authority to address issues with support staff and are frustrated by the administration's defensive stance on problems.

Resource Limitations

- **Insufficient Resources**: Concerns about the school being understaffed and underfunded, leading to inadequate support for challenging students and those with extreme behaviors.
- **Disorganization**: A general sense of disorganization within the school, impacting communication and the effectiveness of educational support.

Communication Issues

- **Subpar Communication**: One respondent expresses frustration over poor communication practices, making it difficult to collaborate effectively on student needs and support.
- **Lack of Feedback Channels**: Critique of the feedback process, particularly how it fails to adequately capture and address concerns from parents and staff.

Student Support Concerns

- **Unclear Support Structures**: One respondent is concerned about the lack of clarity regarding the support the child in their family receives.
- **High-Performing Students**: One respondent shares a perception that high-performing students are not prioritized, leading to dissatisfaction and feeling their child's needs are overlooked.

Accommodations and Consistency

- **Excessive Accommodations**: One staff expresses ambivalence about the numerous accommodations made for students and parents, suggesting that fewer exceptions could lead to clearer expectations and improved consistency.
- **Impact on Instruction**: Concerns that the current approach to accommodations may hinder effective teaching and learning.

Community Involvement

- **Need for Fundraising**: Recognition of the need for improved fundraising efforts to enhance resources and support for the school.

Conclusion

Overall, the feedback highlights significant concerns about leadership, resource allocation, and communication, along with calls for clearer support structures and improved prioritization of student needs. There is a strong desire for a more organized and effective educational environment.

Is there anything else you'd like us to know?

14 responses, 4 "no" or "N/A"

Concern About Student Treatment

- **Harassment and Manipulation**: One respondent made serious allegations of inappropriate behavior by teachers, including harassment, gaslighting, and manipulation of students, indicating a significant issue with student welfare.

Administrative Strengths and Needs

- **Director's Strengths**: One acknowledgment of the current director's strengths in compliance and operational tasks, but a call for improvement in human resources and communication skills to better address conflicts and foster relationships with parents.
- **Need for Additional Support**: One suggestion for hiring an assistant to focus on proactive communication, conflict resolution, and representing the school effectively.

Mission and Effectiveness

- **Failure to Meet Mission**: One respondent shared a belief that the school is not fulfilling its mission, with a strong emphasis on the need for change at the highest administrative levels to improve conditions.

Positive Community Aspects

- **Staff Appreciation**: Despite concerns, there is a notable appreciation for the staff, who are described as courteous and compassionate, contributing to a positive school community.
- **Gratitude for Efforts**: Expressions of gratitude towards the staff for their hard work and dedication to students, emphasizing a sense of community and support.

Personal Connection and Commitment

- **Volunteer Experience**: One positive reflection on volunteering, despite logistical challenges, indicating a desire to be involved and support the school community.
- **Professional Home**: Some staff express a strong attachment to the school, viewing it as their professional home, and appreciate the encouragement they receive.

Conclusion

Overall, the feedback highlights significant concerns regarding student treatment and administrative effectiveness, while also showcasing a strong sense of community and appreciation for the staff's efforts. There is a clear call for leadership changes and improvements in communication and support structures.

Input from the Student Focus Group

Ideas to make the school better:

More math, multiplication and division. More challenge. More zoology and endangered species research. Bringing pets for sharing (but not all at once). Have a Water Park Day. Have a soccer team or basketball team. Take a tennis court field trip, a pickleball field trip, a baseball field trip, baseball field trip field trip (in the park).

A whole school field trip to a community pool or to a lake for swimming with special drinks from the vendor.

Have recess before lunch.

Favorite Events:

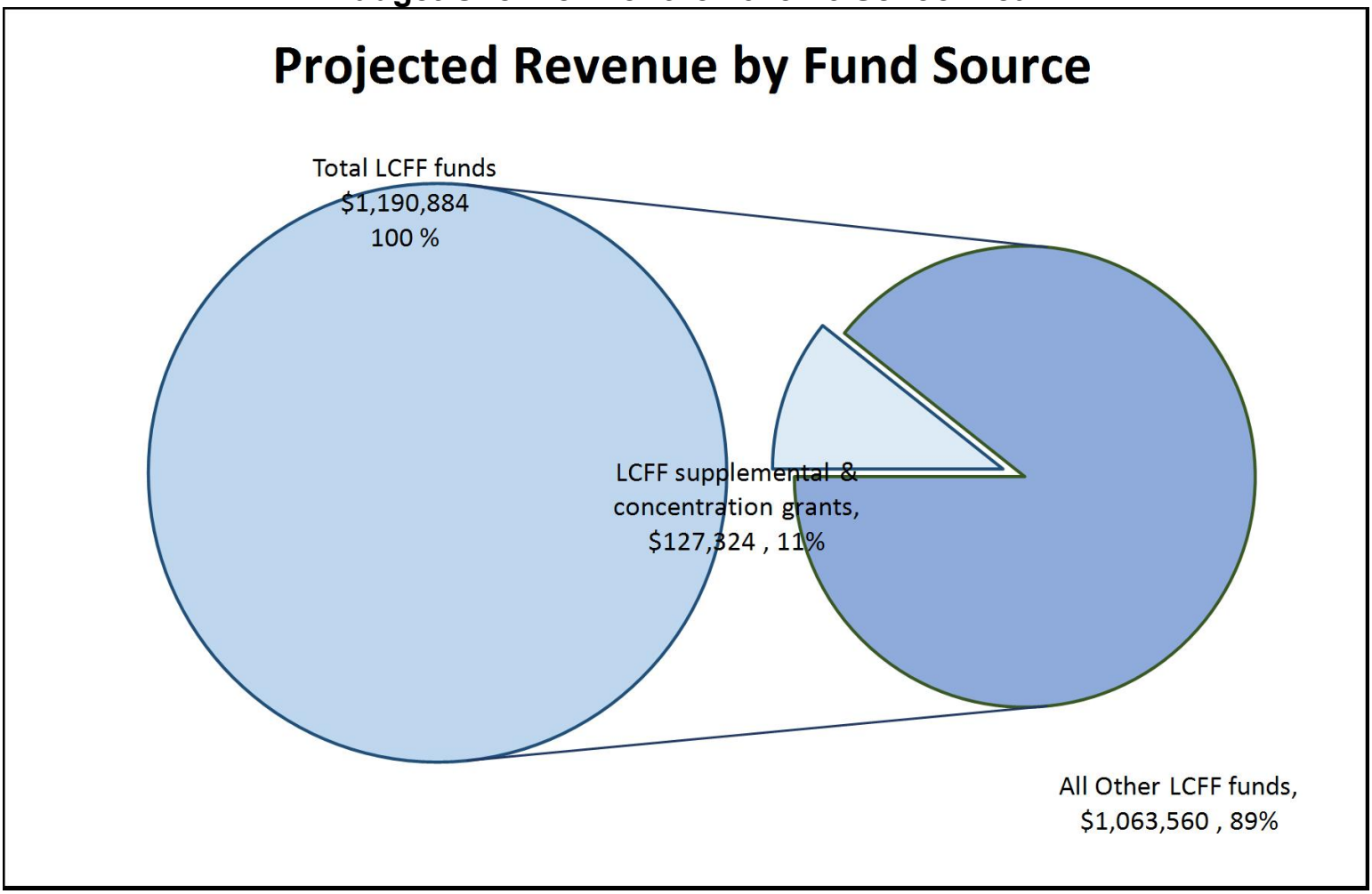
Career Day, Fall Festival, Cal Skate Night, Graduation

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherwood Montessori
CDS Code: 04614240121475
School Year: 2025-26
LEA contact information:
Michelle Yezbick
Director
michelle@sherwoodmontessori.org
(530) 345-6600

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

Budget Overview for the 2025-26 School Year

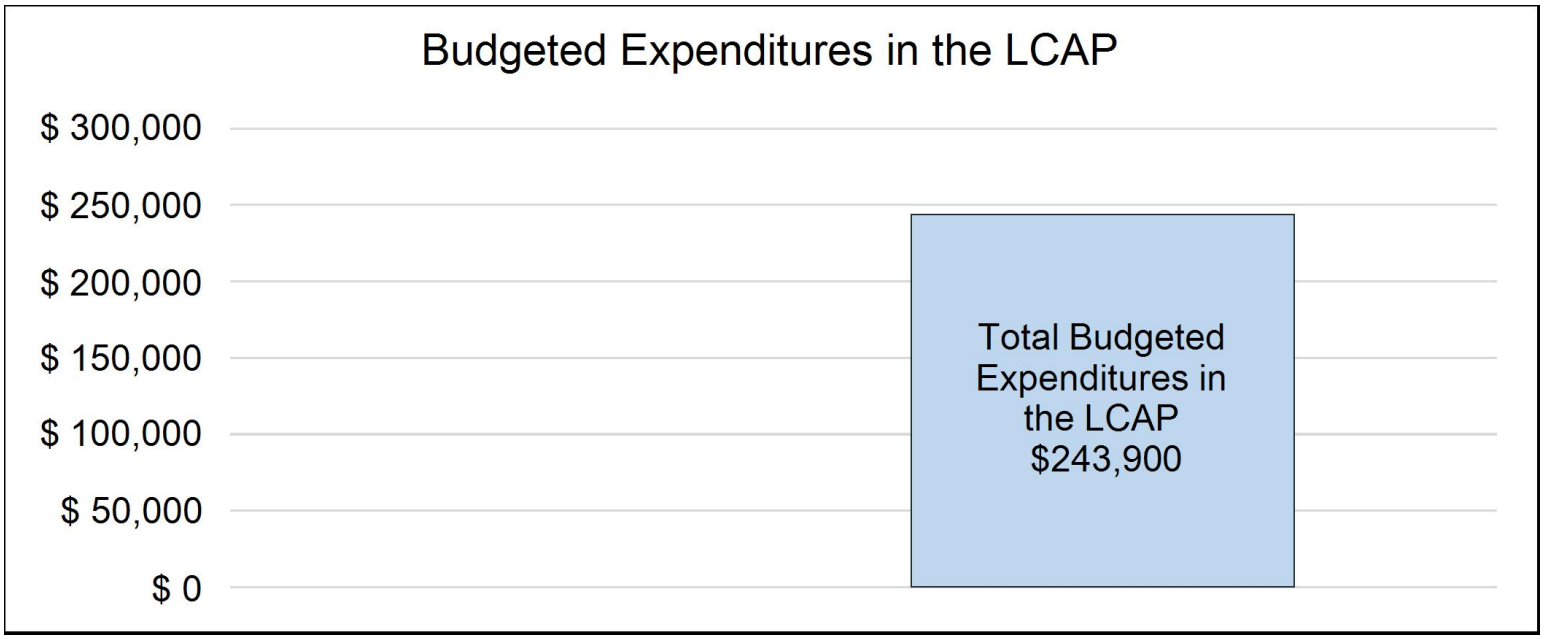


This chart shows the total general purpose revenue Sherwood Montessori expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sherwood Montessori is $1,190,884, of which $1,190,884 is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $1,190,884 in LCFF Funds, $127,324 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

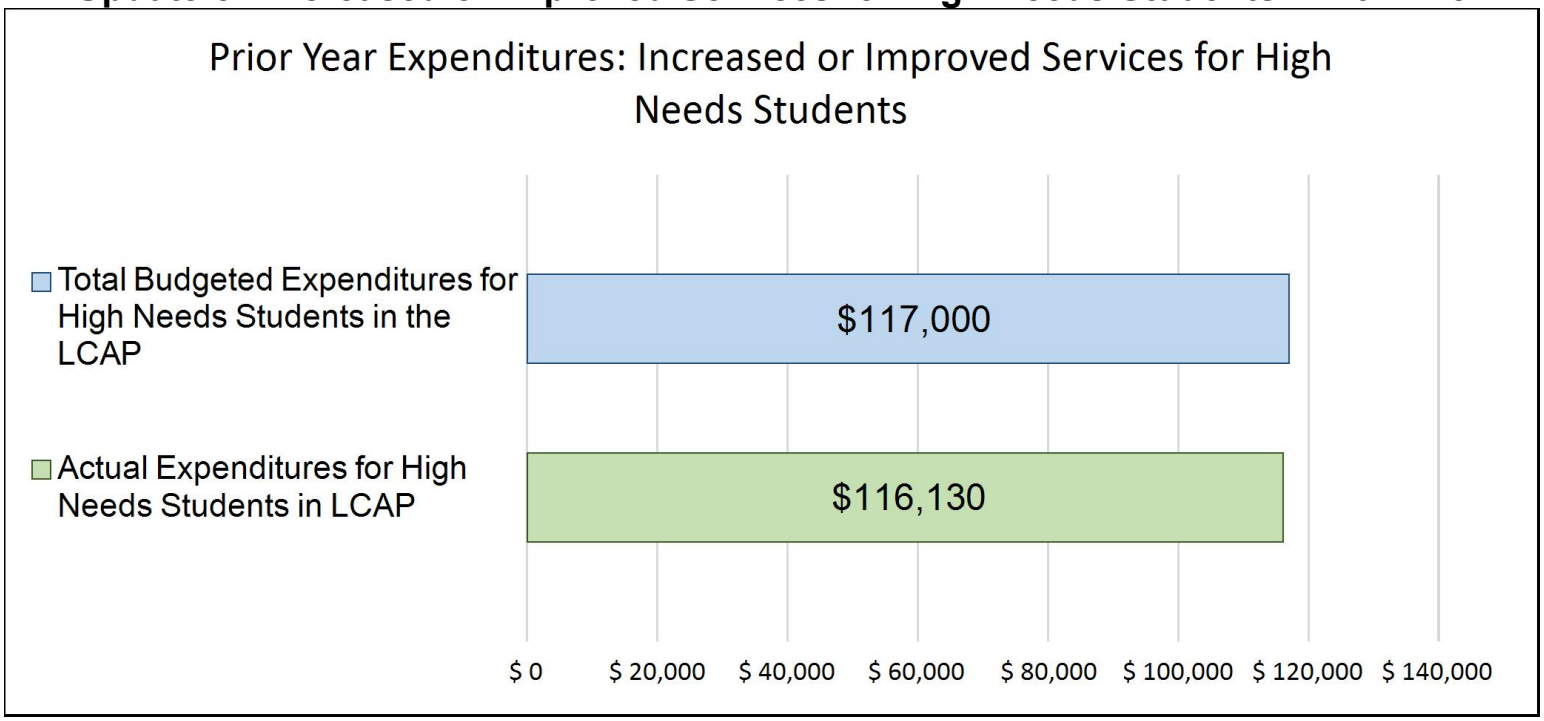
The text description of the above chart is as follows: Sherwood Montessori plans to spend $ for the 2025-26 school year. Of that amount, $243,900 is tied to actions/services in the LCAP and $-243,900 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Sherwood Montessori is projecting it will receive $127,324 based on the enrollment of foster youth, English learner, and low-income students. Sherwood Montessori must describe how it intends to increase or improve services for high needs students in the LCAP. Sherwood Montessori plans to spend $116,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Sherwood Montessori's LCAP budgeted $117,000 for planned actions to increase or improve services for high needs students. Sherwood Montessori actually spent $116,130 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $870 had the following impact on Sherwood Montessori's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600

Plan Summary [2025-26]

General Information

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

The mission of Sherwood Montessori is to educate TK-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education is on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.
The school serves our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and focuses on educating the whole child intellectually, physically, and psychologically. The methodology used develops a firm foundation for the students, and emphasizes ethics, initiative, persistence, and self-confidence.
Our mission is accomplished by a concerted community-based effort between the school, the parents, and the individual child.
Sherwood currently serves 127 students with multi-age groups. We have two classrooms with learners ages 4-6 (TK/K), two classrooms with learners 6-9 years old (1st/2nd/3rd), two classrooms with learners 9-12 years old (4th/5th/6th), and one classroom with 12-14 year old learners (7th/8th). A Learning Center classroom serves students from all grades with specialized academic needs.

The main campus of Sherwood Montessori is located on the north side of Chapman Elementary campus, with an auxiliary campus located at 1010 Cleveland Ave. The main campus currently includes seven classrooms and an office; 20th Street Park connects the two campuses. Through funds available from the Measure K bond, Sherwood has been able to complete a construction project to install three classrooms at the 1010 site. In the 2022-2023 school year, the TK/K classrooms moved to classrooms located at 1010 with the third classroom housing the school's teaching kitchen and library and before and after school child care with tutoring after school.

This LCAP also serves as the school's Single Plan for Student Achievement (SPSA) with Title 1, Title II Part A and Title IV Part D funds herein accounted for. The process used to create this plan satisfies all requirements for creating a SPSA.

Reflections: Annual Performance

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

Community survey results indicate the greatest increases in the percentage of parents who reported being satisfied or very satisfied with the school's approach to discipline and conflict resolution using Positive Discipline and overal satisfaction.

The greatest decrease was in satisfaction with teachers, the curriculum in terms of Montessori authenticity, and with parents' opportunity to make an impact in academic outcomes.

Sherwood made great gains in CAASPP scores for both ELA and math between 2023 and 2024. Scores increased 20.6 points in English language arts to 16 Points Below Standard and 3.2 points in math 46.4 Points Below Standard. This is Sherwood's third year in a row showing improvement in our CAASPP scores. Additionaly, now that the State is reporting Student Growth Indicators on the Dashboard, we can see that Sherwood students far outperform the expected one year's growth. With a score of "0" showing expected growth, Sherwood earned a score of 11 for ELA and 8 for math.

Our 2025 scores are not yet available, however, there will be a significant penalty for not meeting the required Participation Rate as several students were opted out of testing by their parents. From verifiable growth data (Star Renaissance Early Literacy or Reading and Math) we can see that our students, on average, met or exceeded one year's growth in reading and math.

Chronic absenteeism dropped in 2022-2023 from 34.9% in 2021-2022 to 23.6% in 2023-2024 the chronic absentessism rate had increased to 29.4%, this year saw an improvement with the rate being 24.49% for 2024-2025 as of early May. There was also an improvement in the suspension rate from 5.3% in 2023-2024 to 4.91% in 2024-2025 as of early May.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

The Sherwood Community Survey was promoted in the School Announcements on April 3, April 10, April 17, April 24 and May 1 and was available April 3 through May 8. Invitations to participate in the Focus Group were promoted in teh April 17, April 24 and May 1 School Announcements.

The teachers' meeting on April 3 had items relating to the LCAP, including invitation to join the LCAP Focus Group and planning for Student Surveys. A teacher representative for the Focus Group was chosen in September, and others were encouraged to join if they wished. Teachers also had meetings with the School Director throughout the school year in which input could be given on a 1:1 basis.

On September 9, October 11, November 8, December 13, January 10, March 13, April 11, and May 5 Coffee with the Director meetings were held for parents to dialogue with the School Director. Reminders went out in weekly school announcements in the weeks ahead of the meetings and the meetings were shown on the school's Google calendar on the homepage of the school's website.

The number of respondets to the Community Survey were 24, up from 22 last year but lower than typical averages in the 30-40 range.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an equitable learning environment with high quality, authentic Montessori instruction, curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair. 1.1: Provide highly qualified teachers for all students. 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS). 1.3: Provide a broad range of Montessori materials. 1.4: Provide a facility in good repair and maintain recess equipment. 1.5: Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This was originally a Broad Goal to cover the State Priority 1: Basic Conditions for Learning.
A rationale for each Focus Goal is provided below:
1.1 The quality of the instruction students receive directly impacts their learning experiences and academic outcomes.
1.2 An effective curriculum increases students' understanding about the world around them and provides them with knowledge and skills necessary for success in the 21st century.
1.3 All public school students must be provided with equal access to instructional materials.
1.4 All public school students must be provided with safe and decent school facilities. Recess equipment is an important part of the school environment, as expressed by Sherwood students in the Student Survey.

1.5 Instructional strategies such as effective use of targeted direct instruction, scaffolding and modeling, monitoring student learning, and two-way feedback among students and teachers are associated with improved student achievement. The SST process addresses these and results in a plan formed with communication and analysis of data.
Good progress has been made on these and we are now classifying it as a whole as a maintenance of progress goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Personnel files/teachers' credentials	100% highly qualified credentialed teachers	100% highly qualified credentialed teachers		100% highly qualified credentialed teachers	none
1.2	CASSPP Scores	Increased 20.6 points in ELA to 16 points below standard and increased 3.2 points to 46.4 points below standard in math.	TBD. Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so the publicly reported scores with penalties may not show accurate academic growth.		30 points below standard for ELA 50 points below standard for math	Met the target in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target).
1.3	Montessori Materials Inventories	Most materials are in good repair, worn or broken materials will be replaced after the end of the fiscal year.	New materials were purchased or brought out of storage prior to the beginning of the school year.		All classrooms will have a broad range of materials for the grade levels served.	none

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Facilities Inspection Tool	Repairs request system implemented and facility is being kept up. PE and recess equipment check-out system working and new materials are ordered as old wear our.	Repairs request system was implemented and the facility has been kept up, although the buildings are old and worn. An order for PE and recess equipment was made at the begnning of the year.		Facility in good repair; PE and recess equipment check-out system working and new materials are ordered as old wear out.	none
1.5	Local Indicator/School Community Survey	77% reported satisfied or very satisfied with support given to struggling learners.	71% reported satisfied or very satisfied with support given to struggling learners.		80% satisfied or very satisfied with support given struggling learners.	9%

Goal Analysis [2024-25]

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

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

All teachers hold appropriate credentials for their positions. Additionally, two new to the school teachers were sent to Montessori training. Curriculum materials were purchased or brought out of storage at the beginning of the year. The facilty is being maintained, but is old and worn. The SST process included further refinement this year with the addition of documenting the rationale when students found eligible for Tier 2 supports were not entering the SST process. There were no substantive differences in planned actions and actual implementation of these actions, or any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

$20,000 was budgeted to repair the school facility and maintain PE and recess equipment. While PE and recess equipment was purchased, money allocated to spend on repair was limited. This was in response to the school being asked early in the year to adopt a single point of entry through a security gate for the increased safety of both campuses (Sherwood is co-located on Chapman Elementary's campus). The school agreed to make this shift and spent $55,000 of Measure K bond funds allocation on security rather than repairs. Security gates were

installed. During the school year, Measure C, a new bond for school faclities, was passed by voters. Sherwood is now conserving the remaining Measure K dollars in hopes to apply these as well as state school construction funds and Measure C bond funds to build a new facility rather than needing to continuously repair the current facilities. About $9,000 less than budgeted was spent on the SST process, however, more resources were needed to spend on Tier 3, special education services. The SST is considered a Tier 2 support service, but the school currently has enrolled 22% of students with disabilities who are already at the third tier of support, leaving less funding for supporting those needing Tier 2 supports.

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

The actions are making effective progress towards the goals.

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

Not applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide highly qualified teachers for all students.	All classrooms will have highly qualified teachers. Teachers' credentials will be reviewed each year.	$1,400.00	No
1.2	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	Instruction will provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	$33,500.00	No
1.3	Provide a broad range of Montessori materials.	Montessori materials are a necessary component of the Montessori classroom.	$2,500.00	No
1.4	Provide a facility in good repair and	It is a basic servcie for a school to provide a facility in good repair. Input from the students indicate that they value recess equipment.	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
	maintain recess equipment.			
1.5	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	The SST process is part of the Multi-Tiered System of Support (MTSS) used to ensure that all learners are served with the appropriate program.	$32,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a positive school climate with authentic opportunities for parent involvement. 2.1 Ensure that parents understand the ways the school communicates with students' families. 2.2 Ensure that parents understand the nature of the Montessori method of education. 2.3 Improve parent involvement and volunteerism. 2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

These goals are ongoing, maintenance goals. They were originally developed to address the following State Priorities: State Priorities: Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local metric/Parent Square	100% of parents contactable	100% of parents contactable		100% of parents contactable	none
2.2	Local metric/Community Survey Results	90% of respondents agree or strongly agree that they are satisfied with curriculum in terms of Montessori authenticity. 81% of repondents agree or strongly agree	67% of respondents agree or strongly agree that they are satisfied iwith curriculum in terms of Montessori authenticity.		90% of respondents will agree or strongly agree that they are satisfied iwith curriculum in terms of Montessori authenticity.	23% and 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.	79% of repondents agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.		80% of repondents will agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.	
2.3	Local metric/Parent Volunteer Tracking System	40% of families reported volunteer huors; 4% of families met or exceeded 30 hours	31% of families reported volunteer hours; 6% of families met or exceeded 30 hours		35% of familieswill report volunteer huors; 5% of families will meet or exceeded 30 hours .	4% and -1%
2.4	Chronic absenteeism Rate	35% Chronic Absenteeism Rate	24.49% Chronic Absenteeism Rate		15% Chronic Absenteeism Rate	9.49%
2.5	Decreased or maintained suspension rate	5.3% Suspension Rate	4.76% Suspension Rate		5% Suspension Rate	-.24%

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation of these actions. There was a perception among survey respondents that the curriculum in terms of Montessori authenticity was not satisfactory. The school had made an investment in two new teachers receiving Montessori training, which included an in-person residency over the summer before the 2024-2025 school year and with distance learning modules throughout the school year. The new teachers will complete the training in July, 2025 and be ready to enter the 2025-2026 school year with Montessori training certification.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

About $10,000 less was spent on the goal of ensuring that parents understood the nature of Montessori education. When this goal's budget was planned, it was hoped that the school would add an event with an outside presenter and invite parents from the school and larger community to attend. However, due to the orignal budget being created with the assumption of 117 ADA and the school receiving an ADA of only 107 at the time the First Interim Budget Report was due in , close to $100,000 in revenues were not realized as anticipated in the original budget. Adjustments were made, spending was cut, and the guest speaker was not contracted.

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

The survey results show a significant decrease in satisfaction regarding the curriculum in terms of Montessori authenticity, so this will become a focus goal in the 2025-2026 school year.

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

The first steps in reaching the focus goal of implementing curriculum with Montessori authenticity have been made: new teachers were sent to Montessori training. The training of these teachers will conclude in July, 2025, and the 2025-2026 school year should see an increase in satisfaction in this area.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Ensure that parents understand the ways the school communicates with students' families.	Office Manager and teachers will ensure that parents understand how announcements are sent home via the Parent Square Application	$5,500.00	No
2.2	Ensure that parents understand the nature of the Montessori method of education.	Parents will have opportunities to learn about Montessori education.	$20,000.00	No
2.3	Improve parent involvement and volunteerism.	The school will provide opportunities for parents to become involved in their children's education and volunteer for the school.	$5,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	The school will promote regular attendance through the PBIS program and through outreach efforts to educate families on the importance of regular attendance.	$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Socioeconomically disadvantaged students will have access to free or reduced lunch, free after school tutoring, and free child care before and after school.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Actions associated with this goal are in response to metrics from the state Dashboard showing lower scores for students from lower income backgrounds in CAASPP testing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Scores and/or growth data	For students who are from low-income families: ELA 33.1 points below standard for low-income students, increased by 25.3 points; math 67.4 points below standard, increased 7 points.	Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so		ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math	Met the target for ELA in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target). Math target is 7.4 points away.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the publicly reported scores with penalties may not show accurate academic growth.			
3.2	CAASPP Scores and/or growth data	For students who are from low-income families: ELA 33.1 points below standard for low-income students, increased by 25.3 points; math 67.4 points below standard, increased 7 points.	Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so the publicly reported scores with penalties may not show accurate academic growth.		ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math	Met the target for ELA in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target). Math target is 7.4 points away.
3.3	CAASPP Scores and/or growth data	For students who are from low-income families: ELA 33.1 points below standard for low-income students, increased by 25.3 points; math 67.4 points below standard, increased 7 points.	Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so the publicly reported scores with penalties may		ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math	Met the target for ELA in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target). Math target is 7.4 points away.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			not show accurate academic growth.			

Goal Analysis [2024-25]

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

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

Goals were implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable

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

Not applicable

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

Not applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Students will have access to free breakfast and lunch through Chico Unified Nutrition Services and Sherwood will provide healthy snacks.	$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Students will have access to free tutoring after school as described in our after care program, socioeconomically disadvantaged students will not pay fees to participate.	$35,000.00	Yes
3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Students from lower income backgrounds will have access to free child care.	$68,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Socioeconomically disadvantaged students will have access to scholarships to attend field trips.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local mesures/Community Survey Results & Student Surveys	77% of students agreed or strongly agreed that they are happy to be students at the school. Teachers indicate that field trips are important and including all students on field trips, regardless of ability to pay, is important.	43% of students agreed or strongly agreed that they are happy to be students at the school. Teachers indicate that field trips are important and including all students on field trips, regardless of ability to pay, is important.		The majority of students will agree or strongly agree that they are happy to be students at the school. Teachers will give feedback about the importance of field trips and inclusion of all students.	8%

Goal Analysis [2024-25]

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

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

All students attended school field trips regardless of families' abilities to pay. The middle school went on a weeklong trip to Environmental Camp.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

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

The students reported the lowest satisfactio rate in response to being happy to be a student at the school since the data has been collected. They also gave many narrative responses about wanting more field trips! And a reflection of the upper elementary program, the classrooms where students took the fewest field trips, showed the lowest satisfaction rating.

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

Teachers in the upper elementary classrooms will be prompted to schedule more field trips.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Students in low-income will have access to scholarships to attend all field trips.	All student fees will be covered by the school for families that can't afford to contribute, including end of year middle school overnight trips to Ashland/Shakespeare Festival or Environmental Camp.	$6,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$127,324	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.692%	0.000%	$0.00	10.692%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks. **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.2	**Action:** Socioeconomically disadvantaged students will have access to free after school tutoring. **Need:** **Scope:** Schoolwide		
3.3	**Action:** Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program. **Need:** **Scope:** Schoolwide		
4.1	**Action:** Students in low-income will have access to scholarships to attend all field trips. **Need:** **Scope:** Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:10	
Staff-to-student ratio of certificated staff providing direct services to students	1:10	

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,190,884	$127,324	10.692%	0.000%	10.692%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$218,900.00	$0.00	$0.00	$25,000.00	$243,900.00	$140,900.00	$103,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide highly qualified teachers for all students.	All	No			All Schools	Week's time in August	$1,400.00	$0.00	$1,400.00				$1,400.00	
1	1.2	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	All	No				All school year	$0.00	$33,500.00	$33,500.00				$33,500.00	
1	1.3	Provide a broad range of Montessori materials.	All	No				First three months of school	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.4	Provide a facility in good repair and maintain recess equipment.	All	No				Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
1	1.5	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	All Students with Disabilities	No				Ongoing throughout the school year.	$0.00	$32,000.00	$7,000.00			$25,000.00	$32,000.00	
2	2.1	Ensure that parents understand the ways the school communicates with students' families.	All	No				By October conferences and ongoing as new families enroll	$2,500.00	$3,000.00	$5,500.00				$5,500.00	
2	2.2	Ensure that parents understand the nature of the Montessori method of education.	All	No				Throughout the year at various school functions, including Back to School Night, Parent	$15,000.00	$5,000.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
								Education Events, conferences, Open House, and school tours								
2	2.3	Improve parent involvement and volunteerism.	All	No				Volunteer opportunitites are available all school year long.	$5,500.00	$0.00	$5,500.00				$5,500.00	
2	2.4	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	All	No				Ongoing throughout the year, attendance meetings at least once every two weeks	$15,000.00	$0.00	$15,000.00				$15,000.00	
3	3.1	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Low Income	Yes	School wide	Low Income		Each school day throughout the year.	$7,500.00	$0.00	$7,500.00				$7,500.00	1.38%
3	3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Low Income	Yes	School wide	Low Income		Each school day throughout the year.	$30,000.00	$5,000.00	$35,000.00				$35,000.00	2%
3	3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Low Income	Yes	School wide	Low Income		Each day of school throughout the year.	$63,000.00	$5,000.00	$68,000.00				$68,000.00	5%
4	4.1	Students in low-income will have access to scholarships to attend all field trips.	Low Income	Yes	School wide	Low Income		Throughout the year	$1,000.00	$5,000.00	$6,000.00				$6,000.00	1%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,190,884	$127,324	10.692%	0.000%	10.692%	$116,500.00	9.380%	19.163 %	**Total:**	$116,500.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$116,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.1**	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Yes	Schoolwide	Low Income		$7,500.00	1.38%
3	**3.2**	Socioeconomically disadvantaged students will have access to free after school tutoring.	Yes	Schoolwide	Low Income		$35,000.00	2%
3	**3.3**	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Yes	Schoolwide	Low Income		$68,000.00	5%
4	**4.1**	Students in low-income will have access to scholarships to attend all field trips.	Yes	Schoolwide	Low Income		$6,000.00	1%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$271,500.00	$246,521.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Provide highly qualified teachers for all students.	No	$1,500.00	$1,400.00
1	**1.2**	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	No	$33,500.00	$35,179.00
1	**1.3**	Provide a broad range of Montessori materials.	No	$3,000.00	$2,500.00
1	**1.4**	Provide a facility in good repair and maintain recess equipment.	No	$20,000.00	$12,965.00
1	**1.5**	SST process	No	$40,000.00	$31,104.00
2	**2.1**	Ensure that parents understand the ways the school communicates with students' families.	No	$6,000.00	$5,500.00
2	**2.2**	Ensure that parents understand the nature of the Montessori method of education.	No	$30,000.00	$19,700.00
2	**2.3**	Improve parent involvement and volunteerism.	No	$5,500.00	$5,500.00
2	**2.4**	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	No	$15,000.00	$16,543.00
3	**3.1**	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Yes	$9,000.00	$7,459.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Yes	$35,000.00	$35,321.00
3	3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Yes	$67,000.00	$67,614.00
4	4.1	Students in low-income will have access to scholarships to attend all field trips.	Yes	$6,000.00	$5,736.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$116,992.00	$117,000.00	$116,130.00	$870.00	9.380%	9.380%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Yes	$9,000.00	$7,459.00	1.38%	1.38%
3	3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Yes	$35,000.00	$35,321.00	2%	2%
3	3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Yes	$67,000.00	$67,614.00	5%	5%
4	4.1	Students in low-income will have access to scholarships to attend all field trips.	Yes	$6,000.00	$5,736.00	1%	1%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,190,884	$116,992.00	0	9.824%	$116,130.00	9.380%	19.132%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **LCAP Federal Addendum**

Date: May 22, 2025

SUMMARY

Sherwood needs to submit a board approved LCAP Federal Addendum to be eligible to receive federal funds through Title I Part A and Title IV Part A.

DISCUSSION

A board approved LCAP Federal Addendum submitted on the official template is required to be eligible to receive federal funds. The Consolidated Application and associated certifications for assurances will also be submitted to receive the funds. In total, the school will receive about $37,000 with $10,000 coming from Title IV Part A and $2,000-$3,000 (TBD) coming from Title II, Part A and the remainder from Title I Part A.

ACTION REQUESTED:

Approve LCAP Federal Addendum.

Attachment: LCAP Federal Addendum

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

School Year
2024-2025

Date of Board Approval
TBD

LEA Name
Sherwood Montessori

CDS Code:
04614240121475

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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.

Sherwood Montessori is a TK-8 charter school in Chico, California serving approximately 126 students and their families in the 2024-2025 school year delivering a public education with the Montessori method. Sherwood's population includes students who are socioeconomically disadvantaged, students experiencing homelessness, English learners, and foster youth.

The major goals of Sherwood's LCAP include: 1) Provide high quality, authentic Montessori instruction with curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair. 2) Provide a positive school climate with authentic opportunities for parent involvement.
The actions taken to meet the goals include:
1) Provide highly qualified teachers for all students.
2) Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).
3) Provide a broad range of Montessori materials.
4) Provide a facility in good repair and maintain recess equipment.
5) Provide Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.
6) Ensure that parents understand the ways the school communicates with students' families.
7) Ensure that parents understand the nature of the Montessori method of education.
8) Improve parent involvement and volunteerism.
9) Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.
The increased or improved services for socioeconomically disadvantaged students, foster youth and English Learners are to provide access to free and reduced lunch and access to scholarships for field trips.

These goals and actions were chosen through a process of collecting a variety of data points and determining, with stakeholder input, how to use resources to address needs shown in the data. Metrics used to determine needs included: parent, family, and community surveys and dialogue in meetings, staff surveys and dialogue at meetings, student surveys, attendance data, discipline data, curriculum based formative assessments, standardized test data, facilities inspection tools, materials inventories, and review of personnel files. Data points are collected and analyzed by a focus group with members who have included the school director, teachers, parents, and board members. Drafts of the plan are brought to public meetings for the wider community to respond to before the plan is finalized.

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.

Sherwood has evaluated progress over the past three years and found that goals have been met, or exceeded, or significant progress has been made. Therefore, goals and actions will maintained and supported with revenues from the following funding sources: Base funding, Supplemental Grant, Titles I, II & IV, SUMS MTSS Grant, and state and federal SELPA funds.
Goals and actions used in the 2025-2026 LCAP Local Control Accountability Plan can be found in this plan.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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.

Direct certification, or qualifying for free or reduced meals, will be the criteria. Sherwood is a school of choice and as such draws from mutliple attendance areas.

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 CDEs 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:

Not applicable for charter schools.

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	An ineffective teacher is any of the following: • 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. Under this definition, teachers with the following limited emergency permits would be considered ineffective:

	• **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	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: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
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.

Sherwood Montessori develops and evaluates the Title 1 Parent Engagement Policy through the Sherwood Montessori Parent Organization (SMPO). The SMPO includes all parents and teachers and has leadership volunteered by its members. The SMPO meetsto plan and support parent education and involvement.
Froom our LCAP, the relevant goal is Goal 2: Provide a positive school climate with authentic opportunities for parent involvement.
Subgoals include:
2.1 Ensure that parents understand the ways the school communicates with students' families.
2.2 Ensure that parents understand the nature of the Montessori method of education.
2.3 Improve parent involvement and volunteerism.
2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.

Actions to achieve these goals include:
1. Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences. The school will continue to implement a text to cell phone or email (according to parent preference) system of sending reminders and announcements.
2. The value of parent education opportunities will be communicated to the parent community. Childcare and refreshments will be provided. Relevant curriculum materials will be provided to parents who attend.
3. A volunteering tracking system has been developed and will continue to be used to encourage parents, guardians, family members and community members to volunteer for the school.
4. The office staff, school director, and wellness counseling interns will collaborate to hold conferences with parents of chronically absent students and implement SST process as appropriate for any students with suspensions.
5. The attendance campaign that included recognition for good attendance will continue.

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:

Sherwood Montessori develops and evaluates the Title 1 Parent Engagement Policy through the Sherwood Montessori Parent Organization (SMPO). The SMPO includes all parents and teachers and has leadership elected by its members. The SMPO meets monthly and is the planning and support organization to facilitate parent education and involvement. From our LCAP, the relevant goal is Goal 2: Provide a positive school climate with authentic opportunities for parent involvement.
Subgoals include:
2.1 Ensure that parents understand the ways the school communicates with students' families.
2.2 Ensure that parents understand the nature of the Montessori method of education.
2.3 Improve parent involvement and volunteerism.
2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.

Actions to achieve these goals include:
1. Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences. The school will continue to implement a text to cell phone or email (according to parent preference) system of sending reminders and announcements.

2. The value of parent education opportunities will be communicated to the parent community. Childcare and refreshments will be provided. Relevant curriculum materials will be provided to parents who attend.
3. The school director will meet with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system. A simplified system will be put in place and incorporated with the parent communication system (Parent Square).
4. The office staff, school director, and social work interns will collaborate to hold conferences with parents of chronically absent students. The SST process will be implemented as appropriate for any students with suspensions.
5. The attendance campaign that recognizes good attendance will continue.

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.

Currently, there are no Sherwood students living in institutions or attending community day school programs. However, all students will be supported by our MTSS (multi-tiered system of support) for Mental Health and Emotional Well-Being described below:
Sherwood Montessori will support the mental health and social emotional well-being of students and staff during the school year.
Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies), Tier 2 (Early and targeted intervention for students/staff) and Tier 3 (intensive services provided in Individualized Education Plans) supports. Those include:

Tier 1:
Sherwood teachers and staff will promote a collaborative, supportive, respectful workplace environment.
Sherwood teachers will establish a culture of respect and Grace and Courtesy by utilizing Positive Disicpline and the SWIS data collection that were established in prior years.
Social Emotional Learning curriculum will be implemented in all classrooms.
Teachers and staff will utilize strategies learned in professional development on the topic of trauma: frequent, positive interactions with students and colleagues; for students and staff to regulate as needed; a collaborative approach to problem-solving with students and adults; giving energized, positive regard to positive choices and behaviors and responding to negative choices and behaviors without emotive charge.

Tier 2:
Check in Check out for students struggling to meet behavioral expectations or students who would benefit from emotional support
Counseling with social work interns
Student Study Team meetings

Tier 3:
Services determined through assessment process may include Behavior Improvement Plans (BIPs), Educationally Related Mental Health Services (ERMHS), Social Work services, or Language and Speech services

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sherwood follows the identification, enrollment, and continued support procedures as outlined by the McKinney-Vento Act. The School Director serves as the Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. Sherwood is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed, including providing referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents to immediately enroll the student, obtain necessary immunizations or immunization records and school records as soon as necessary and after enrollment. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful. Sherwood allocated funds from its Supplemental Grant to provide scholarship for class projects and field trips, food, tutoring services, counseling services, and child care.

To support regular attendance for students experiencing homelessness, Sherwood will use its established MTSS plan for attendance, which includes an emphasis on affirmation of students with regular attendance through the Positive Discipline program. Instances of truancy are tracked and addressed with parent communication via phone, email, and letters. The approach is one of offering support rather than threatening with punishment, however Sherwood will report educational neglect to the Child Services Department as required for legal Mandated Reporters.

Student Transitions

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

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

N/A

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

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sherwood hosts local high schools to come speak to transitioning 8th graders about opportunities in their programs. In the 2023-2024 school year, the school hosted its first Career Day for middle school students with representatives from different fields sharing information with students, the 2024-2025 Career Day will happen on the fourth Friday in May.

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:

The school uses base funds from its LCFF to address gifted education and to support its library.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

Sherwood Montessori implements a strategic system for professional growth and improvement aligned with California's Quality Professional Learning Standards. This system relies on data to identify professional learning priorities, design, and assessments that support effective content and pedagogy, particularly for students who are socioeconomically disadvantaged and students with disabilities subgroups. Utilizing an evidence-based approach, the system focuses on specific topics throughout the year to facilitate sustained learning, enabling teachers, staff, and principals and administrators to acquire new knowledge, practice strategies, and assess the impact of professional development on teaching practices and student outcomes.

Sherwood teachers collaborate as a team to foster a collective learning environment that enhances student learning across the Charter School. The school's size supports one administrator in a principal/superintendent role. Classified staff include teachers' aides, student support aides, and clerical staff.
The Board of Directors, with input from all stakeholders, sets annual goals outlined in the LCAP based on analyses of student achievement, behavior, attendance, and community and student survey results. A collaborative effort among teachers, parents, staff, the school administrator, and the community determines the allocation of Title II funds for professional learning resources to meet these goals.

The Charter School's professional growth system adheres to state and federal requirements and provides ongoing support for both new and experienced staff. At the start of each school year, staff members collaborate with identified lead staff to pinpoint areas for professional development. Clerical and classified staff share responsibilities, participate in County Office of Education training, consult with peers from other Charter Schools, and attend relevant conferences and workshops.
Experienced teachers can take on roles as mentor teachers, lead professional development sessions, serve as content specialists, or participate in advisory roles regarding instructional decisions. They may also present their learning to fellow educators when goals are schoolwide. Opportunities for advancement include taking the CSET to become administrators, completing a Master's degree in Educational Administration, or becoming National Board Certified Teachers. New teachers may engage in induction programs, clear their credentials, pursue additional coursework, or collaborate with veteran teachers for mentoring, lesson modeling, and peer observations.

The school Director (principal/superintendent) seeks leadership learning opportunities chosen with input from the Board of Directors. Currently, the school supports one administrator, but previously, larger enrollments allowed for additional administrators to clear their Administrative Services Credential and work alongside seasoned leaders.

Administrators can enhance their skills by attending various trainings, workshops, and conferences, serving as reviewers for CDE grants, leading continuous improvement projects, and presenting at conferences. The Charter School evaluates professional growth through annual assessments of staff performance against established goals, reviewing multiple measures of student data over time. Administrators ensure staff engagement in professional development by verifying attendance, observing classroom strategies, and analyzing data to confirm improvements in teacher capacity and

student achievement. Importantly, staff feedback is crucial in determining the effectiveness and sustainability of professional learning initiatives.

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:

Not applicabe for charter schools.

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.

Sherwood uses multiple sources for data to coordinate its Title II Part A activities, including student achievement data, student satisfaction surveys, student focus groups, parent and community surveys, input from parent meetings and

conferences, parent organization meetings, attendance data, suspension rates and behavior referral data. All of these are considered on an annual basis when creating the LCAP, but also ongoing throughout the school year with a mid-year check in that is formalized in the mid-year LCAP progress report. Student achievement data is formally analyzed three times each year to identify which students need more support to be successful either because of academic or behavioral concerns. Title II, Part A activities are informed by analysis of these outcome data by educators and school leaders.

Sherwood consults with teachers and certificated student service providers about Title II, Part A activities through surveys, meetings with the Director, reports to the Board of Directors, and at weekly teacher meetings. Currently the school has only one administrator, a Director who performs the job duties of a principal/superintendent. Input from the Director is given to the Board of Directors in monthly reports and in a formal evaluation process that happens each school year. Classified staff positions at Sherwood include teachers' aides, clerical positions, and student support aides. These staff members give input via surveys, meetings with the Director, and classified staff meetings. Community partners, and organizations the school partners with, such as the California State University at Chico or the NorCal Educational Leadership Consortium share input with surveys and interviews or discussions. Parents give input in surveys, in conferences, at parent organization meetings, and in meetings with the Director.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

A) Sherwood will partner with the California State University at Chico for counseling interns from the School of Social Work and employ social workers to support student student mental wellness.

(B) Formerly supported withe ESSER funding, we have found counseling for many students was needed to give them access to a well-rounded education by improving attendance and behavior that leads to learning. Improving use of data with the support of trained statisticians will also support a well-rounded education to students by having teacher planned lessons based on data.

(C) Partnering with the university and a community based program will support students to use non-violent conflict resolution, emotional regulation, and make safe and healthy choices.

(D) N/A

(E) The Univesity has developed an evaluation system for their counseling interns that assesses their effectivenss. Sherwood collects data from students and families annually to assess effectiveness of wellness counseling programming.

Sherwood will not receive more than $30,000 in Title IV funds.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

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

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

Safe and Healthy Students (ESSA Section 4108)

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

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

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

Effective Use of Technology (ESSA Section 4109)

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

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

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

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

Date of LEA's last conducted needs assessment:

Sherwood will receive less than $30,000 in Title IV, Part A so will not be completing a comprehensive needs assessment. The process to develop the LCAP is Sherwood's comprehensive needs assessment, conducted annually.

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

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Consolidated Application**

Date: May 22, 2025

SUMMARY

The application for categorical programs must be approved by the Board.

DISCUSSION

In order to received funds from the U.S. Department of Education, Sherwood must apply for categorical program funding. The application is required to be approved by the Board of Directors.

ACTION REQUESTED

Approve Consolidated Application for categorical programs.

Attachment: Categorical Programs Application

CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Sherwood Montessori (04 61424 0121475)

Home | Data Entry Forms | Certification Preview | Certify Data | Reports | Users | Contacts | FAQs

2025–26 Application for Funding

Required fields are denoted with an asterisk (*).

Local Governing Board Approval

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

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

District English Learner Advisory Committee Review

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

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

Application for Categorical Programs

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

* **Title I, Part A (Basic Grant)**: ESSA Sec. 1111 et seq. SACS 3010	○ No ◉ Yes
* **Title II, Part A (Supporting Effective Instruction)**: ESEA Sec. 2104 SACS 4035	○ No ◉ Yes
* **Title III English Learner**: ESEA Sec. 3102 SACS 4203	◉ No ○ Yes
* **Title III Immigrant**: ESEA Sec. 3102 SACS 4201	◉ No ○ Yes
* **Title IV, Part A (Student and School Support)**: ESSA Sec. 4101 SACS 4127	○ No ◉ Yes

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Williams Act Quarterly Report**

Date: May 22, 2025

SUMMARY

Sherwood receives federal funding in Title programs, and is therefor subject to the Williams Act reporting mandates.

DISCUSSION

Williams' case legislation mandates that school districts utilize their Uniform Complaint Process to address and resolve deficiencies concerning instructional materials, teacher vacancies or misassignments, and urgent facility conditions that may threaten the health and safety of students or staff. Information about the complaint process is displayed at each school site, and complaint forms can be requested as needed.

Reports are required to be submitted to the board for review. Once the report is received by the Board at a public meeting, it is sent to Butte County of Education.

ACTION REQUESTED

Receive report .

Attachment: Williams Act Quarterly Report

SHERWOOD MONTESSORI

Quarterly Report on *Williams* Uniform Complaints

[Education Code § 35186]

District/school: Sherwood Montessori
Person completing this form: Michelle Yezbick Title: Director

Quarterly Report Submission Date:
(check one and include year)

- ☐ October _____ (for July-Sept)
- ☐ January_____(for Oct-Dec)
- ☒ April _____(for Jan-Mar)
- ☐ July _____(for Apr-June)

Date for information to be reported publicly at governing board meeting: 5/22/2025

Please check the box that applies:

☒ No complaints were filed with the district/school during the quarter indicated above.
☐ Complaints were filed with schools in the district during the quarter indicated above.

The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignments	0		
Facilities Conditions	0		
TOTALS	0		

Michelle Yezbick
Print Name of District Superintendent

Signature of District Superintendent

Date