**California Online Public Schools (CalOPS)**
A California Nonprofit Public Benefit Corporation
**ANNUAL BOARD MEETING**

**GOVERNING BOARD for:**
**CalCA Central Coast**
**CalCA Central Valley**
**CalCA Monterey Bay**
**CalCA North Bay**
**CalCA NorCal**
**CalCA Southern California**

Notice is hereby given to the members of the
California Online Public Schools Board and the general public that the
California Online Public Schools Board will hold a meeting open to the public on:

**Date and Time:**
Tuesday, June 28, 2022 at 3:30 p.m. PT

**Telephone Conference Call Locations:**
CalCA NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA  95366
CalCA SoCal: 33272 Valle Road, San Juan Capistrano, CA  92675
23091 Arden Street, Lake Forest, CA  92630
2142 E. Yosemite, Merced, CA  95340
1201 Cara Road, Dinuba, CA  93618
8422 Madison Avenue, Fair Oaks, CA  95628
3753 W. Norberry Street, Lancaster, CA  93536

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This meeting is open to the public in person and via teleconference.  For information about this meeting or for members of the public who require special accommodations to attend, contact the school offices: Bernie Jamero at (209) 253-1208 or Deborah Larson at (949) 461-1667 at least 24 hours prior to the meeting.  The Board packet can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

**BOARD AGENDA**

I.      Call to Order – E. Pavlich

II.     Roll Call – E. Pavlich

III.    Public Comment

The Board welcomes participation by the members of the public telephonically.  To address an item on the agenda, before the scheduled start of the meeting, an individual must write their name and a short description of the agenda item on which they wish to comment on the card provided and submit this to the Chair, along with any materials they want to have distributed to Board.  Individuals who wish to address the Board telephonically must contact the School Leader by phone or by email at least twenty-four (24) hours before the scheduled start of the Board meeting.  If the individual wants to provide any written materials to the Board, these should be emailed to the School Leader at least twenty-four (24) hours before the scheduled start of the meeting.

1

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, or six (6) minutes if the individual requesting to comment is a non-English speaker and requires a translator, unless the Board grants additional time. However, in compliance with Board policy and the Brown Act, the Board is not permitted to discuss or take action on non-agenda items.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the School Leader at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

To view the Board Public Comment Policy, visit the school's "Governance" page at https://www.connectionsacademy.com/california-online-school.

IV.     Routine Business
   a.   Approval of Agenda – E. Pavlich

V.      Oral Reports
   a.   Interim Executive Director's Report – R. Romero
          i.    Graduation and End of Year Activities Update
          ii.   BTS: New School Staff Event
          iii.  Capturing Kids' Hearts
   b.   Principals' Reports (attached)
          i.    Elementary School – M. White
          ii.   Middle School – H. Tamayo
          iii.  High School – K. Mannix
   c.   CalCA Financial Report (to follow) – L. Carter
          i.    Consolidated Financial Report (attached)
          ii.   CalCA Central Coast Financial Report (attached)
          iii.  CalCA Central Valley Financial Report (attached)
          iv.   CalCA Monterey Bay Financial Report (attached)
          v.    CalCA North Bay Financial Report (attached)
          vi.   CalCA NorCal Financial Report (attached)
          vii.  CalCA SoCal Financial Report (attached)
          viii. Special Education Service Contracts Update
   d.   Policy and Compliance Report (to follow) – F. Sassin
          i.    Funding Determination Update

VI.     Consent Items
   a.   Approval of Minutes from the May 24, 2022 Board Meeting (to follow)
   b.   Approval of Staffing Report (attached)
   c.   Approval of Pearson Invoice(s) (attached)
   d.   Approval of Board Meeting Schedule for the 2022-2023 School Year (attached)
   e.   Approval of Granting High School Diplomas to Students who meet the Requirements of AB 104 (attached and sent under separate cover)

VII.    Action Items
   a.   Approval of the Local Control and Accountability Plans (LCAPs), Associated Budget Overview for Parents, and CSI Plan for Northern California and Central Valley (attached) – L. Dombek/ F. Sassin/ L. Carter
   b.   Approval of Universal Prekindergarten/ Transitional Kindergarten Grant Plan (attached) – L. Dombek
   c.   Approval of 2022-2023 School Year Preliminary Budgets and Fee Schedule for CalCA Schools (attached) – L. Carter
   d.   Approval of Officers for the 2022-2023 School Year – M. Arthur

VIII.   Information Items
   a.   Board Recruitment Update – R. Romero/ F. Sassin
   b.   State Accountability Update – L. Dombek/ F. Sassin

           i.   Local Indicator Report (attached)
- c. Legislative Update (attached) – F. Sassin
- d. School Success Partner (SSP) Update – L. Johnson
- e. Academic Success Partner (ASP) Update – M. Brown
           i.   Pearson Virtual Schools Products, Services and Initiatives Update (attached)
- f. Sponsoring District(s) Update – R. Romero/ F. Sassin
           i.   Update on MOU with Middletown Unified School District

IX.      CLOSED SESSION – Brown Act; Cal. Gov't Code §54957(b) – to consider appointment, employment, evaluation of performance, discipline of an employee, Title: Executive Director of California Connections Academies (to follow) – M. Brown

X.       Approval of Action(s) Necessary Based on Closed Session
- a. Approval of Interim Executive Director Compensation for the 2022-2023 School Year – E. Pavlich

XI.      Adjournment and Confirmation of the Next Meeting – Tuesday, August 23, 2022 at 3:30 p.m. PT

Agenda publicly posted by:                    Friday, June 24, 2022

At:         https://www.connectionsacademy.com/california-online-school/overview/governance
            CalCA NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA  95366
            CalCA SoCAL: 33272 Valle Road, San Juan Capistrano, CA  92675
            23091 Arden Street, Lake Forest, CA  92630
            2142 E. Yosemite, Merced, CA  95340
            1201 Cara Road, Dinuba, CA  93618
            8422 Madison Avenue, Fair Oaks, CA  95628
            3753 W. Norberry Street, Lancaster, CA  93536

# California Connections Academy

# Principals' Report
# California Connections Academy Schools
# 2021-22

**Month for Report: June**
**Enrollment Update**

| DATA as of June 15, 2022 | | | | | | | |
|---|---|---|---|---|---|---|---|
| | SoCal | Ripon | Central Valley | North Bay | Central Coast | Monterey Bay | All CalCA |
| Enrolled | 4671 | 1518 | 594 | 159 | 100 | 411 | 7453 |
| Waitlisted | | | | | | | |
| Approved | 449 | 204 | 72 | 10 | 21 | 65 | 821 |
| Pre-Approved | 597 | 213 | 130 | 23 | 21 | 59 | 1043 |
| Applicant | 1853 | 657 | 407 | 88 | 64 | 188 | 3257 |

**Field Trips/Festivals Update**

**Total Attendance\* for Recent Field Trips**
**\*Includes students, staff, adults, and non-CA students**

**Recent Field Trips**
Northern Region - Monterey Bay, North Bay and Ripon
5/24: Jelly Belly Factory: 29

Central Region - Central and Central Coast

Southern Region - Southern California

**End Of Year Festival**
6/7/22 Southern: Tuesday (OC Fairgrounds, Costa Mesa): 917
6/9/22 Northern: Thursday (Mavis Stouffer Park, Ripon): 297
6/10/22 Central: Friday (Dinosaur Caves Park, Pismo Beach): 146

## Outreach Update

NEW! A one and a half minute welcome video will be sent to newly enrolled parents early this summer featuring our very own, Dr. Richie Romero!
Stand out senior and commencement related public relations efforts are underway.
June webinars to take place Tuesday, June 14 and Tuesday, June 28

**CALIFORNIA CONNECTIONS ACADEMY**

# SITE REPORTS

# Northern Region:
## Kara Mannix, High School Principal
## Site Administrator for Monterey Bay, North Bay, and Ripon

We are almost to the finish line of the 21-22 school year and great news is rolling in. The senior deadline was June 14, and we have been able to celebrate so many graduates this year! Many students faced significant challenges this year and with the unrelenting support of their homeroom teachers, they have earned their diploma. We are also thrilled to be holding in person celebration events again for the first time since the pandemic began. Our first ever Northern California Grad Night at Six Flags Discovery Kingdom was a great success. In Southern California, we had Grad Night at Universal and our biggest prom ever (over 200 students!) at the Disneyland Hotel. Very brave teachers Marissa Solomon (our events lead) and Vicki Kim flew to NorCal grad night, chaperoned until 3 AM, and then flew right back to SoCal to host prom! The events team is also hard at work putting the finishing touches on both graduation events, and we're really looking forward to our new venue in SoCal at the Pacific Amphitheater.

It has been a challenging year in many ways, and we are thankful for our truly dedicated staff. Their hard work and dedication to their students has been phenomenal, and has led to some of our strongest pass rates and successful contact rates ever. I am so proud of the high school team!

# Central Region:
## Marcus White, Elementary Principal
### Site Administrator for Central and Central Coast

Greetings from Elementary,
Our team is feverishly working with students to ensure that courses get completed. Additionally, teachers are planning fun promotional Livelessons for families. We had an amazing time at our end of the year festivals. It was so great to visit with students and families. We are so proud of our team and the rich educational experience we are providing our students. We hope everyone has a fun and relaxing summer.

# Southern Region:
## Heather Tamayo, Middle School Principal
### Site Administrator of Southern California

Greetings from Middle School,
We are working hard to wrap up the school year and get kids across the finish line. Last week, we were honored to be able to gather in-person at our end of year festivals and celebrate our staff and families, and all of the hard work that has gone into this year. Currently, we are at 90% completion of our end of year i-Ready diagnostic assessment, which will help us understand where our students have grown, and where we need to focus our support next year. Additionally, we are ready to roll out our third annual virtual middle school promotion ceremony on Wednesday, June 22 @6pm.

We are excited about what the future holds for us. There has been a great deal of reflection on this school year, as we worked hard to survey our staff and get the critical feedback that we need to ensure that our processes not only support our families, but our staff as well. We continue to be grateful to get to do the work that we do, serving families throughout California, as one of the best in virtual education.

**California Online Public Schools**
**Revenue and Expense Statement**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 10/1/2021 | Forecast vs Budget |
|---|---|---|---|---|---|
| **Enrollment** | | | | | |
| ADM | | | 7,697 | 7,659 | 39 |
| Total Enrollment | | | 10,124 | 10,737 | (613) |
| Funded Enrollment | | | 7,464 | 7,536 | (72) |
| | | | | | |
| **Revenue** | | | | | |
| State Funding | 4,795,798.71 | 38,103,750.29 | 42,020,631.04 | 41,894,692.81 | 125,938.23 |
| Federal & Other Program Funding | 872,535.00 | 3,154,504.97 | 5,301,068.00 | 5,335,137.00 | (34,069.00) |
| Local Aid | 4,834,419.55 | 37,754,514.70 | 41,437,882.00 | 41,918,074.52 | (480,192.52) |
| Other Funding Sources | 1,990.13 | 24,877.43 | 47,026.31 | 36,676.31 | 10,350.00 |
| **Total Revenue** | **10,504,743.39** | **79,037,647.39** | **88,806,607.35** | **89,184,580.64** | **(377,973.28)** |
| | | | | | |
| **Program Expenses** | | | | | |
| | | | | | |
| **Compensation Expense** | | | | | |
| Administration Staff | 453,051.82 | 4,875,199.11 | 5,321,250.12 | 5,381,834.94 | 60,584.82 |
| Instructional Staff | 2,465,398.24 | 23,661,598.94 | 30,555,209.49 | 30,812,410.03 | 257,200.54 |
| **Total Compensation Expense** | **2,918,450.06** | **28,536,798.05** | **35,876,459.61** | **36,194,244.97** | **317,785.36** |
| | | | | | |
| **Fee Based Expenses** | | | | | |
| Enrollment/Unit Based Fees | 1,781,800.19 | 23,200,074.05 | 25,676,867.01 | 26,012,224.20 | 335,357.19 |
| Revenue Based Fees | 511,631.28 | 6,367,759.71 | 6,947,475.78 | 7,027,552.68 | 80,076.90 |
| **Total Fee Based Expenses** | **2,293,431.47** | **29,567,833.76** | **32,624,342.79** | **33,039,776.88** | **415,434.08** |
| | | | | | |
| **Other School Expenses** | | | | | |
| Assessment | 50,441.03 | 481,671.41 | 1,248,019.45 | 1,189,302.60 | (58,716.85) |
| Authorizer Oversight | 97,794.17 | 1,004,937.73 | 1,102,732.51 | 1,092,337.64 | (10,394.87) |
| Employee Related | 89,800.65 | 841,069.40 | 1,295,527.71 | 1,301,035.91 | 5,508.20 |
| Facilities | 51,140.04 | 720,745.08 | 1,233,475.00 | 1,238,705.64 | 5,230.64 |
| Governance | 1,144.85 | 149,121.34 | 174,318.90 | 162,581.46 | (11,737.44) |
| Internet Service Provider | - | 250,173.37 | 394,970.37 | 397,497.46 | 2,527.09 |
| Instructional | - | 108,873.22 | 382,036.41 | 398,112.08 | 16,075.67 |
| Professional Services | 27,570.51 | 319,526.99 | 467,572.47 | 469,651.08 | 2,078.61 |
| Student Related | 997,190.64 | 5,043,226.48 | 6,373,136.42 | 6,202,146.57 | (170,989.85) |
| Other (Income) and Expense | | - | | - | - |
| Taxes | 30,236.60 | 459,149.39 | 488,318.87 | 503,959.66 | 15,640.79 |
| Pending Allocation | 150,763.05 | 336,768.58 | - | - | - |
| **Total Other School Expenses** | **1,496,081.54** | **9,715,262.99** | **13,160,108.11** | **12,955,330.10** | **(204,778.01)** |
| | | | | | |
| **Adjustments and Credits** | | | | | |
| Discretionary Service Credit | - | - | (29,000.00) | (53,200.00) | (24,200.00) |
| **Total Adjustments and Credits** | **-** | **-** | **(29,000.00)** | **(53,200.00)** | **(24,200.00)** |
| | | | | | |
| **Total Program Expenses** | **6,707,963.07** | **67,819,894.80** | **81,631,910.51** | **82,136,151.94** | **504,241.43** |
| | | | | | |
| **Net Increase (Decrease)** | **3,796,780.32** | **11,217,752.59** | **7,174,696.84** | **7,048,428.70** | **126,268.15** |
| **Beginning fund balance** | **13,586,618.63** | **6,165,646.35** | **6,165,646.35** | | |
| **Ending fund balance** | **17,383,398.94** | **17,383,398.94** | **13,340,343.19** | | |

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**California Online Public Schools**
**Balance Sheet**
**May 31, 2022**

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## *ASSETS*

**Cash and Short Term Investments:**

| | | |
|---|---|---:|
| Checking | $ | 316,693.17 |
| Payroll | | 338,048.21 |
| CALOPS - Operation | | 2,812,063.72 |
| CALOPS - Holding | | 21,085,898.02 |
| Savings - CALOPS | | 5,712,423.12 |
| State Holding Account | | 827,028.44 |
| OCDE Cash Account | | 2,207,315.11 |
| Petty Cash | | 265.75 |
| | | -------------------------- |
| *Total Cash and Short Term Investments* | | **33,299,735.54** |

*Other Current Assets:*

| | |
|---|---:|
| Pupil Funding | 9,865,461.41 |
| SPED Funding State | 164,296.37 |
| Other State Receivables | 1,265.79 |
| Federal Programs | 849,022.00 |
| Chase-JP Morgan Receivable | 3,030.00 |
| Prepaid Expenses | 296,208.80 |
| | -------------------------- |
| *Total Other Current Assets* | **11,179,284.38** |
| | -------------------------- |
| *Total Current Assets* | **44,479,019.92** |
| | -------------------------- |

**Fixed Assets:**

| | |
|---|---:|
| Office Equipment - Shelving System | 32,521.50 |
| Accumulated Depreciation | (8,130.54) |
| | -------------------------- |
| *Net Fixed Assets* | **24,390.96** |

*Other Assets:*

| | |
|---|---:|
| Deposits | 20,387.30 |
| | -------------------------- |
| *Total Other Assets* | **20,387.30** |

| | | |
|---|---|---:|
| ***Total Assets*** | **$** | **44,523,798.18** |
| | | ============== |

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**California Online Public Schools**
**Balance Sheet**
**May 31, 2022**

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### *LIABILITIES*

***Current Liabilities:***

| | | |
|---|---|---:|
| Due to (from) Pearson Online and Blended Learning | $ | 21,549,271.54 |
| CalOPS Pass Through Expense Liability | | 6,395.86 |
| Pension Payable | | 600,008.84 |
| Accrued Expenses | | 76,457.33 |
| Accrued Credit Card Expenses | | 336,768.58 |
| Deferred Rent | | 41,840.00 |
| Deferred Revenue | | 767,057.45 |
| Accounts Payable | | 3,762,599.65 |
| | | -------------------------- |
| ***Total Current Liabilities*** | | ***27,140,399.24*** |
| | | -------------------------- |

| | |
|---|---:|
| ***Total Liabilities*** | ***27,140,399.24*** |
| | -------------------------- |

### *FUND BALANCE*

| | |
|---|---:|
| Beginning Fund Balance | 6,165,646.35 |
| Change in Fund Balance | 11,217,752.59 |
| | -------------------------- |
| ***Ending Fund Balance*** | ***17,383,398.94*** |
| | -------------------------- |

| | | |
|---|---|---:|
| ***Total Liabilities and Fund Balance*** | ***$*** | ***44,523,798.18*** |
| | | ============== |

# California Connections Academy Central Coast
## Revenue and Expense Statement
### For the Period Ended May 31, 2022

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget $ | Forecast vs Budget % |
|---|---|---|---|---|---|---|
| **Forecasted Enrollment** | | | | | | |
| Forecasted ADM | | | 97 | 89 | 7 | 0 |
| Forecasted Total Enrollment | | | 140 | 141 | (1) | (0) |
| Forecasted Funded Enrollment | | | 93 | 89 | 3 | 0 |
| | | | | | | |
| **Revenue** | | | | | | |
| State Funding | 55,847.30 | 439,917.93 | 482,652.65 | 291,034.27 | 191,618.38 | 65.84% |
| Federal & Other Program Funding | - | 86.02 | 9,100.00 | 9,100.00 | - | 0.00% |
| Local Aid | 61,602.91 | 481,089.44 | 528,025.00 | 678,240.13 | (150,215.13) | -22.15% |
| Other Funding Sources | - | 1,517.42 | 2,075.00 | 2,000.00 | 75.00 | 3.75% |
| **Total Revenue** | **117,450.21** | **922,610.81** | **1,021,852.65** | **980,374.40** | **41,478.25** | **4.23%** |
| | | | | | | |
| **Program Expenses** | | | | | | |
| **Compensation Expense** | | | | | | |
| Administration Staff | 5,436.25 | 58,498.41 | 63,932.40 | 64,653.35 | 720.95 | 1.12% |
| Instructional Staff | 33,214.98 | 315,491.02 | 407,774.97 | 383,485.07 | (24,289.90) | -6.33% |
| **Total Compensation Expense** | **38,651.23** | **373,989.43** | **471,707.36** | **448,138.42** | **(23,568.95)** | **-5.26%** |
| | | | | | | |
| **Fee Based Expenses** | | | | | | |
| Enrollment/Unit Based Fees | 26,336.83 | 295,386.64 | 328,824.06 | 308,079.21 | (20,744.85) | -6.73% |
| Revenue Based Fees | 7,914.60 | 73,276.42 | 79,937.98 | 77,311.66 | (2,626.32) | -3.40% |
| **Total Fee Based Expenses** | **34,251.43** | **368,663.06** | **408,762.04** | **385,390.87** | **(23,371.17)** | **-6.06%** |
| | | | | | | |
| **Other School Expenses** | | | | | | |
| Assessment | 483.34 | 1,751.88 | 10,677.59 | 10,677.59 | - | 0.00% |
| Authorizer Oversight | 1,290.93 | 10,987.25 | 12,278.14 | 11,676.29 | (601.84) | -5.15% |
| Employee Related | 1,209.83 | 10,343.04 | 11,690.35 | 11,690.35 | - | 0.00% |
| Facilities | 632.36 | 7,882.59 | 13,466.12 | 13,466.12 | - | 0.00% |
| Governance | 95.47 | 2,905.93 | 3,997.85 | 3,814.32 | (183.53) | -4.81% |
| Internet Service Provider | - | 3,047.54 | 4,627.11 | 4,362.78 | (264.34) | -6.06% |
| Instructional | - | 1,241.05 | 4,823.68 | 4,823.68 | - | 0.00% |
| Professional Services | (141.26) | 2,091.29 | 3,565.16 | 3,585.23 | 20.07 | 0.56% |
| Student Related | 20,861.14 | 82,621.37 | 88,743.80 | 32,431.00 | (56,312.80) | -173.64% |
| Taxes | 504.68 | 6,097.49 | 6,378.16 | 6,308.41 | (69.74) | -1.11% |
| **Total Other School Expenses** | **24,936.49** | **128,969.43** | **160,247.96** | **102,835.77** | **(57,412.19)** | **-55.83%** |
| | | | | | | |
| **Adjustments and Credits** | | | | | | |
| Discretionary Service Credit | - | - | (19,000.00) | - | (19,000.00) | |
| **Total Adjustments and Credits** | **-** | **-** | **(19,000.00)** | **-** | **(19,000.00)** | |
| | | | | | | |
| **Total Program Expenses** | **97,839.15** | **871,621.93** | **1,021,717.36** | **936,365.06** | **(123,352.31)** | **-9.12%** |
| | | | | | | |
| **Net Increase (Decrease)** | **19,611.06** | **50,988.88** | **135.29** | **44,009.34** | **(43,874.05)** | |
| **Beginning fund balance** | **41,617.42** | **10,239.60** | **10,239.60** | | | |
| **Ending fund balance** | **61,228.48** | **61,228.48** | **10,374.89** | | | |

**California Connections Academy Central Coast**
**Balance Sheet**
**May 31, 2022**

### ASSETS

**Cash and Short Term Investments:**

| | | |
|---|---|---:|
| Operating Account | $ | 112,837.01 |
| Holding Account | | 50,053.59 |
| State Holding Account | | 827,028.44 |
| | | -------------------------- |
| **Total Cash and Short Term Investments** | | **989,919.04** |

**Other Current Assets:**

| | |
|---|---:|
| Pupil Funding | 177,563.98 |
| SPED Funding State | 9,562.97 |
| Other State Receivables | 8,705.23 |
| Federal Programs | 5,026.00 |
| Due from CalOPS Schools | (4,204.77) |
| | -------------------------- |
| **Total Other Current Assets** | **196,653.41** |
| | -------------------------- |
| **Total Current Assets** | **1,186,572.45** |
| | -------------------------- |

| | | |
|---|---|---:|
| **Total Assets** | **$** | **1,186,572.45** |
| | | ============= |

### LIABILITIES

**Current Liabilities:**

| | | |
|---|---|---:|
| Due to (from) Pearson Online and Blended Learning | $ | 308,774.60 |
| CalOPS Payroll Liability | | 715,510.68 |
| CalOPS Pass-Through Expense Liability | | 44,163.99 |
| Deferred Rent | | 487.00 |
| Deferred Revenue | | 25,056.00 |
| Accounts Payable | | 31,351.70 |
| | | -------------------------- |
| **Total Current Liabilities** | | **1,125,343.97** |
| | | -------------------------- |

| | |
|---|---:|
| **Total Liabilities** | **1,125,343.97** |
| | -------------------------- |

### FUND BALANCE

| | |
|---|---:|
| Beginning Fund Balance | 10,239.60 |
| Change in Fund Balance | 50,988.88 |
| | -------------------------- |
| **Ending Fund Balance** | **61,228.48** |
| | -------------------------- |

| | | |
|---|---|---:|
| **Total Liabilities and Fund Balance** | **$** | **1,186,572.45** |
| | | ============= |

**California Connections Academy Central Coast**
**Schedule of Revenue**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **Revenue** | | | | | |
| | | | | | |
| **State Funding** | | | | | |
| LCFF / General Purpose Block Grant - State | 43,650.01 | 340,885.84 | 374,143.00 | 190,657.11 | 183,485.89 |
| LCFF / General Purpose Block Grant - State EPA | 2,165.80 | 16,913.87 | 18,564.00 | 18,884.91 | (320.91) |
| Lottery | 2,155.07 | 16,830.10 | 18,472.07 | 17,800.05 | 672.02 |
| Special Education Pass through funds - State | 7,743.10 | 60,469.97 | 66,369.48 | 58,588.10 | 7,781.38 |
| Special Education Dispute Prevention | - | 95.00 | 495.00 | 495.00 | - |
| Special Education Learning Recovery | - | 2,679.00 | 2,229.00 | 2,229.00 | - |
| ERMHS | - | 1,003.00 | 1,237.37 | 1,237.37 | - |
| Mandated Cost Reimbursement | 133.32 | 1,041.15 | 1,142.73 | 1,142.73 | - |
| **Total State Funding** | **55,847.30** | **439,917.93** | **482,652.65** | **291,034.27** | **191,618.38** |
| | | | | | |
| **Federal & Other Programs Funding** | | | | | |
| IDEA | - | - | 9,000.00 | 9,000.00 | - |
| E-Rate | - | 86.02 | 100.00 | 100.00 | - |
| **Total Federal & Other Programs Funding** | **-** | **86.02** | **9,100.00** | **9,100.00** | **-** |
| | | | | | |
| **Local Funding** | | | | | |
| LCFF / General Purpose Block Grant - Local | 61,602.91 | 481,089.44 | 528,025.00 | 678,240.13 | (150,215.13) |
| **Total Local Funding** | **61,602.91** | **481,089.44** | **528,025.00** | **678,240.13** | **(150,215.13)** |
| | | | | | |
| **Other Funding** | | | | | |
| Interest | - | 1,442.42 | 2,000.00 | 2,000.00 | - |
| Miscellaneous | - | 75.00 | 75.00 | - | 75.00 |
| **Total Other Funding** | **-** | **1,517.42** | **2,075.00** | **2,000.00** | **75.00** |
| | | | | | |
| **Total Revenue** | **117,450.21** | **922,610.81** | **1,021,852.65** | **980,374.40** | **41,478.25** |

# California Connections Academy Central Coast
## Schedule of Fees
### For the Period Ended May 31, 2022

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **SCHEDULE OF COMPENSATION:** | | | | | |
| **Administrative Compensation** | | | | | |
| Salaries | 3,892.48 | 42,307.01 | 46,227.23 | 46,899.87 | 672.64 |
| Benefits | 953.66 | 10,365.22 | 11,325.67 | 11,490.47 | 164.80 |
| Pension | 444.64 | 4,060.02 | 4,419.03 | 4,227.94 | (191.09) |
| Taxes | 145.48 | 1,766.17 | 1,960.46 | 2,035.07 | 74.61 |
| **Total Administrative Compensation** | **5,436.25** | **58,498.41** | **63,932.40** | **64,653.35** | **720.95** |
| | | | | | |
| **Instructional Compensation** | | | | | |
| Salaries | 22,779.99 | 222,931.14 | 286,906.80 | 273,263.86 | (13,642.94) |
| Benefits | 5,581.10 | 50,285.69 | 65,959.73 | 62,617.21 | (3,342.52) |
| Pension | 4,527.96 | 37,861.17 | 49,215.91 | 42,981.24 | (6,234.67) |
| Taxes | 325.94 | 4,413.02 | 5,692.53 | 4,622.76 | (1,069.77) |
| **Total Instructional Compensation** | **33,214.98** | **315,491.02** | **407,774.97** | **383,485.07** | **(24,289.90)** |
| | | | | | |
| **Total Compensation** | **38,651.23** | **373,989.43** | **471,707.36** | **448,138.42** | **(23,568.94)** |
| | | | | | |
| **SCHEDULE OF FEES:** | | | | | |
| **Enrollment/Unit-Based Fees** | | | | | |
| Accounting and Regulatory Reporting | 400.00 | 4,400.00 | 4,837.16 | 4,462.50 | (374.66) |
| Connexus Annual License (EMS) | 4,800.00 | 52,800.00 | 58,045.94 | 53,550.00 | (4,495.94) |
| Curriculum Postage | 357.50 | 4,235.00 | 4,631.41 | 4,653.00 | 21.59 |
| Direct Course Instruction Support | 173.25 | 1,295.25 | 990.00 | 990.00 | - |
| Educational Resource Center | 1,008.00 | 11,088.00 | 12,189.65 | 11,245.50 | (944.15) |
| Enrollment and Records Management | 433.33 | 5,133.33 | 5,613.83 | 5,640.00 | 26.17 |
| Facility Support Services | 25.00 | 275.00 | 359.98 | 359.98 | - |
| Hardware/Software - Employees | 250.00 | 2,750.00 | 3,253.01 | 2,878.94 | (374.07) |
| Human Resources Support | 520.84 | 5,729.17 | 6,777.11 | 5,997.79 | (779.31) |
| ISP Processing Fee | 168.44 | 1,995.73 | 2,182.54 | 2,210.12 | 27.57 |
| School Curriculum Supplies | 166.66 | 1,833.33 | 2,382.86 | 2,105.89 | (276.97) |
| Short-Term Sub Teaching Services | 879.75 | 12,360.06 | 14,210.17 | 3,418.07 | (10,792.09) |
| Special Populations Consultative Services | 1,800.00 | 10,650.00 | 13,958.25 | 11,184.78 | (2,773.46) |
| Student Technology Assistance- Laptops | 2,779.17 | 35,841.67 | 39,307.06 | 40,792.79 | 1,485.72 |
| Tangible/Intangible Instr. Materials | 11,374.89 | 131,800.10 | 143,621.80 | 143,475.00 | (146.80) |
| Technical Support and Repairs | 1,200.00 | 13,200.00 | 14,511.48 | 13,387.50 | (1,123.98) |
| Voice Over IP Services | - | - | 1,951.81 | 1,727.36 | (224.44) |
| **Total Enrollment/Unit Based Fees** | **26,336.83** | **295,386.64** | **328,824.06** | **308,079.21** | **(20,744.85)** |
| | | | | | |
| **Revenue-Based Fees** | | | | | |
| Marketing Services | 931.13 | 8,620.76 | 9,404.47 | 9,095.49 | (308.97) |
| School Administration | 5,586.78 | 51,724.53 | 56,426.81 | 54,572.94 | (1,853.86) |
| Treasury Services | 1,396.69 | 12,931.13 | 14,106.70 | 13,643.23 | (463.47) |
| **Total Revenue Based Fees** | **7,914.60** | **73,276.42** | **79,937.98** | **77,311.66** | **(2,626.32)** |
| | | | | | |
| **Total Fee-Based Expenses** | **34,251.43** | **368,663.06** | **408,762.04** | **385,390.87** | **(23,371.16)** |
| | | | | | |
| **SCHEDULE OF CREDITS AND ADJUSTMENTS** | | | | | |
| | | | | | |
| Discretionary Service Credit | - | - | (19,000.00) | - | (19,000.00) |
| **Total Adjustments and Credits** | **-** | **-** | **(19,000.00)** | **-** | **(19,000.00)** |

**California Connections Academy Central Coast**
**Schedule Other Expenses**
**For the Period Ended May 31, 2022**

| | May-22<br>Actual | YTD<br>Actual | Annual<br>Forecast | Revised Budget<br>1/25/2022 | Forecast vs<br>Budget |
|---|---|---|---|---|---|
| **SCHEDULE OF OTHER SCHOOL EXPENSES:** | | | | | |
| **Assessment** | | | | | |
| Student Testing & Assessment Facilities & Services | - | 3.52 | 4,023.23 | 4,023.23 | - |
| Student Testing & Assessment Travel | 483.34 | 1,748.36 | 4,854.36 | 4,854.36 | - |
| Student Testing Technology | - | - | 1,800.00 | 1,800.00 | - |
| **Total Assessment** | **483.34** | **1,751.88** | **10,677.59** | **10,677.59** | **-** |
| | | | | | |
| **Authorizer Oversight** | | | | | |
| District Oversight | 958.09 | 8,249.24 | 9,207.32 | 8,877.82 | (329.50) |
| SELPA Admin Fee | 300.37 | 2,380.87 | 2,681.24 | 2,408.89 | (272.34) |
| STRS Reporting | 32.47 | 357.15 | 389.58 | 389.58 | - |
| **Total Authorizer Oversight** | **1,290.93** | **10,987.25** | **12,278.14** | **11,676.29** | **(601.84)** |
| | | | | | |
| **Employee Related** | | | | | |
| Staff Recruiting/Background Checks | 2.72 | 125.58 | 394.00 | 394.00 | - |
| Staff Training/Prof. Dvlpmt | 1,125.32 | 8,936.77 | 8,405.00 | 8,405.00 | - |
| Team Building | 8.00 | 42.80 | 451.55 | 451.55 | - |
| Travel and Conferences - Administration | 61.85 | 945.59 | 1,494.86 | 1,494.86 | - |
| Travel and Conferences - Teachers | 11.94 | 292.30 | 944.94 | 944.94 | - |
| **Total Employee Related** | **1,209.83** | **10,343.04** | **11,690.35** | **11,690.35** | **-** |
| | | | | | |
| **Facilities** | | | | | |
| Copiers/ Reproduction | 0.37 | 152.70 | 283.85 | 283.85 | - |
| Equipment/Supplies | - | 3.42 | 1,648.00 | 1,648.00 | - |
| Expensed Furniture and Equipment | - | 984.02 | 1,520.00 | 1,520.00 | - |
| High-Speed Internet | 90.68 | 441.54 | 655.14 | 655.14 | - |
| Maintenance & Repairs | 6.05 | 259.69 | 770.74 | 770.74 | - |
| Office Postage | 2.96 | 290.76 | 412.78 | 412.78 | - |
| Office Rent | 402.47 | 4,247.19 | 5,633.12 | 5,633.12 | - |
| Office Supplies | 62.62 | 442.33 | 565.62 | 565.62 | - |
| Phone | 34.46 | 365.75 | 477.16 | 477.16 | - |
| Rent Operating Expense | 21.57 | 426.29 | 572.67 | 572.67 | - |
| Rent Storage Unit | 8.46 | 193.42 | 334.23 | 334.23 | - |
| Utilities | 2.72 | 75.48 | 592.81 | 592.81 | - |
| **Total Facilities** | **632.36** | **7,882.59** | **13,466.12** | **13,466.12** | **-** |
| | | | | | |
| **Governance** | | | | | |
| Accreditation | - | 1,100.00 | 1,100.00 | 1,294.14 | 194.14 |
| Banking Fees | 95.00 | 682.06 | 1,500.00 | 1,500.00 | - |
| Board-Related Expenses | - | - | 179.99 | 179.99 | - |
| Dues - School | - | 727.67 | 727.67 | 350.00 | (377.67) |
| Dues - Staff | 0.47 | 256.01 | 350.00 | 350.00 | - |
| Insurance Expenses | - | 140.19 | 140.19 | 140.19 | - |
| **Total Governance** | **95.47** | **2,905.93** | **3,997.85** | **3,814.32** | **(183.53)** |
| | | | | | |
| **Internet Service Provider** | | | | | |
| ISP Payment Reimbursement | - | 3,047.54 | 4,627.11 | 4,362.78 | (264.34) |
| **Total Internet Service Provider** | **-** | **3,047.54** | **4,627.11** | **4,362.78** | **(264.34)** |
| | | | | | |
| **Instructional** | | | | | |
| Other Curriculum | - | 911.05 | 2,399.84 | 2,399.84 | - |
| Summer School | - | 330.00 | 2,423.84 | 2,423.84 | - |
| **Total Instructional** | **-** | **1,241.05** | **4,823.68** | **4,823.68** | **-** |
| | | | | | |
| **Professional Services** | | | | | |
| Accounting Services/Audit | - | 639.89 | 639.89 | 659.96 | 20.07 |
| AERIES | - | 630.70 | 695.97 | 695.97 | - |
| Legal Services | 62.04 | 773.11 | 1,539.92 | 1,539.92 | - |
| Other School Contracted Services | (203.30) | 47.77 | 616.77 | 616.77 | - |
| Other School Expense | - | (0.18) | 72.61 | 72.61 | - |
| **Total Professional Services** | **(141.26)** | **2,091.29** | **3,565.16** | **3,585.23** | **20.07** |
| | | | | | |
| **Student Related** | | | | | |
| Graduation Expense | 25.15 | 55.26 | 4,000.00 | 4,000.00 | - |
| SPED Related Services | 20,816.56 | 82,015.00 | 83,015.00 | 16,702.20 | (66,312.80) |
| Student Activities | 19.43 | 551.11 | 1,728.80 | 11,728.80 | 10,000.00 |
| **Total Student Related** | **20,861.14** | **82,621.37** | **88,743.80** | **32,431.00** | **(56,312.80)** |
| | | | | | |
| **Taxes** | | | | | |
| Sales Tax And Use | 504.68 | 6,097.49 | 6,378.16 | 6,308.41 | (69.74) |
| **Total Taxes** | **504.68** | **6,097.49** | **6,378.16** | **6,308.41** | **(69.74)** |
| | | | | | |
| **Total Other Expenses** | **24,936.49** | **128,969.43** | **160,247.96** | **102,835.77** | **(57,412.19)** |

## California Connections Academy Central Valley
## Revenue and Expense Statement
## For the Period Ended May 31, 2022

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget $ | Forecast vs Budget % |
|---|---|---|---|---|---|---|
| **Forecasted Enrollment** | | | | | | |
| Forecasted ADM | | | 636 | 639 | (2) | 0% |
| Forecasted Total Enrollment | | | 868 | 922 | (54) | -6% |
| Forecasted Funded Enrollment | | | 622 | 625 | (3) | -1% |
| | | | | | | |
| **Revenue** | | | | | | |
| State Funding | 801,490.72 | 6,323,628.79 | 6,982,970.10 | 6,910,272.02 | 72,698.08 | 1.00% |
| Federal & Other Program Funding | 105,549.00 | 383,978.67 | 654,724.00 | 658,273.00 | (3,549.00) | 0.00% |
| Local Aid | 42,691.36 | 333,399.24 | 365,926.00 | 425,201.12 | (59,275.12) | -13.00% |
| Other Funding Sources | 635.89 | 2,202.05 | 1,975.00 | 1,200.00 | 775.00 | 64.00% |
| **Total Revenue** | **950,366.97** | **7,043,208.75** | **8,005,595.10** | **7,994,946.14** | **10,648.96** | **0.00%** |
| | | | | | | |
| **Program Expenses** | | | | | | |
| **Compensation Expense** | | | | | | |
| Administration Staff | 39,656.11 | 426,731.36 | 466,370.93 | 471,630.07 | 5,259.14 | 1.12% |
| Instructional Staff | 199,615.52 | 1,985,688.72 | 2,535,701.02 | 2,607,705.86 | 72,004.83 | 2.76% |
| **Total Compensation Expense** | **239,271.63** | **2,412,420.08** | **3,002,071.95** | **3,079,335.93** | **77,263.98** | **2.51%** |
| | | | | | | |
| **Fee Based Expenses** | | | | | | |
| Enrollment/Unit Based Fees | 136,774.43 | 1,943,225.24 | 2,155,607.53 | 2,212,595.65 | 56,988.12 | 2.58% |
| Revenue Based Fees | 50,457.15 | 576,342.73 | 628,937.89 | 635,636.29 | 6,698.40 | 1.05% |
| **Total Fee Based Expenses** | **187,231.58** | **2,519,567.97** | **2,784,545.42** | **2,848,231.94** | **63,686.52** | **2.24%** |
| | | | | | | |
| **Other School Expenses** | | | | | | |
| Assessment | 2,904.75 | 37,946.09 | 84,506.91 | 73,601.69 | (10,905.22) | -14.82% |
| Authorizer Oversight | 8,507.19 | 85,785.60 | 94,292.79 | 93,091.34 | (1,201.45) | -1.29% |
| Employee Related | 7,270.87 | 72,350.33 | 116,900.43 | 116,900.43 | - | 0.00% |
| Facilities | 4,367.41 | 56,197.41 | 100,990.31 | 100,990.31 | - | 0.00% |
| Governance | 109.11 | 13,274.14 | 16,824.82 | 15,298.54 | (1,526.28) | -9.98% |
| Internet Service Provider | - | 20,818.38 | 29,996.01 | 31,401.89 | 1,405.89 | 4.48% |
| Instructional | - | 8,878.24 | 44,790.27 | 44,790.27 | - | 0.00% |
| Professional Services | (1,225.67) | 14,612.39 | 27,635.27 | 27,635.27 | - | 0.00% |
| Student Related | 58,428.88 | 363,145.60 | 716,460.80 | 716,460.80 | - | 0.00% |
| Taxes | 2,351.90 | 39,469.43 | 45,237.33 | 47,194.89 | 1,957.55 | 4.15% |
| **Total Other School Expenses** | **82,714.44** | **712,477.61** | **1,277,634.94** | **1,267,365.43** | **(10,269.51)** | **-0.81%** |
| | | | | | | |
| **Total Program Expenses** | **509,217.64** | **5,644,465.66** | **7,064,252.31** | **7,194,933.30** | **130,680.99** | **1.82%** |
| | | | | | | |
| **Net Increase (Decrease)** | **441,149.33** | **1,398,743.09** | **941,342.79** | **800,012.84** | **-** | |
| **Beginning fund balance** | **1,427,830.72** | **470,236.96** | **470,236.96** | | | |
| **Ending fund balance** | **1,868,980.05** | **1,868,980.05** | **1,411,579.75** | | | |

# California Connections Academy Central Valley
## Balance Sheet
## May 31, 2022

### ASSETS

**Cash and Short Term Investments:**

| | | |
|---|---|---:|
| Checking | $ | 316,913.17 |
| Savings | | 4,347,825.29 |
| | | -------------------------- |
| **Total Cash and Short Term Investments** | | **4,664,738.46** |

**Other Current Assets:**

| | |
|---|---:|
| Pupil Funding | 1,129,043.75 |
| SPED Funding State | 15,852.45 |
| Other State Receivables | 80,881.30 |
| Federal Programs | 82,884.00 |
| Due from CalOPS Schools | (6,376.24) |
| Prepaid Expenses | 8,290.18 |
| | -------------------------- |
| **Total Other Current Assets** | **1,310,575.44** |
| | -------------------------- |
| **Total Current Assets** | **5,975,313.90** |
| | -------------------------- |

**Other Assets:**

| | |
|---|---:|
| Utilities Deposit | 100.00 |
| | -------------------------- |
| **Total Other Assets** | **100.00** |

| | | |
|---|---|---:|
| **Total Assets** | **$** | **5,975,413.90** |
| | | ============== |

### LIABILITIES

**Current Liabilities:**

| | | |
|---|---|---:|
| Due to (from) Pearson Online and Blended Learning | $ | 1,160,005.90 |
| CalOPS Payroll Liability | | 2,237,594.36 |
| CalOPS Pass-Through Expense Liability | | 297,622.61 |
| Accrued Expenses | | 39,573.46 |
| Deferred Rent | | 3,517.00 |
| Accounts Payable | | 368,120.52 |
| | | -------------------------- |
| **Total Current Liabilities** | | **4,106,433.85** |
| | | -------------------------- |

| | |
|---|---:|
| **Total Liabilities** | **4,106,433.85** |
| | -------------------------- |

### FUND BALANCE

| | |
|---|---:|
| Beginning Fund Balance | 470,236.96 |
| Change in Fund Balance | 1,398,743.09 |
| | -------------------------- |
| **Ending Fund Balance** | **1,868,980.05** |
| | -------------------------- |

| | | |
|---|---|---:|
| **Total Liabilities and Fund Balance** | **$** | **5,975,413.90** |
| | | ============== |

**California Connections Academy Central Valley**
**Schedule of Revenue**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **Revenue** | | | | | |
| | | | | | |
| **State Funding** | | | | | |
| LCFF / General Purpose Block Grant - State | 534,495.27 | 4,174,153.51 | 4,581,388.00 | 3,672,027.73 | 909,360.26 |
| LCFF / General Purpose Block Grant - State EPA | 200,704.70 | 1,567,408.13 | 1,720,326.00 | 2,607,190.04 | (886,864.03) |
| Lottery | 14,433.11 | 112,715.68 | 123,712.33 | 124,450.16 | (737.82) |
| Special Education Pass through funds - State | 51,857.64 | 404,983.47 | 444,494.05 | 409,622.37 | 34,871.67 |
| Special Education Dispute Prevention | - | 694.00 | 9,783.00 | 9,783.00 | - |
| Special Education Learning Recovery | - | 15,798.00 | 44,024.00 | 44,024.00 | - |
| ERMHS | - | 16,808.00 | 28,174.72 | 28,174.72 | - |
| Mandated Cost Reimbursement | - | 31,068.00 | 31,068.00 | 15,000.00 | 16,068.00 |
| **Total State Funding** | **801,490.72** | **6,323,628.79** | **6,982,970.10** | **6,910,272.02** | **72,698.08** |
| | | | | | |
| **Federal & Other Programs Funding** | | | | | |
| Title I | - | 128,564.00 | 141,685.00 | 141,685.00 | - |
| Title II | - | 14,593.00 | 21,357.00 | 19,000.00 | 2,357.00 |
| Title IV | - | 6,205.00 | 10,000.00 | 10,000.00 | - |
| IDEA | - | - | 77,875.00 | 77,875.00 | - |
| E-Rate | - | 543.67 | 1,400.00 | 1,400.00 | - |
| ESSER Funding | 105,549.00 | 239,979.00 | 408,313.00 | 408,313.00 | - |
| Prior Year Revenue | - | (5,906.00) | (5,906.00) | - | (5,906.00) |
| **Total Federal & Other Programs Funding** | **105,549.00** | **383,978.67** | **654,724.00** | **658,273.00** | **(3,549.00)** |
| | | | | | |
| **Local Funding** | | | | | |
| LCFF / General Purpose Block Grant - Local | 42,691.36 | 333,399.24 | 365,926.00 | 425,201.12 | (59,275.12) |
| **Total Local Funding** | **42,691.36** | **333,399.24** | **365,926.00** | **425,201.12** | **(59,275.12)** |
| | | | | | |
| **Other Funding** | | | | | |
| Interest | 635.89 | 1,427.05 | 1,200.00 | 1,200.00 | - |
| Miscellaneous | - | 775.00 | 775.00 | - | 775.00 |
| **Total Other Funding** | **635.89** | **2,202.05** | **1,975.00** | **1,200.00** | **775.00** |
| | | | | | |
| **Total Revenue** | **950,366.97** | **7,043,208.75** | **8,005,595.10** | **7,994,946.14** | **10,648.96** |

# California Connections Academy Central Valley
## Schedule of Fees
## For the Period Ended May 31, 2022

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---:|---:|---:|---:|---:|
| **SCHEDULE OF COMPENSATION:** | | | | | |
| | | | | | |
| **Administrative Compensation** | | | | | |
| Salaries | 28,394.65 | 308,619.09 | 337,216.18 | 342,122.86 | 4,906.69 |
| Benefits | 6,956.69 | 75,611.67 | 82,617.96 | 83,820.10 | 1,202.14 |
| Pension | 3,243.56 | 29,616.81 | 32,235.75 | 30,841.81 | (1,393.94) |
| Taxes | 1,061.22 | 12,883.79 | 14,301.04 | 14,845.29 | 544.25 |
| **Total Administrative Compensation** | **39,656.11** | **426,731.36** | **466,370.93** | **471,630.07** | **5,259.14** |
| | | | | | |
| **Instructional Compensation** | | | | | |
| Salaries | 136,903.28 | 1,365,832.28 | 1,747,127.22 | 1,818,873.58 | 71,746.37 |
| Benefits | 33,541.30 | 335,828.66 | 429,245.92 | 446,823.78 | 17,577.86 |
| Pension | 27,212.12 | 254,346.32 | 322,020.53 | 309,041.53 | (12,979.01) |
| Taxes | 1,958.81 | 29,681.45 | 37,307.35 | 32,966.96 | (4,340.39) |
| **Total Instructional Compensation** | **199,615.52** | **1,985,688.72** | **2,535,701.02** | **2,607,705.86** | **72,004.83** |
| | | | | | |
| **Total Compensation** | **239,271.63** | **2,412,420.08** | **3,002,071.95** | **3,079,335.93** | **77,263.97** |
| | | | | | |
| **SCHEDULE OF FEES:** | | | | | |
| **Enrollment/Unit-Based Fees** | | | | | |
| Accounting and Regulatory Reporting | 2,329.17 | 29,287.50 | 31,824.85 | 31,941.00 | 116.15 |
| Community Outreach | 2,083.34 | 22,916.67 | 25,000.00 | 25,000.00 | - |
| Connexus Annual License (EMS) | 27,950.00 | 351,450.00 | 381,898.16 | 383,292.00 | 1,393.84 |
| Curriculum Postage | 1,493.25 | 26,105.75 | 28,627.92 | 30,426.00 | 1,798.08 |
| Direct Course Instruction Support | 1,045.00 | 10,260.25 | 11,261.25 | 12,746.25 | 1,485.00 |
| Educational Resource Center | 5,869.50 | 73,804.50 | 80,198.61 | 80,491.32 | 292.70 |
| Enrollment and Records Management | 1,810.00 | 31,643.33 | 34,700.51 | 36,880.00 | 2,179.49 |
| Facility Support Services | 200.00 | 2,200.00 | 2,627.04 | 2,627.04 | - |
| Hardware/Software - Employees | 1,100.00 | 17,600.00 | 19,387.95 | 20,670.15 | 1,282.19 |
| Human Resources Support | 2,291.67 | 36,666.67 | 40,391.57 | 43,062.81 | 2,671.24 |
| ISP Processing Fee | 800.00 | 13,841.67 | 15,195.54 | 15,907.74 | 712.19 |
| School Curriculum Supplies | 750.00 | 12,833.33 | 14,201.87 | 15,119.83 | 917.95 |
| Short-Term Sub Teaching Services | 5,287.14 | 56,021.82 | 61,798.86 | 26,550.59 | (35,248.26) |
| Special Populations Consultative Services | 14,550.00 | 123,600.00 | 152,290.55 | 157,201.94 | 4,911.39 |
| Student Technology Assistance- Laptops | 14,614.58 | 245,093.75 | 269,929.97 | 288,728.88 | 18,798.91 |
| Tangible/Intangible Instr. Materials | 47,613.28 | 802,037.50 | 879,165.58 | 933,725.00 | 54,559.42 |
| Technical Support and Repairs | 6,987.50 | 87,862.50 | 95,474.54 | 95,823.00 | 348.46 |
| Voice Over IP Services | - | - | 11,632.77 | 12,402.09 | 769.31 |
| **Total Enrollment/Unit Based Fees** | **136,774.43** | **1,943,225.24** | **2,155,607.53** | **2,212,595.65** | **56,988.12** |
| | | | | | |
| **Revenue-Based Fees** | | | | | |
| Marketing Services | 5,936.14 | 67,805.03 | 73,992.69 | 74,780.74 | 788.04 |
| School Administration | 35,616.81 | 406,830.16 | 443,956.16 | 448,684.44 | 4,728.28 |
| Treasury Services | 8,904.20 | 101,707.54 | 110,989.04 | 112,171.11 | 1,182.07 |
| **Total Revenue Based Fees** | **50,457.15** | **576,342.73** | **628,937.89** | **635,636.29** | **6,698.40** |
| | | | | | |
| **Total Fee-Based Expenses** | **187,231.58** | **2,519,567.97** | **2,784,545.42** | **2,848,231.94** | **63,686.52** |

**California Connections Academy Central Valley**
**Schedule Other Expenses**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **SCHEDULE OF OTHER SCHOOL EXPENSES:** | | | | | |
| **Assessment** | | | | | |
| Student Testing & Assessment Facilities & Services | - | 25.95 | 22,000.00 | 22,000.00 | - |
| Student Testing & Assessment Travel | 2,904.75 | 10,814.92 | 35,401.69 | 35,401.69 | - |
| Student Testing Technology | - | 27,105.22 | 27,105.22 | 16,200.00 | (10,905.22) |
| **Total Assessment** | **2,904.75** | **37,946.09** | **84,506.91** | **73,601.69** | **(10,905.22)** |
| | | | | | |
| **Authorizer Oversight** | | | | | |
| District Oversight | 5,839.08 | 60,837.31 | 66,676.40 | 67,044.19 | 367.79 |
| SELPA Admin Fee | 2,431.28 | 22,343.19 | 24,774.47 | 23,205.24 | (1,569.23) |
| STRS Reporting | 236.83 | 2,605.10 | 2,841.92 | 2,841.91 | - |
| **Total Authorizer Oversight** | **8,507.19** | **85,785.60** | **94,292.79** | **93,091.34** | **(1,201.44)** |
| | | | | | |
| **Employee Related** | | | | | |
| Staff Recruiting/Background Checks | 16.35 | 902.64 | 3,338.65 | 3,338.65 | - |
| Staff Training/Prof. Dvlpmt | 6,762.96 | 63,034.23 | 90,109.00 | 90,109.00 | - |
| Team Building | 48.06 | 289.80 | 3,293.96 | 3,293.96 | - |
| Travel and Conferences - Administration | 371.73 | 6,203.29 | 13,274.00 | 13,274.00 | - |
| Travel and Conferences - Teachers | 71.77 | 1,920.37 | 6,884.82 | 6,884.82 | - |
| **Total Employee Related** | **7,270.87** | **72,350.33** | **116,900.43** | **116,900.43** | **-** |
| | | | | | |
| **Facilities** | | | | | |
| Copiers/ Reproduction | 2.24 | 1,054.61 | 1,977.00 | 1,977.00 | - |
| Equipment/Supplies | - | 8.91 | 12,740.00 | 12,740.00 | - |
| Expensed Furniture and Equipment | - | 6,891.58 | 13,567.00 | 13,567.00 | - |
| High-Speed Internet | 544.97 | 2,879.54 | 4,773.74 | 4,773.74 | - |
| Maintenance & Repairs | 44.16 | 1,893.77 | 5,777.59 | 5,777.59 | - |
| Office Postage | 17.80 | 2,003.82 | 3,011.10 | 3,011.10 | - |
| Office Rent | 2,935.91 | 30,981.30 | 41,092.19 | 41,092.19 | - |
| Office Supplies | 376.32 | 2,946.17 | 4,569.00 | 4,569.00 | - |
| Phone | 207.11 | 2,466.97 | 3,480.78 | 3,480.78 | - |
| Rent Operating Expense | 157.38 | 3,109.77 | 4,177.51 | 4,177.51 | - |
| Rent Storage Unit | 61.69 | 1,410.61 | 1,500.00 | 1,500.00 | - |
| Utilities | 19.83 | 550.36 | 4,324.40 | 4,324.40 | - |
| **Total Facilities** | **4,367.41** | **56,197.41** | **100,990.31** | **100,990.31** | **-** |
| | | | | | |
| **Governance** | | | | | |
| Accreditation | - | 1,100.00 | 2,500.00 | 2,500.00 | - |
| Banking Fees | 106.26 | 968.11 | 1,000.00 | 1,000.00 | - |
| Board-Related Expenses | - | - | 1,312.96 | 1,312.96 | - |
| Dues - School | - | 8,326.28 | 8,326.28 | 6,800.00 | (1,526.28) |
| Dues - Staff | 2.85 | 1,857.12 | 2,662.95 | 2,662.95 | - |
| Insurance Expenses | - | 1,022.63 | 1,022.63 | 1,022.63 | - |
| **Total Governance** | **109.11** | **13,274.14** | **16,824.82** | **15,298.54** | **(1,526.28)** |
| | | | | | |
| **Internet Service Provider** | | | | | |
| ISP Payment Reimbursement | - | 20,818.38 | 29,996.01 | 31,401.89 | 1,405.89 |
| **Total Internet Service Provider** | **-** | **20,818.38** | **29,996.01** | **31,401.89** | **1,405.89** |
| | | | | | |
| **Instructional** | | | | | |
| Other Curriculum | - | 6,623.24 | 27,109.00 | 27,109.00 | - |
| Summer School | - | 2,255.00 | 17,681.27 | 17,681.27 | - |
| **Total Instructional** | **-** | **8,878.24** | **44,790.27** | **44,790.27** | **-** |
| | | | | | |
| **Professional Services** | | | | | |
| Accounting Services/Audit | - | 4,622.76 | 4,814.20 | 4,814.20 | - |
| AERIES | - | 4,598.87 | 5,076.93 | 5,076.93 | - |
| Legal Services | 372.85 | 5,216.31 | 10,915.45 | 10,915.45 | - |
| Other School Contracted Services | (1,598.52) | 175.72 | 6,299.00 | 6,299.00 | - |
| Other School Expense | | (1.27) | 529.69 | 529.69 | - |
| **Total Professional Services** | **(1,225.67)** | **14,612.39** | **27,635.27** | **27,635.27** | **-** |
| | | | | | |
| **Student Related** | | | | | |
| Graduation Expense | 151.17 | 418.04 | 5,800.00 | 5,800.00 | - |
| SPED Related Services | 57,361.39 | 353,380.82 | 698,210.80 | 698,210.80 | - |
| Student Activities | 916.32 | 9,346.74 | 12,450.00 | 12,450.00 | - |
| **Total Student Related** | **58,428.88** | **363,145.60** | **716,460.80** | **716,460.80** | **-** |
| | | | | | |
| **Taxes** | | | | | |
| Sales Tax And Use | 2,351.90 | 39,469.43 | 45,237.33 | 47,194.89 | 1,957.55 |
| **Total Taxes** | **2,351.90** | **39,469.43** | **45,237.33** | **47,194.89** | **1,957.55** |
| | | | | | |
| **Total Other Expenses** | **82,714.44** | **712,477.61** | **1,277,634.94** | **1,267,365.43** | **(10,269.51)** |

# California Connections Academy Monterey Bay
## Revenue and Expense Statement
### For the Period Ended May 31, 2022

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget $ | Forecast vs Budget % |
|---|---|---|---|---|---|---|
| **Forecasted Enrollment** | | | | | | |
| Forecasted ADM | | | 442.20 | 436.40 | 5.80 | 0.01 |
| Forecasted Total Enrollment | | | 603.81 | 634.00 | (30.19) | (0.05) |
| Forecasted Funded Enrollment | | | 435.93 | 400.59 | 35.34 | 0.09 |
| | | | | | | |
| **Revenue** | | | | | | |
| State Funding | 267,157.88 | 2,119,279.93 | 2,342,003.40 | 2,078,080.59 | 263,922.81 | 10.00% |
| Federal & Other Program Funding | - | 372.47 | 50,250.00 | 50,250.00 | - | - |
| Local Aid | 279,399.52 | 2,181,977.18 | 2,394,853.00 | 2,250,789.19 | 144,063.81 | 6.40% |
| Other Funding Sources | - | 1,088.23 | 950.00 | 500.00 | 450.00 | 90.00% |
| **Total Revenue** | **546,557.40** | **4,302,717.81** | **4,788,056.40** | **4,379,619.78** | **408,436.62** | **9.33%** |
| | | | | | | |
| **Program Expenses** | | | | | | |
| | | | | | | |
| **Compensation Expense** | | | | | | |
| Administration Staff | 25,948.07 | 279,221.95 | 305,159.20 | 308,600.40 | 3,441.20 | 1.12% |
| Instructional Staff | 136,116.29 | 1,335,905.92 | 1,719,807.13 | 1,766,784.16 | 46,977.03 | 2.66% |
| **Total Compensation Expense** | **162,064.37** | **1,615,127.88** | **2,024,966.33** | **2,075,384.56** | **50,418.23** | **2.43%** |
| | | | | | | |
| **Fee Based Expenses** | | | | | | |
| Enrollment/Unit Based Fees | 101,171.46 | 1,295,412.59 | 1,435,759.80 | 1,450,282.10 | 14,522.30 | 1.00% |
| Revenue Based Fees | 54,454.75 | 340,774.70 | 371,754.22 | 341,266.07 | (30,488.15) | -8.93% |
| **Total Fee Based Expenses** | **155,626.21** | **1,636,187.29** | **1,807,514.02** | **1,791,548.17** | **(15,965.85)** | **-0.89%** |
| | | | | | | |
| **Other School Expenses** | | | | | | |
| Assessment | 1,980.73 | 7,326.97 | 38,126.97 | 56,629.00 | 18,502.03 | 32.67% |
| Authorizer Oversight | 6,699.45 | 61,532.31 | 68,231.80 | 62,989.69 | (5,242.11) | -8.32% |
| Employee Related | 4,957.95 | 48,022.68 | 69,055.37 | 76,470.32 | 7,414.95 | 9.70% |
| Facilities | 2,889.42 | 37,348.96 | 59,706.93 | 64,937.57 | 5,230.64 | 8.05% |
| Governance | 1.95 | 7,926.79 | 8,785.90 | 9,893.24 | 1,107.34 | 11.19% |
| Internet Service Provider | - | 12,196.88 | 18,158.32 | 19,066.06 | 907.74 | 4.76% |
| Instructional | - | 5,948.46 | 6,948.46 | 23,024.13 | 16,075.67 | 69.82% |
| Professional Services | (792.87) | 9,921.81 | 12,579.67 | 16,119.58 | 3,539.91 | 21.96% |
| Student Related | 58,280.15 | 309,864.90 | 324,582.82 | 209,905.77 | (114,677.05) | -54.63% |
| Taxes | 1,747.60 | 25,303.56 | 26,278.36 | 26,836.86 | 558.50 | 2.08% |
| **Total Other School Expenses** | **75,764.38** | **525,393.32** | **632,454.59** | **565,872.22** | **(66,582.37)** | **-11.77%** |
| | | | | | | |
| **Adjustments and Credits** | | | | | | |
| Discretionary Service Credit | - | - | - | (53,200.00) | 53,200.00 | 100.00% |
| **Total Adjustments and Credits** | **-** | **-** | **-** | **(53,200.00)** | **53,200.00** | **100.00%** |
| | | | | | | |
| **Total Program Expenses** | **393,454.96** | **3,776,708.49** | **4,464,934.94** | **4,379,604.95** | **21,070.01** | **-1.95%** |
| | | | | | | |
| **Net Increase (Decrease)** | **153,102.44** | **526,009.32** | **323,121.46** | **14.83** | **323,106.63** | |
| **Beginning fund balance** | **407,503.60** | **34,596.72** | **34,596.72** | | | |
| **Ending fund balance** | **560,606.04** | **560,606.04** | **357,718.18** | | | |

## California Connections Academy Monterey Bay
## Balance Sheet
## May 31, 2022

### ASSETS

**Cash and Short Term Investments:**

| | | |
|---|---|---:|
| Operating Account | $ | 369,722.18 |
| Holding | | 1,437,021.63 |
| | | -------------------------- |
| *Total Cash and Short Term Investments* | | *1,806,743.81* |

*Other Current Assets:*

| | |
|---|---:|
| Pupil Funding | 2,409,739.87 |
| SPED Funding State | 12,964.18 |
| Other State Receivables | 24,811.78 |
| Federal Programs | 35,975.00 |
| Due from CalOPS Schools | (34,698.78) |
| | -------------------------- |
| *Total Other Current Assets* | *2,448,792.05* |
| | -------------------------- |
| *Total Current Assets* | *4,255,535.86* |
| | -------------------------- |

| | | |
|---|---|---:|
| **Total Assets** | **$** | **4,255,535.86** |
| | | ============= |

### LIABILITIES

*Current Liabilities:*

| | | |
|---|---|---:|
| Due to (from) Pearson Online and Blended Learning | $ | 1,496,166.73 |
| CalOPS Payroll Liability | | 1,793,374.07 |
| CalOPS Pass Through Expense Liability | | 189,964.37 |
| Deferred Rent | | 2,327.00 |
| Deferred Revenue | | 19,066.00 |
| Accounts Payable | | 194,031.65 |
| | | -------------------------- |
| *Total Current Liabilities* | | *3,694,929.82* |
| | | -------------------------- |

| | |
|---|---:|
| **Total Liabilities** | **3,694,929.82** |
| | -------------------------- |

### FUND BALANCE

| | |
|---|---:|
| Beginning Fund Balance | 34,596.72 |
| Change in Fund Balance | 526,009.32 |
| | -------------------------- |
| **Ending Fund Balance** | **560,606.04** |
| | -------------------------- |

| | | |
|---|---|---:|
| **Total Liabilities and Fund Balance** | **$** | **4,255,535.86** |
| | | ============= |

**California Connections Academy Monterey Bay**
**Schedule of Revenue**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **Revenue** | | | | | |
| | | | | | |
| **State Funding** | | | | | |
| LCFF / General Purpose Block Grant - State | 209,538.59 | 1,636,396.56 | 1,796,045.00 | 1,591,939.83 | 204,105.17 |
| LCFF / General Purpose Block Grant - State EPA | 10,171.70 | 79,436.13 | 87,186.00 | 83,703.27 | 3,482.73 |
| Lottery | 10,120.84 | 79,038.95 | 86,750.07 | 79,717.70 | 7,032.37 |
| Special Education Pass through funds - State | 36,364.83 | 283,985.18 | 311,689.95 | 262,387.41 | 49,302.54 |
| Special Education Dispute Prevention | - | 458.00 | 4,582.00 | 4,582.00 | - |
| Special Education Learning Recovery | - | 11,224.00 | 20,619.00 | 20,619.00 | - |
| ERMHS | - | 21,229.00 | 26,886.38 | 26,886.38 | - |
| Mandated Cost Reimbursement | 961.92 | 7,512.11 | 8,245.00 | 8,245.00 | - |
| **Total State Funding** | **267,157.88** | **2,119,279.93** | **2,342,003.40** | **2,078,080.59** | **263,922.81** |
| | | | | | |
| **Federal & Other Programs Funding** | | | | | |
| IDEA | - | - | 49,750.00 | 49,750.00 | - |
| E-Rate | - | 372.47 | 500.00 | 500.00 | - |
| **Total Federal & Other Programs Funding** | **-** | **372.47** | **50,250.00** | **50,250.00** | **-** |
| | | | | | |
| **Local Funding** | | | | | |
| LCFF / General Purpose Block Grant - Local | 279,399.52 | 2,181,977.18 | 2,394,853.00 | 2,250,789.19 | 144,063.81 |
| **Total Local Funding** | **279,399.52** | **2,181,977.18** | **2,394,853.00** | **2,250,789.19** | **144,063.81** |
| | | | | | |
| **Other Funding** | | | | | |
| Interest | - | 638.23 | 500.00 | 500.00 | - |
| Miscellaneous | - | 450.00 | 450.00 | - | 450.00 |
| **Total Other Funding** | **-** | **1,088.23** | **950.00** | **500.00** | **450.00** |
| | | | | | |
| **Total Revenue** | **546,557.40** | **4,302,717.81** | **4,788,056.40** | **4,379,619.78** | **408,436.62** |

-

**California Connections Academy Monterey Bay**
**Schedule of Fees**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **SCHEDULE OF COMPENSATION:** | | | | | |
| | | | | | |
| **Administrative Compensation** | | | | | |
| Salaries | 18,579.39 | 201,937.88 | 220,649.73 | 223,860.31 | 3,210.58 |
| Benefits | 4,551.95 | 49,474.78 | 54,059.18 | 54,845.78 | 786.60 |
| Pension | 2,122.35 | 19,379.09 | 21,092.73 | 20,180.63 | (912.10) |
| Taxes | 694.38 | 8,430.21 | 9,357.56 | 9,713.68 | 356.12 |
| **Total Administrative Compensation** | **25,948.07** | **279,221.95** | **305,159.20** | **308,600.40** | **3,441.20** |
| | | | | | |
| **Instructional Compensation** | | | | | |
| Salaries | 93,353.30 | 915,490.48 | 1,181,629.23 | 1,229,060.22 | 47,430.99 |
| Benefits | 22,871.56 | 227,706.96 | 292,910.95 | 304,531.54 | 11,620.59 |
| Pension | 18,555.74 | 172,535.37 | 219,771.07 | 210,714.35 | (9,056.72) |
| Taxes | 1,335.70 | 20,173.11 | 25,495.89 | 22,478.05 | (3,017.84) |
| **Total Instructional Compensation** | **136,116.29** | **1,335,905.92** | **1,719,807.13** | **1,766,784.16** | **46,977.03** |
| | | | | | |
| **Total Compensation** | **162,064.37** | **1,615,127.88** | **2,024,966.33** | **2,075,384.56** | **50,418.23** |
| | | | | | |
| **SCHEDULE OF FEES:** | | | | | |
| **Enrollment/Unit-Based Fees** | | | | | |
| Accounting and Regulatory Reporting | 1,712.50 | 20,212.50 | 22,109.79 | 21,820.16 | (289.63) |
| Connexus Annual License (EMS) | 20,550.00 | 242,550.00 | 265,317.51 | 261,841.96 | (3,475.55) |
| Curriculum Postage | 1,188.00 | 18,210.50 | 19,925.89 | 20,922.00 | 996.11 |
| Direct Course Instruction Support | 2,656.50 | 20,209.75 | 22,181.43 | 20,870.07 | (1,311.36) |
| Educational Resource Center | 4,315.50 | 50,935.50 | 55,716.68 | 54,986.81 | (729.87) |
| Enrollment and Records Management | 1,440.00 | 22,073.33 | 24,152.59 | 25,360.00 | 1,207.41 |
| Facility Support Services | 150.00 | 1,650.00 | 1,719.00 | 1,719.00 | - |
| Hardware/Software - Employees | 1,100.00 | 12,100.00 | 13,532.53 | 14,103.58 | 571.05 |
| Human Resources Support | 2,291.66 | 25,208.33 | 28,192.77 | 29,382.45 | 1,189.68 |
| ISP Processing Fee | 556.25 | 8,410.42 | 9,198.74 | 9,658.59 | 459.85 |
| School Curriculum Supplies | 791.66 | 8,708.33 | 9,912.72 | 10,316.50 | 403.78 |
| Short-Term Sub Teaching Services | 3,605.26 | 36,735.84 | 40,617.43 | 16,782.94 | (23,834.49) |
| Special Populations Consultative Services | 7,950.00 | 63,450.00 | 78,269.69 | 81,302.62 | 3,032.93 |
| Student Technology Assistance- Laptops | 9,535.42 | 141,785.42 | 155,713.16 | 162,392.79 | 6,679.63 |
| Tangible/Intangible Instr. Materials | 38,191.21 | 562,535.17 | 614,750.96 | 644,900.00 | 30,149.04 |
| Technical Support and Repairs | 5,137.50 | 60,637.50 | 66,329.38 | 65,460.49 | (868.89) |
| Voice Over IP Services | - | - | 8,119.52 | 8,462.15 | 342.63 |
| **Total Enrollment/Unit Based Fees** | **101,171.46** | **1,295,412.59** | **1,435,759.80** | **1,450,282.10** | **14,522.31** |
| | | | | | |
| **Revenue-Based Fees** | | | | | |
| Marketing Services | 6,406.44 | 40,091.14 | 43,735.79 | 40,148.95 | (3,586.84) |
| School Administration | 38,438.65 | 240,546.85 | 262,414.74 | 240,893.70 | (21,521.04) |
| Treasury Services | 9,609.66 | 60,136.71 | 65,603.69 | 60,223.42 | (5,380.27) |
| **Total Revenue Based Fees** | **54,454.75** | **340,774.70** | **371,754.22** | **341,266.07** | **(30,488.15)** |
| | | | | | |
| **Total Fee-Based Expenses** | **155,626.21** | **1,636,187.29** | **1,807,514.02** | **1,791,548.17** | **(15,965.85)** |
| | | | | | |
| | | | | | |
| **SCHEDULE OF CREDITS AND ADJUSTMENTS** | | | | | |
| | | | | | |
| Discretionary Service Credit | - | - | - | (53,200.00) | 53,200.00 |
| **Total Adjustments and Credits** | **-** | **-** | **-** | **(53,200.00)** | **53,200.00** |

**California Connections Academy Monterey Bay**
**Schedule Other Expenses**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **SCHEDULE OF OTHER SCHOOL EXPENSES:** | | | | | |
| **Assessment** | | | | | |
| Student Testing & Assessment Facilities & Services | - | 28.48 | 10,028.48 | 19,765.00 | 9,736.52 |
| Student Testing & Assessment Travel | 1,980.73 | 7,298.49 | 17,298.49 | 26,064.00 | 8,765.51 |
| Student Testing Technology | - | - | 10,800.00 | 10,800.00 | - |
| **Total Assessment** | **1,980.73** | **7,326.97** | **38,126.97** | **56,629.00** | **18,502.03** |
| | | | | | |
| **Authorizer Oversight** | | | | | |
| District Administrative Fees | 833.33 | 9,166.65 | 10,000.00 | 10,000.00 | - |
| District Oversight | 4,322.80 | 38,458.03 | 42,780.84 | 39,264.32 | (3,516.52) |
| SELPA Admin Fee | 1,388.36 | 12,203.06 | 13,591.42 | 11,865.83 | (1,725.59) |
| STRS Reporting | 154.96 | 1,704.57 | 1,859.54 | 1,859.54 | - |
| **Total Authorizer Oversight** | **6,699.45** | **61,532.31** | **68,231.80** | **62,989.69** | **(5,242.11)** |
| | | | | | |
| **Employee Related** | | | | | |
| Staff Recruiting/Background Checks | 11.15 | 594.89 | 2,184.57 | 2,184.57 | - |
| Staff Training/Prof. Dvlpmt | 4,611.61 | 41,740.20 | 51,740.20 | 59,155.15 | 7,414.95 |
| Team Building | 32.77 | 191.99 | 2,155.33 | 2,155.33 | - |
| Travel and Conferences - Administration | 253.48 | 4,205.33 | 7,946.27 | 7,946.27 | - |
| Travel and Conferences - Teachers | 48.94 | 1,290.27 | 5,029.00 | 5,029.00 | - |
| **Total Employee Related** | **4,957.95** | **48,022.68** | **69,055.37** | **76,470.32** | **7,414.95** |
| | | | | | |
| **Facilities** | | | | | |
| Copiers/Reproduction | 1.53 | 717.41 | 1,354.84 | 1,354.84 | - |
| Equipment/Supplies | - | 5.95 | 5,005.95 | 8,432.00 | 3,426.05 |
| Expensed Furniture and Equipment | - | 4,821.39 | 8,877.46 | 8,877.46 | - |
| High-Speed Internet | 371.62 | 1,942.24 | 2,976.00 | 2,976.00 | - |
| Maintenance & Repairs | 28.91 | 1,240.03 | 3,440.19 | 3,440.19 | - |
| Office Postage | 12.14 | 1,372.01 | 1,970.25 | 1,970.25 | - |
| Office Rent | 1,921.05 | 20,273.13 | 26,887.74 | 26,887.74 | - |
| Office Supplies | 256.61 | 1,990.78 | 2,699.77 | 2,699.77 | - |
| Phone | 141.23 | 1,667.44 | 2,277.57 | 2,277.57 | - |
| Rent Operating Expense | 102.98 | 2,034.89 | 2,733.47 | 2,733.47 | - |
| Rent Storage Unit | 40.37 | 923.29 | 1,023.29 | 458.70 | (564.59) |
| Utilities | 12.98 | 360.40 | 460.40 | 2,829.58 | 2,369.18 |
| **Total Facilities** | **2,889.42** | **37,348.96** | **59,706.93** | **64,937.57** | **5,230.64** |
| | | | | | |
| **Governance** | | | | | |
| Accreditation | - | 1,100.00 | 1,100.00 | 2,345.00 | 1,245.00 |
| Banking Fees | - | 368.48 | 368.48 | 1,500.00 | 1,131.52 |
| Board-Related Expenses | - | - | 859.11 | 859.11 | - |
| Dues - School | - | 4,571.79 | 4,571.79 | 3,350.00 | (1,221.79) |
| Dues - Staff | 1.95 | 1,217.39 | 1,217.39 | 1,170.00 | (47.39) |
| Insurance Expenses | - | 669.13 | 669.13 | 669.13 | - |
| **Total Governance** | **1.95** | **7,926.79** | **8,785.90** | **9,893.24** | **1,107.34** |
| | | | | | |
| **Internet Service Provider** | | | | | |
| ISP Payment Reimbursement | - | 12,196.88 | 18,158.32 | 19,066.06 | 907.74 |
| **Total Internet Service Provider** | **-** | **12,196.88** | **18,158.32** | **19,066.06** | **907.74** |
| | | | | | |
| **Instructional** | | | | | |
| Other Curriculum | - | 4,353.46 | 5,353.46 | 11,454.79 | 6,101.33 |
| Summer School | - | 1,595.00 | 1,595.00 | 11,569.34 | 9,974.34 |
| **Total Instructional** | **-** | **5,948.46** | **6,948.46** | **23,024.13** | **16,075.67** |
| | | | | | |
| **Professional Services** | | | | | |
| Accounting Services/Audit | - | 3,157.48 | 3,157.48 | 3,150.07 | (7.41) |
| AERIES | - | 3,011.60 | 3,321.98 | 3,321.98 | - |
| Legal Services | 254.25 | 3,555.49 | 4,555.49 | 6,357.00 | 1,801.51 |
| Other School Contracted Services | (1,047.12) | 198.13 | 1,198.13 | 2,943.94 | 1,745.81 |
| Other School Expense | - | (0.89) | 346.59 | 346.59 | - |
| **Total Professional Services** | **(792.87)** | **9,921.81** | **12,579.67** | **16,119.58** | **3,539.91** |
| | | | | | |
| **Student Related** | | | | | |
| Graduation Expense | 103.08 | 229.43 | 8,710.00 | 8,710.00 | - |
| SPED Related Services | 58,097.44 | 308,247.82 | 310,247.82 | 195,570.77 | (114,677.05) |
| Student Activities | 79.63 | 1,387.65 | 5,625.00 | 5,625.00 | - |
| **Total Student Related** | **58,280.15** | **309,864.90** | **324,582.82** | **209,905.77** | **(114,677.05)** |
| | | | | | |
| **Taxes** | | | | | |
| Sales Tax And Use | 1,747.60 | 25,303.56 | 26,278.36 | 26,836.86 | 558.50 |
| **Total Taxes** | **1,747.60** | **25,303.56** | **26,278.36** | **26,836.86** | **558.50** |
| | | | | | |
| **Total Other Expenses** | **75,764.38** | **525,393.32** | **632,454.59** | **565,872.22** | **(66,582.37)** |

-

**California Connections Academy North Bay**
**Revenue and Expense Statement**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget $ | Forecast vs Budget % |
|---|---|---|---|---|---|---|
| **Forecasted Enrollment** | | | | | | |
| Forecasted ADM | | | 165 | 162 | 3 | 2% |
| Forecasted Total Enrollment | | | 222 | 240 | (18) | -8% |
| Forecasted Funded Enrollment | | | 160 | 155 | 5 | 3% |
| | | | | | | |
| **Revenue** | | | | | | |
| State Funding | 131,716.01 | 1,038,548.90 | 1,144,540.02 | 1,126,688.28 | 17,851.74 | 2% |
| Federal & Other Program Funding | - | 68,763.80 | 165,386.00 | 166,200.00 | (814.00) | 0% |
| Local Aid | 76,097.11 | 594,282.24 | 652,261.00 | 604,056.00 | 48,205.00 | 8% |
| Other Funding Sources | 23.58 | 410.84 | 725.00 | 500.00 | 225.00 | 45% |
| **Total Revenue** | **207,836.70** | **1,702,005.78** | **1,962,912.02** | **1,897,444.28** | **65,467.74** | **3.45%** |
| | | | | | | |
| **Program Expenses** | | | | | | |
| **Compensation Expense** | | | | | | |
| Administration Staff | 11,350.16 | 122,136.82 | 133,482.25 | 134,987.50 | 1,505.24 | 1.12% |
| Instructional Staff | 51,776.29 | 549,790.24 | 696,521.70 | 703,937.14 | 7,415.43 | 1.05% |
| **Total Compensation Expense** | **63,126.46** | **671,927.06** | **830,003.96** | **838,924.64** | **8,920.68** | **1.06%** |
| | | | | | | |
| **Fee Based Expenses** | | | | | | |
| Enrollment/Unit Based Fees | 39,351.78 | 482,521.61 | 534,000.23 | 544,710.38 | 10,710.15 | 1.97% |
| Revenue Based Fees | 16,892.94 | 141,099.76 | 153,944.53 | 149,475.00 | (4,469.53) | -2.99% |
| **Total Fee Based Expenses** | **56,244.72** | **623,621.37** | **687,944.75** | **694,185.38** | **6,240.62** | **0.91%** |
| | | | | | | |
| **Other School Expenses** | | | | | | |
| Assessment | 753.44 | 31,478.54 | 51,809.68 | 28,516.60 | (23,293.08) | -81.68% |
| Authorizer Oversight | 2,265.54 | 21,356.84 | 23,623.00 | 22,529.00 | (1,094.00) | -4.86% |
| Employee Related | 1,885.93 | 21,582.97 | 31,175.84 | 30,300.86 | (874.98) | -2.89% |
| Facilities | 1,219.23 | 17,113.05 | 32,513.00 | 32,513.00 | - | 0.00% |
| Governance | 0.74 | 4,722.22 | 6,083.53 | 5,463.00 | (620.53) | -11.36% |
| Internet Service Provider | - | 5,120.96 | 7,211.97 | 7,689.76 | 477.79 | 6.21% |
| Instructional | - | 2,543.33 | 13,273.00 | 13,273.00 | - | 0.00% |
| Professional Services | (343.30) | 3,920.49 | 8,003.00 | 8,003.00 | - | 0.00% |
| Student Related | 3,911.01 | 42,906.97 | 141,454.00 | 141,454.00 | - | 0.00% |
| Taxes | 767.88 | 10,128.48 | 10,529.33 | 10,991.01 | 461.68 | 4.20% |
| **Total Other School Expenses** | **10,460.47** | **160,873.85** | **325,676.34** | **300,733.23** | **(24,943.11)** | **-8.29%** |
| | | | | | | |
| **Total Program Expenses** | **129,831.64** | **1,456,422.27** | **1,843,625.06** | **1,833,843.24** | **(9,781.81)** | **-0.53%** |
| | | | | | | |
| **Net Increase (Decrease)** | **78,005.06** | **245,583.51** | **119,286.96** | **63,601.04** | **119,235.96** | |
| **Beginning fund balance** | **539,380.39** | **371,801.94** | **371,801.94** | | | |
| **Ending fund balance** | **617,385.45** | **617,385.45** | **491,088.90** | | | |

**California Connections Academy @ North Bay**
**Balance Sheet**
**May 31, 2022**

## *ASSETS*

**Cash and Short Term Investments:**

| | | |
|---|---|---:|
| Checking | $ | (220.00) |
| Operating | | 238,887.85 |
| Savings | | 1,364,597.83 |
| | | -------------------------- |
| ***Total Cash and Short Term Investments*** | | ***1,603,265.68*** |

*Other Current Assets:*

| | |
|---|---:|
| Pupil Funding | 214,131.83 |
| SPED Funding State | 18,585.48 |
| Other State Receivables | (9,263.38) |
| Federal Programs | 23,357.00 |
| Due from CalOPS Schools | (60,251.49) |
| Chase-JP Morgan Receivable | 3,030.00 |
| Prepaid Expenses | 1,501.09 |
| | -------------------------- |
| ***Total Other Current Assets*** | ***191,090.53*** |
| | -------------------------- |
| ***Total Current Assets*** | ***1,794,356.21*** |
| | -------------------------- |

| | | |
|---|---|---:|
| ***Total Assets*** | *$* | *1,794,356.21* |
| | | ============== |

## *LIABILITIES*

*Current Liabilities:*

| | | |
|---|---|---:|
| Due to (from) Pearson Online and Blended Learning | $ | 300,914.92 |
| CalOPS Payroll Liability | | 595,525.80 |
| CalOPS Pass-Through Expense Liability | | 83,575.08 |
| Deferred Rent | | 1,245.00 |
| Deferred Revenue | | 39,167.00 |
| Accounts Payable | | 156,542.96 |
| | | -------------------------- |
| ***Total Current Liabilities*** | | ***1,176,970.76*** |
| | | -------------------------- |

| | |
|---|---:|
| ***Total Liabilities*** | ***1,176,970.76*** |
| | -------------------------- |

## *FUND BALANCE*

| | |
|---|---:|
| Beginning Fund Balance | 371,801.94 |
| Change in Fund Balance | 245,583.51 |
| | -------------------------- |
| ***Ending Fund Balance*** | ***617,385.45*** |
| | -------------------------- |

| | | |
|---|---|---:|
| ***Total Liabilities and Fund Balance*** | *$* | *1,794,356.21* |
| | | ============== |

**California Connections Academy North Bay**
**Schedule of Revenue**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **Revenue** | | | | | |
| | | | | | |
| **State Funding** | | | | | |
| LCFF / General Purpose Block Grant - State | 110,472.95 | 862,741.13 | 946,911.00 | 942,434.00 | 4,477.00 |
| LCFF / General Purpose Block Grant - State EPA | 3,731.24 | 29,139.16 | 31,982.00 | 32,201.00 | (219.00) |
| Lottery | 3,712.58 | 28,993.46 | 31,822.09 | 30,890.00 | 932.09 |
| Special Education Pass through funds - State | 13,339.16 | 104,172.48 | 114,335.65 | 101,674.00 | 12,661.65 |
| Special Education Dispute Prevention | - | 175.00 | 1,486.00 | 1,486.00 | - |
| Special Education Learning Recovery | - | 4,261.00 | 6,687.00 | 6,687.00 | - |
| ERMHS | - | 3,600.00 | 5,316.28 | 5,316.28 | - |
| Mandated Cost Reimbursement | 460.08 | 5,466.67 | 6,000.00 | 6,000.00 | - |
| **Total State Funding** | **131,716.01** | **1,038,548.90** | **1,144,540.02** | **1,126,688.28** | **17,851.74** |
| | | | | | |
| **Federal & Other Programs Funding** | | | | | |
| Title I | - | 31,694.00 | 35,914.00 | 35,914.00 | - |
| Title II | - | 3,902.00 | 5,708.00 | 5,200.00 | 508.00 |
| Title IV | - | 4,364.00 | 10,000.00 | 10,000.00 | - |
| IDEA | - | - | 23,250.00 | 23,250.00 | - |
| ESSER Funding | - | 29,988.00 | 91,436.00 | 91,436.00 | - |
| E-Rate | - | 137.80 | 400.00 | 400.00 | - |
| Prior Year Revenue | - | (1,322.00) | (1,322.00) | - | (1,322.00) |
| **Total Federal & Other Programs Funding** | **-** | **68,763.80** | **165,386.00** | **166,200.00** | **(814.00)** |
| | | | | | |
| **Local Funding** | | | | | |
| LCFF / General Purpose Block Grant - Local | 76,097.11 | 594,282.24 | 652,261.00 | 604,056.00 | 48,205.00 |
| **Total Local Funding** | **76,097.11** | **594,282.24** | **652,261.00** | **604,056.00** | **48,205.00** |
| | | | | | |
| **Other Funding** | | | | | |
| Interest | 23.58 | 185.84 | 500.00 | 500.00 | - |
| Miscellaneous | - | 225.00 | 225.00 | | 225.00 |
| **Total Other Funding** | **23.58** | **410.84** | **725.00** | **500.00** | **225.00** |
| | | | | | |
| **Total Revenue** | **207,836.70** | **1,702,005.78** | **1,962,912.02** | **1,897,444.28** | **65,467.74** |

# California Connections Academy North Bay
## Schedule of Fees
## For the Period Ended May 31, 2022

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **SCHEDULE OF COMPENSATION:** | | | | | |
| | | | | | |
| **Administrative Compensation** | | | | | |
| Salaries | 8,126.97 | 88,331.35 | 96,516.25 | 97,920.62 | 1,404.37 |
| Benefits | 1,991.11 | 21,641.18 | 23,646.48 | 23,990.55 | 344.07 |
| Pension | 928.35 | 8,476.77 | 9,226.35 | 8,827.38 | (398.97) |
| Taxes | 303.74 | 3,687.53 | 4,093.17 | 4,248.94 | 155.77 |
| **Total Administrative Compensation** | **11,350.16** | **122,136.82** | **133,482.25** | **134,987.50** | **1,505.24** |
| | | | | | |
| **Instructional Compensation** | | | | | |
| Salaries | 35,509.99 | 383,565.27 | 485,286.57 | 495,975.21 | 10,688.64 |
| Benefits | 8,699.95 | 91,238.65 | 116,160.37 | 118,779.09 | 2,618.72 |
| Pension | 7,058.28 | 67,092.85 | 85,146.88 | 80,496.19 | (4,650.69) |
| Taxes | 508.08 | 7,893.46 | 9,927.89 | 8,686.66 | (1,241.23) |
| **Total Instructional Compensation** | **51,776.29** | **549,790.24** | **696,521.70** | **703,937.14** | **7,415.43** |
| | | | | | |
| **Total Compensation** | **63,126.46** | **671,927.06** | **830,003.96** | **838,924.64** | **8,920.68** |
| | | | | | |
| **SCHEDULE OF FEES:** | | | | | |
| **Enrollment/Unit-Based Fees** | | | | | |
| Accounting and Regulatory Reporting | 641.67 | 7,516.67 | 8,239.34 | 8,113.50 | (125.84) |
| Connexus Annual License (EMS) | 7,700.00 | 90,200.00 | 98,872.06 | 97,362.00 | (1,510.06) |
| Curriculum Postage | 473.00 | 6,715.50 | 7,317.04 | 7,920.00 | 602.96 |
| Direct Course Instruction Support | 825.00 | 6,319.50 | 6,936.04 | 6,522.00 | (414.04) |
| Educational Resource Center | 1,617.00 | 18,942.00 | 20,763.13 | 20,446.02 | (317.11) |
| Enrollment and Records Management | 573.33 | 8,140.00 | 8,869.14 | 9,600.00 | 730.86 |
| Facility Support Services | 75.00 | 825.00 | 751.58 | 751.58 | - |
| Hardware/Software - Employees | 400.00 | 4,400.00 | 5,172.29 | 5,240.32 | 68.03 |
| Human Resources Support | 833.34 | 9,166.67 | 10,775.60 | 10,917.33 | 141.73 |
| ISP Processing Fee | 259.59 | 3,353.13 | 3,653.48 | 3,895.52 | 242.04 |
| School Curriculum Supplies | 291.66 | 3,208.33 | 3,788.76 | 3,833.20 | 44.44 |
| Short-Term Sub Teaching Services | 1,371.38 | 14,066.28 | 15,544.55 | 6,519.72 | (9,024.83) |
| Special Populations Consultative Services | 2,250.00 | 17,400.00 | 21,889.48 | 20,648.24 | (1,241.24) |
| Student Technology Assistance- Laptops | 4,743.75 | 62,722.92 | 68,273.36 | 72,656.27 | 4,382.90 |
| Tangible/Intangible Instr. Materials | 15,372.06 | 206,995.61 | 225,333.01 | 242,800.00 | 17,466.99 |
| Technical Support and Repairs | 1,925.00 | 22,550.00 | 24,718.02 | 24,340.50 | (377.52) |
| Voice Over IP Services | - | - | 3,103.37 | 3,144.19 | 40.82 |
| **Total Enrollment/Unit Based Fees** | **39,351.78** | **482,521.61** | **534,000.23** | **544,710.38** | **10,710.15** |
| | | | | | |
| **Revenue-Based Fees** | | | | | |
| Marketing Services | 1,987.40 | 16,599.97 | 18,111.12 | 17,585.00 | (526.12) |
| School Administration | 11,924.43 | 99,599.83 | 108,666.73 | 105,512.00 | (3,154.73) |
| Treasury Services | 2,981.11 | 24,899.96 | 27,166.68 | 26,378.00 | (788.68) |
| **Total Revenue Based Fees** | **16,892.94** | **141,099.76** | **153,944.53** | **149,475.00** | **(4,469.53)** |
| | | | | | |
| **Total Fee-Based Expenses** | **56,244.72** | **623,621.37** | **687,944.75** | **694,185.38** | **6,240.62** |

**California Connections Academy North Bay**
**Schedule Other Expenses**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **SCHEDULE OF OTHER SCHOOL EXPENSES:** | | | | | |
| **Assessment** | | | | | |
| Student Testing & Assessment Facilities & Services | - | 7.77 | 13,000.00 | 13,000.00 | - |
| Student Testing & Assessment Travel | 753.44 | 2,777.69 | 10,116.60 | 10,116.60 | - |
| Student Testing Technology | - | 28,693.08 | 28,693.08 | 5,400.00 | (23,293.08) |
| **Total Assessment** | **753.44** | **31,478.54** | **51,809.68** | **28,516.60** | **(23,293.08)** |
| | | | | | |
| **Authorizer Oversight** | | | | | |
| District Oversight | 1,523.49 | 14,788.06 | 16,311.54 | 15,787.00 | (524.54) |
| SELPA Admin Fee | 674.27 | 5,823.18 | 6,497.46 | 5,928.00 | (569.46) |
| STRS Reporting | 67.78 | 745.60 | 814.00 | 814.00 | - |
| **Total Authorizer Oversight** | **2,265.54** | **21,356.84** | **23,623.00** | **22,529.00** | **(1,094.00)** |
| | | | | | |
| **Employee Related** | | | | | |
| Staff Recruiting/Background Checks | 4.25 | 1,754.98 | 1,854.98 | 980.00 | (874.98) |
| Staff Training/Prof. Dvlpmt | 1,754.17 | 17,629.65 | 22,521.00 | 22,521.00 | - |
| Team Building | 12.47 | 79.71 | 916.00 | 916.00 | - |
| Travel and Conferences - Administration | 96.42 | 1,612.47 | 3,910.91 | 3,910.91 | - |
| Travel and Conferences - Teachers | 18.62 | 506.16 | 1,972.95 | 1,972.95 | - |
| **Total Employee Related** | **1,885.93** | **21,582.97** | **31,175.84** | **30,300.86** | **(874.98)** |
| | | | | | |
| **Facilities** | | | | | |
| Copiers/ Reproduction | 0.58 | 278.22 | 600.00 | 600.00 | - |
| Equipment/Supplies | - | 2.48 | 3,860.00 | 3,860.00 | - |
| Expensed Furniture and Equipment | - | 1,770.03 | 3,775.00 | 3,775.00 | - |
| High-Speed Internet | 141.36 | 757.53 | 1,267.00 | 1,267.00 | - |
| Maintenance & Repairs | 12.66 | 543.08 | 1,655.00 | 1,655.00 | - |
| Office Postage | 4.62 | 520.69 | 862.00 | 862.00 | - |
| Office Rent | 840.30 | 8,868.73 | 11,761.00 | 11,761.00 | - |
| Office Supplies | 97.60 | 778.49 | 1,624.00 | 1,624.00 | - |
| Phone | 53.72 | 653.63 | 996.00 | 996.00 | - |
| Rent Operating Expense | 45.04 | 890.14 | 1,161.00 | 1,161.00 | - |
| Rent Storage Unit | 17.66 | 1,892.14 | 3,750.00 | 3,750.00 | - |
| Utilities | 5.69 | 157.89 | 1,202.00 | 1,202.00 | - |
| **Total Facilities** | **1,219.23** | **17,113.05** | **32,513.00** | **32,513.00** | **-** |
| | | | | | |
| **Governance** | | | | | |
| Accreditation | - | 1,100.00 | 1,100.00 | 1,100.00 | - |
| Banking Fees | - | 4.00 | 1,000.00 | 1,000.00 | - |
| Board-Related Expenses | - | - | 365.00 | 365.00 | - |
| Dues - School | - | 799.94 | 799.94 | 705.00 | (94.94) |
| Dues - Staff | 0.74 | 2,525.59 | 2,525.59 | 2,000.00 | (525.59) |
| Insurance Expenses | - | 292.69 | 293.00 | 293.00 | - |
| **Total Governance** | **0.74** | **4,722.22** | **6,083.53** | **5,463.00** | **(620.53)** |
| | | | | | |
| **Internet Service Provider** | | | | | |
| ISP Payment Reimbursement | - | 5,120.96 | 7,211.97 | 7,689.76 | 477.79 |
| **Total Internet Service Provider** | **-** | **5,120.96** | **7,211.97** | **7,689.76** | **477.79** |
| | | | | | |
| **Instructional** | | | | | |
| Other Curriculum | - | 1,883.33 | 8,212.00 | 8,212.00 | - |
| Summer School | - | 660.00 | 5,061.00 | 5,061.00 | - |
| **Total Instructional** | **-** | **2,543.33** | **13,273.00** | **13,273.00** | **-** |
| | | | | | |
| **Professional Services** | | | | | |
| Accounting Services/Audit | - | 1,216.38 | 1,378.00 | 1,378.00 | - |
| AERIES | - | 1,319.22 | 1,453.00 | 1,453.00 | - |
| Legal Services | 96.71 | 1,368.86 | 3,132.00 | 3,132.00 | - |
| Other School Contracted Services | (440.01) | 16.36 | 1,888.00 | 1,888.00 | - |
| Other School Expense | - | (0.33) | 152.00 | 152.00 | - |
| **Total Professional Services** | **(343.30)** | **3,920.49** | **8,003.00** | **8,003.00** | **-** |
| | | | | | |
| **Student Related** | | | | | |
| Graduation Expense | 39.21 | 87.33 | 5,000.00 | 5,000.00 | - |
| SPED Related Services | 3,841.51 | 42,234.98 | 127,131.00 | 127,131.00 | - |
| Student Activities | 30.29 | 584.66 | 9,323.00 | 9,323.00 | - |
| **Total Student Related** | **3,911.01** | **42,906.97** | **141,454.00** | **141,454.00** | **-** |
| | | | | | |
| **Taxes** | | | | | |
| Sales Tax And Use | 767.88 | 10,128.48 | 10,529.33 | 10,991.01 | 461.68 |
| **Total Taxes** | **767.88** | **10,128.48** | **10,529.33** | **10,991.01** | **461.68** |
| | | | | | |
| **Total Other Expenses** | **10,460.47** | **160,873.85** | **325,676.34** | **300,733.23** | **(24,943.11)** |

## California Connections Academy Northern California
## Revenue and Expense Statement
## For the Period Ended May 31, 2022

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget $ | Forecast vs Budget % |
|---|---|---|---|---|---|---|
| **Forecasted Enrollment** | | | | | | |
| Forecasted ADM | | | 1,579 | 1,557 | 22 | 0 |
| Forecasted Total Enrollment | | | 2,113 | 2,204 | (91) | (0) |
| Forecasted Funded Enrollment | | | 1,523 | 1,558 | (35) | (0) |
| | | | | | | |
| **Revenue** | | | | | | |
| State Funding | 1,686,420.50 | 13,287,589.63 | 14,627,990.53 | 14,771,242.15 | (143,251.62) | 0.00% |
| Federal & Other Program Funding | - | 697,637.57 | 1,069,451.00 | 1,078,608.00 | (9,157.00) | -0.85% |
| Local Aid | 266,169.52 | 2,078,657.18 | 2,281,453.00 | 2,442,649.79 | (161,196.79) | -6.00% |
| Other Funding Sources | - | 4,802.00 | 9,800.00 | 8,000.00 | 1,800.00 | 22.50% |
| **Total Revenue** | **1,952,590.02** | **16,068,686.38** | **17,988,694.53** | **18,300,499.94** | **(311,805.41)** | **(0.02)** |
| | | | | | | |
| **Program Expenses** | | | | | | |
| **Compensation Expense** | | | | | | |
| Administration Staff | 92,441.55 | 994,744.81 | 1,080,335.94 | 1,093,097.07 | 12,761.13 | 1.17% |
| Instructional Staff | 506,365.64 | 4,843,961.18 | 6,256,828.35 | 6,311,239.24 | 54,410.89 | 0.86% |
| **Total Compensation Expense** | **598,807.19** | **5,838,705.99** | **7,337,164.28** | **7,404,336.31** | **67,172.02** | **0.91%** |
| | | | | | | |
| **Fee Based Expenses** | | | | | | |
| Enrollment/Unit Based Fees | 363,998.50 | 4,753,756.63 | 5,262,055.90 | 5,274,831.01 | 12,775.11 | 0.24% |
| Revenue Based Fees | 90,138.56 | 1,288,958.59 | 1,406,101.47 | 1,446,168.20 | 40,066.73 | 2.77% |
| **Total Fee Based Expenses** | **454,137.06** | **6,042,715.22** | **6,668,157.36** | **6,720,999.21** | **52,841.84** | **0.79%** |
| | | | | | | |
| **Other School Expenses** | | | | | | |
| Assessment | 7,650.55 | 29,245.37 | 232,564.71 | 232,564.71 | - | 0.00% |
| Authorizer Oversight | 19,940.74 | 210,387.54 | 230,328.28 | 230,904.42 | 576.14 | 0.25% |
| Employee Related | 18,444.06 | 172,110.94 | 247,504.47 | 247,504.47 | - | 0.00% |
| Facilities | 10,416.93 | 138,694.02 | 235,797.00 | 235,797.00 | - | 0.00% |
| Governance | 258.01 | 31,803.53 | 37,883.14 | 32,754.82 | (5,128.32) | -15.66% |
| Internet Service Provider | - | 50,407.90 | 77,415.97 | 77,415.97 | - | 0.00% |
| Instructional | - | 22,704.80 | 103,364.00 | 103,364.00 | - | 0.00% |
| Professional Services | (306.21) | 84,340.58 | 159,562.77 | 159,648.00 | 85.23 | 0.05% |
| Student Related | 166,373.18 | 1,077,688.01 | 1,182,100.00 | 1,182,100.00 | - | 0.00% |
| Taxes | 6,314.46 | 97,435.66 | 101,297.15 | 103,386.90 | 2,089.76 | 2.02% |
| **Total Other School Expenses** | **229,091.72** | **1,914,818.35** | **2,607,817.49** | **2,605,440.29** | **(2,377.20)** | **-0.09%** |
| | | | | | | |
| **Total Program Expenses** | **1,282,035.97** | **13,796,239.55** | **16,613,139.14** | **16,730,775.81** | **117,636.67** | **0.70%** |
| | | | | | | |
| **Net Increase (Decrease)** | 670,554.05 | 2,272,446.83 | 1,375,555.39 | 1,569,724.13 | 194,168.74 | |
| **Beginning fund balance** | 2,382,435.74 | 780,542.96 | 780,542.96 | | | |
| **Ending fund balance** | 3,052,989.79 | 3,052,989.79 | 2,156,098.35 | | | |

**California Connections Academy Northern California**
**Balance Sheet**
**May 31, 2022**

*ASSETS*

**Cash and Short Term Investments:**

| | | |
|---|---|---:|
| Operating | $ | 840,039.91 |
| Holding | | 6,702,520.41 |
| Petty Cash | | 50.75 |

| | |
|---|---:|
| *Total Cash and Short Term Investments* | *7,542,611.07* |

*Other Current Assets:*

| | |
|---|---:|
| Pupil Funding | 4,371,966.54 |
| SPED Funding State | 49,570.09 |
| Other State Receivables | (65,825.99) |
| Federal Programs | 168,876.00 |
| Due from CalOPS Schools | (33,486.07) |
| Prepaid Expenses | 54,255.40 |

| | |
|---|---:|
| *Total Other Current Assets* | *4,545,355.97* |

| | |
|---|---:|
| *Total Current Assets* | *12,087,967.04* |

| | | |
|---|---|---:|
| *Total Assets* | *$* | *12,087,967.04* |

=============

*LIABILITIES*

*Current Liabilities:*

| | | |
|---|---|---:|
| Due to (from) Pearson Online and Blended Learning | $ | 2,807,951.14 |
| CalOPS Payroll Liability | | 4,243,451.15 |
| CalOPS Pass Through Expense Liability | | 701,085.21 |
| Deferred Rent | | 8,658.00 |
| Deferred Revenue | | 217,182.75 |
| Accounts Payable | | 1,056,649.00 |

| | |
|---|---:|
| *Total Current Liabilities* | *9,034,977.25* |

| | |
|---|---:|
| *Total Liabilities* | *9,034,977.25* |

*FUND BALANCE*

| | |
|---|---:|
| Beginning Fund Balance | 780,542.96 |
| Change in Fund Balance | 2,272,446.83 |

| | |
|---|---:|
| *Ending Fund Balance* | *3,052,989.79* |

| | | |
|---|---|---:|
| *Total Liabilities and Fund Balance* | *$* | *12,087,967.04* |

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**California Connections Academy Northern California**
**Schedule of Revenue**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **Revenue** | | | | | |
| | | | | | |
| **State Funding** | | | | | |
| LCFF / General Purpose Block Grant - State | 1,031,282.82 | 8,053,827.71 | 8,839,567.00 | 6,908,446.35 | 1,931,120.65 |
| LCFF / General Purpose Block Grant - State EPA | 488,423.71 | 3,814,356.64 | 4,186,489.00 | 6,322,469.70 | (2,135,980.70) |
| Star Testing Reimbursement | - | 3,027.00 | - | | - |
| Lottery | 35,354.11 | 276,098.75 | 303,035.21 | 309,969.68 | (6,934.47) |
| Special Education Pass through funds - State | 127,026.07 | 992,013.09 | 1,088,794.85 | 1,020,251.95 | 68,542.90 |
| Special Education Dispute Prevention | - | 1,691.00 | 16,223.00 | 16,223.00 | - |
| Special Education Learning Recovery | - | 40,531.00 | 73,002.00 | 73,002.00 | - |
| ERMHS | - | 69,600.00 | 80,879.47 | 80,879.47 | - |
| Mandated Cost Reimbursement | 4,333.79 | 36,444.44 | 40,000.00 | 40,000.00 | - |
| **Total State Funding** | **1,686,420.50** | **13,287,589.63** | **14,627,990.53** | **14,771,242.15** | **(143,251.62)** |
| | | | | | |
| **Federal & Other Programs Funding** | | | | | |
| Title I | - | 211,768.00 | 213,767.00 | 213,767.00 | - |
| Title II | - | 26,622.00 | 36,010.00 | 35,000.00 | 1,010.00 |
| Title IV | - | 9,803.00 | 13,995.00 | 15,000.00 | (1,005.00) |
| IDEA | - | - | 177,625.00 | 177,625.00 | - |
| E-Rate | - | 1,354.57 | 3,700.00 | 3,700.00 | - |
| ESSER Funding | - | 457,252.00 | 633,516.00 | 633,516.00 | - |
| Prior Year Revenue | - | (9,162.00) | (9,162.00) | - | (9,162.00) |
| **Total Federal & Other Programs Funding** | **-** | **697,637.57** | **1,069,451.00** | **1,078,608.00** | **(9,157.00)** |
| | | | | | |
| **Local Funding** | | | | | |
| LCFF / General Purpose Block Grant - Local | 266,169.52 | 2,078,657.18 | 2,281,453.00 | 2,442,649.79 | (161,196.79) |
| **Total Local Funding** | **266,169.52** | **2,078,657.18** | **2,281,453.00** | **2,442,649.79** | **(161,196.79)** |
| | | | | | |
| **Other Funding** | | | | | |
| Interest | - | 3,002.00 | 8,000.00 | 8,000.00 | - |
| Miscellaneous | - | 1,800.00 | 1,800.00 | - | 1,800.00 |
| **Total Other Funding** | **-** | **4,802.00** | **9,800.00** | **8,000.00** | **1,800.00** |
| | | | | | |
| **Total Revenue** | **1,952,590.02** | **16,068,686.38** | **17,988,694.53** | **18,300,499.94** | **(311,805.41)** |

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## California Connections Academy Northern California
## Schedule of Fees
## For the Period Ended May 31, 2022

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **SCHEDULE OF COMPENSATION:** | | | | | |
| | | | | | |
| **Administrative Compensation** | | | | | |
| Salaries | 66,190.18 | 719,415.69 | 786,077.78 | 797,515.67 | 11,437.88 |
| Benefits | 16,216.59 | 176,256.84 | 192,589.05 | 195,391.34 | 2,802.29 |
| Pension | 7,560.99 | 69,039.15 | 75,144.10 | 71,894.71 | (3,249.38) |
| Taxes | 2,473.78 | 30,033.13 | 26,525.01 | 28,295.35 | 1,770.34 |
| **Total Administrative Compensation** | **92,441.55** | **994,744.81** | **1,080,335.94** | **1,093,097.07** | **12,761.13** |
| | | | | | |
| **Instructional Compensation** | | | | | |
| Salaries | 347,283.21 | 3,329,579.12 | 4,309,046.46 | 4,400,395.22 | 91,348.75 |
| Benefits | 85,084.39 | 820,930.20 | 1,060,899.70 | 1,083,280.15 | 22,380.44 |
| Pension | 69,029.12 | 620,831.73 | 794,672.70 | 747,587.56 | (47,085.14) |
| Taxes | 4,968.93 | 72,620.13 | 92,209.48 | 79,976.31 | (12,233.16) |
| **Total Instructional Compensation** | **506,365.64** | **4,843,961.18** | **6,256,828.35** | **6,311,239.24** | **54,410.89** |
| | | | | | |
| **Total Compensation** | **598,807.19** | **5,838,705.99** | **7,337,164.29** | **7,404,336.31** | **67,172.02** |
| | | | | | |
| **SCHEDULE OF FEES:** | | | | | |
| **Enrollment/Unit-Based Fees** | | | | | |
| Accounting and Regulatory Reporting | 6,420.83 | 72,462.50 | 78,933.00 | 77,866.50 | (1,066.50) |
| Community Outreach | 4,166.66 | 45,833.33 | 50,000.00 | 50,000.00 | - |
| Connexus Annual License (EMS) | 77,050.00 | 869,550.00 | 947,196.01 | 934,398.00 | (12,798.01) |
| Curriculum Postage | 3,913.25 | 63,918.25 | 69,729.00 | 72,732.00 | 3,003.00 |
| Direct Course Instruction Support | 4,235.00 | 36,685.00 | 40,264.02 | 41,456.00 | 1,191.97 |
| Educational Resource Center | 16,180.50 | 182,605.50 | 198,911.16 | 196,223.58 | (2,687.58) |
| Enrollment and Records Management | 4,743.34 | 77,476.67 | 84,520.00 | 88,160.00 | 3,640.00 |
| Facility Support Services | 525.00 | 5,775.00 | 6,120.00 | 6,120.00 | - |
| Hardware/Software - Employees | 4,150.00 | 45,650.00 | 49,803.61 | 50,365.30 | 561.68 |
| Human Resources Support | 8,645.84 | 95,104.17 | 103,757.53 | 104,927.70 | 1,170.17 |
| ISP Processing Fee | 2,066.18 | 33,749.31 | 36,777.00 | 38,403.03 | 1,626.03 |
| School Curriculum Supplies | 3,041.66 | 33,458.33 | 36,481.66 | 36,841.27 | 359.61 |
| Short-Term Sub Teaching Services | 13,411.90 | 131,986.48 | 146,279.43 | 58,667.26 | (87,612.17) |
| Special Populations Consultative Services | 34,500.00 | 270,750.00 | 338,804.59 | 325,962.29 | (12,842.29) |
| Student Technology Assistance- Laptops | 38,237.50 | 605,091.67 | 662,772.71 | 695,464.39 | 32,691.68 |
| Tangible/Intangible Instr. Materials | 123,448.34 | 1,966,272.92 | 2,145,025.00 | 2,233,425.00 | 88,400.00 |
| Technical Support and Repairs | 19,262.50 | 217,387.50 | 236,799.00 | 233,599.50 | (3,199.50) |
| Voice Over IP Services | - | - | 29,882.17 | 30,219.18 | 337.00 |
| **Total Enrollment/Unit Based Fees** | **363,998.50** | **4,753,756.63** | **5,262,055.90** | **5,274,831.01** | **12,775.11** |
| | | | | | |
| **Revenue-Based Fees** | | | | | |
| Marketing Services | 10,604.54 | 151,642.19 | 165,423.70 | 170,137.44 | 4,713.73 |
| School Administration | 63,627.22 | 909,853.12 | 992,542.21 | 1,020,824.61 | 28,282.40 |
| Treasury Services | 15,906.80 | 227,463.28 | 248,135.55 | 255,206.15 | 7,070.60 |
| **Total Revenue Based Fees** | **90,138.56** | **1,288,958.59** | **1,406,101.47** | **1,446,168.20** | **40,066.73** |
| | | | | | |
| **Total Fee-Based Expenses** | **454,137.06** | **6,042,715.22** | **6,668,157.36** | **6,720,999.21** | **52,841.84** |

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**California Connections Academy Northern California**
**Schedule Other Expenses**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **SCHEDULE OF OTHER SCHOOL EXPENSES:** | | | | | |
| **Assessment** | | | | | |
| Student Testing & Assessment Facilities & Services | 282.05 | 2,307.33 | 114,000.00 | 114,000.00 | - |
| Student Testing & Assessment Travel | 7,368.50 | 26,938.04 | 82,564.71 | 82,564.71 | - |
| Student Testing Technology | - | - | 36,000.00 | 36,000.00 | - |
| **Total Assessment** | **7,650.55** | **29,245.37** | **232,564.71** | **232,564.71** | **-** |
| | | | | | |
| **Authorizer Oversight** | | | | | |
| District Administrative Fees | 833.33 | 9,166.66 | 10,000.00 | 10,000.00 | - |
| District Oversight | 12,830.87 | 140,244.23 | 153,075.09 | 156,735.66 | 3,660.57 |
| SELPA Admin Fee | 5,724.48 | 54,903.99 | 60,628.47 | 57,544.04 | (3,084.43) |
| STRS Reporting | 552.06 | 6,072.66 | 6,624.72 | 6,624.72 | - |
| **Total Authorizer Oversight** | **19,940.74** | **210,387.54** | **230,328.28** | **230,904.42** | **576.14** |
| | | | | | |
| **Employee Related** | | | | | |
| Staff Recruiting/Background Checks | 41.48 | 2,121.09 | 7,782.67 | 7,782.67 | - |
| Staff Training/Prof. Dvlpmt | 17,155.63 | 149,359.22 | 185,286.00 | 185,286.00 | - |
| Team Building | 121.92 | 697.65 | 7,678.50 | 7,678.50 | - |
| Travel and Conferences - Administration | 942.97 | 15,241.16 | 30,689.16 | 30,689.16 | - |
| Travel and Conferences - Teachers | 182.06 | 4,691.82 | 16,068.14 | 16,068.14 | - |
| **Total Employee Related** | **18,444.06** | **172,110.94** | **247,504.47** | **247,504.47** | **-** |
| | | | | | |
| **Facilities** | | | | | |
| Copiers/ Reproduction | 5.68 | 2,554.40 | 4,827.00 | 4,827.00 | - |
| Equipment/Supplies | - | 21.04 | 9,200.00 | 9,200.00 | - |
| Expensed Furniture and Equipment | - | 22,500.15 | 51,826.00 | 51,826.00 | - |
| High-Speed Internet | 1,382.44 | 7,067.12 | 11,100.00 | 11,100.00 | - |
| Maintenance & Repairs | 102.94 | 4,415.07 | 13,456.00 | 13,456.00 | - |
| Office Postage | 45.15 | 4,880.59 | 7,019.00 | 7,019.00 | - |
| Office Rent | 6,843.85 | 72,220.65 | 95,789.00 | 95,789.00 | - |
| Office Supplies | 954.60 | 7,216.25 | 10,647.00 | 10,647.00 | - |
| Phone | 525.38 | 5,998.05 | 8,114.00 | 8,114.00 | - |
| Rent Operating Expense | 366.87 | 7,249.10 | 9,738.00 | 9,738.00 | - |
| Rent Storage Unit | 143.80 | 3,288.49 | 4,000.00 | 4,000.00 | - |
| Utilities | 46.22 | 1,283.11 | 10,081.00 | 10,081.00 | - |
| **Total Facilities** | **10,416.93** | **138,694.02** | **235,797.00** | **235,797.00** | **-** |
| | | | | | |
| **Governance** | | | | | |
| Accreditation | - | 1,100.00 | 1,100.00 | 1,100.00 | - |
| Banking Fees | 250.77 | 2,649.33 | 4,000.00 | 4,000.00 | - |
| Board-Related Expenses | - | - | 3,061.00 | 3,061.00 | - |
| Dues - School | - | 21,328.32 | 22,328.32 | 17,200.00 | (5,128.32) |
| Dues - Staff | 7.24 | 4,342.06 | 5,010.00 | 5,010.00 | - |
| Insurance Expenses | - | 2,383.82 | 2,383.82 | 2,383.82 | - |
| **Total Governance** | **258.01** | **31,803.53** | **37,883.14** | **32,754.82** | **(5,128.32)** |
| | | | | | |
| **Internet Service Provider** | | | | | |
| ISP Payment Reimbursement | - | 50,407.90 | 77,415.97 | 77,415.97 | - |
| **Total Internet Service Provider** | **-** | **50,407.90** | **77,415.97** | **77,415.97** | **-** |
| | | | | | |
| **Instructional** | | | | | |
| Other Curriculum | - | 15,499.80 | 62,148.00 | 62,148.00 | - |
| Summer School | - | 7,205.00 | 41,216.00 | 41,216.00 | - |
| **Total Instructional** | **-** | **22,704.80** | **103,364.00** | **103,364.00** | **-** |
| | | | | | |
| **Professional Services** | | | | | |
| Accounting Services/Audit | - | 11,136.77 | 11,136.77 | 11,222.00 | 85.20 |
| AERIES | - | 10,721.93 | 11,835.00 | 11,835.00 | - |
| Legal Services | 3,447.82 | 61,903.14 | 120,868.00 | 120,868.00 | - |
| Other School Contracted Services | (3,754.03) | 581.84 | 14,488.00 | 14,488.00 | - |
| Other School Expense | - | (3.10) | 1,235.00 | 1,235.00 | - |
| **Total Professional Services** | **(306.21)** | **84,340.58** | **159,562.77** | **159,648.00** | **85.20** |
| | | | | | |
| **Student Related** | | | | | |
| Graduation Expense | 383.49 | 3,179.95 | 9,000.00 | 9,000.00 | - |
| SPED Related Services | 164,444.36 | 1,061,147.29 | 1,149,175.00 | 1,149,175.00 | - |
| Student Activities | 1,545.33 | 13,360.77 | 23,925.00 | 23,925.00 | - |
| **Total Student Related** | **166,373.18** | **1,077,688.01** | **1,182,100.00** | **1,182,100.00** | **-** |
| | | | | | |
| **Taxes** | | | | | |
| Sales Tax And Use | 6,314.46 | 97,435.66 | 101,297.15 | 103,386.90 | 2,089.75 |
| **Total Taxes** | **6,314.46** | **97,435.66** | **101,297.15** | **103,386.90** | **2,089.75** |
| | | | | | |
| **Total Other Expenses** | **229,091.72** | **1,914,818.35** | **2,607,817.49** | **2,605,440.29** | **(2,377.20)** |

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**California Connections Academy Southern California**
**Revenue and Expense Statement**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget $ | Forecast vs Budget % |
|---|---|---|---|---|---|---|
| **Forecasted Enrollment** | | | | | | |
| Forecasted ADM | | | 4,778 | 4,775 | 3 | 0% |
| Forecasted Total Enrollment | | | 6,178 | 6,596 | (418) | -6% |
| Forecasted Funded Enrollment | | | 4,631 | 4,708 | (77) | -2% |
| | | | | | | |
| **Revenue** | | | | | | |
| State Funding | 1,853,166.30 | 14,894,785.11 | 16,440,474.34 | 16,717,375.50 | (276,901.16) | -1% |
| Federal & Other Program Funding | 766,986.00 | 2,003,666.44 | 3,344,557.00 | 3,372,706.00 | (28,149.00) | -1% |
| Local Aid | 4,108,459.13 | 32,085,109.42 | 35,215,364.00 | 35,517,138.28 | (301,774.28) | -1% |
| Other Funding Sources | 1,330.66 | 14,856.89 | 31,501.31 | 24,476.31 | 7,025.00 | 29% |
| **Total Revenue** | **6,729,942.09** | **48,998,417.86** | **55,031,896.65** | **55,631,696.09** | **(599,799.44)** | **-1%** |
| | | | | | | |
| **Program Expenses** | | | | | | |
| **Compensation Expense** | | | | | | |
| Administration Staff | 278,219.68 | 2,993,865.76 | 3,271,969.40 | 3,308,866.55 | 36,897.15 | 1.12% |
| Instructional Staff | 1,538,309.51 | 14,630,761.86 | 18,938,576.32 | 19,039,258.57 | 100,682.25 | 0.53% |
| **Total Compensation Expense** | **1,816,529.19** | **17,624,627.61** | **22,210,545.72** | **22,348,125.12** | **137,579.40** | **0.62%** |
| | | | | | | |
| **Fee Based Expenses** | | | | | | |
| Enrollment/Unit Based Fees | 1,114,167.20 | 14,429,771.35 | 15,961,536.86 | 16,221,725.85 | 260,188.99 | 1.60% |
| Revenue Based Fees | 291,773.28 | 3,947,307.51 | 4,306,153.69 | 4,377,695.46 | 71,541.76 | 1.63% |
| **Total Fee Based Expenses** | **1,405,940.48** | **18,377,078.86** | **20,267,690.55** | **20,599,421.31** | **331,730.75** | **1.61%** |
| | | | | | | |
| **Other School Expenses** | | | | | | |
| Assessment | 36,668.22 | 373,922.56 | 830,333.59 | 787,313.01 | (43,020.58) | -5.46% |
| Authorizer Oversight | 59,090.32 | 614,888.19 | 673,978.50 | 671,146.90 | (2,831.60) | -0.42% |
| Employee Related | 56,032.01 | 516,659.44 | 818,169.48 | 818,169.48 | - | 0.00% |
| Facilities | 31,614.69 | 463,509.05 | 791,001.64 | 791,001.64 | - | 0.00% |
| Governance | 679.57 | 88,488.73 | 100,743.66 | 95,357.54 | (5,386.12) | -5.65% |
| Internet Service Provider | - | 158,581.71 | 257,561.00 | 257,561.00 | - | 0.00% |
| Instructional | - | 67,557.34 | 208,837.00 | 208,837.00 | - | 0.00% |
| Professional Services | 30,379.82 | 204,640.43 | 256,226.60 | 254,660.00 | (1,566.60) | -0.62% |
| Student Related | 689,336.28 | 3,166,999.63 | 3,919,795.00 | 3,919,795.00 | - | 0.00% |
| Taxes | 18,550.08 | 280,714.77 | 298,597.94 | 309,241.59 | 10,643.64 | 3.44% |
| Pending Allocation | 150,763.05 | 336,768.58 | - | - | - | 0.00% |
| **Total Other School Expenses** | **1,073,114.04** | **6,272,730.43** | **8,155,244.42** | **8,113,083.15** | **(42,161.26)** | **-0.52%** |
| | | | | | | |
| **Total Program Expenses** | **4,295,583.70** | **42,274,436.90** | **50,633,480.69** | **51,060,629.59** | **427,148.89** | **0.84%** |
| | | | | | | |
| **Net Increase (Decrease)** | **2,434,358.39** | **6,723,980.96** | **4,398,415.96** | **4,571,066.51** | **(172,650.55)** | |
| **Beginning fund balance** | **8,787,850.74** | **4,498,228.17** | **4,498,228.17** | | | |
| **Ending fund balance** | **11,222,209.13** | **11,222,209.13** | **8,896,644.13** | | | |

-

**California Connections Academy Southern California**
**Balance Sheet**
**May 31, 2022**

### ASSETS

**Cash and Short Term Investments:**

| | | |
|---|---|---:|
| Payroll | $ | 338,048.21 |
| Operating Account | | 1,250,576.77 |
| Holding | | 12,896,302.39 |
| OCDE Cash Account | | 2,207,315.11 |
| Petty Cash | | 215.00 |
| | | -------------------------- |
| **Total Cash and Short Term Investments** | | **16,692,457.48** |

**Other Current Assets:**

| | |
|---|---:|
| Pupil Funding | 1,563,015.44 |
| SPED Funding State | 57,761.20 |
| Other State Receivables | (38,043.15) |
| Federal Programs | 532,904.00 |
| Due from CalOPS Schools | 139,017.36 |
| Prepaid Expenses | 232,162.13 |
| | -------------------------- |
| **Total Other Current Assets** | **2,486,816.98** |
| | -------------------------- |
| **Total Current Assets** | **19,179,274.46** |
| | -------------------------- |

**Fixed Assets:**

| | |
|---|---:|
| Office Equipment - Shelving System | 32,521.50 |
| Accumulated Depreciation | (8,130.54) |
| | -------------------------- |
| **Net Fixed Assets** | **24,390.96** |

**Other Assets:**

| | |
|---|---:|
| Rent Deposit InterPres Corporation | 20,287.30 |
| | -------------------------- |
| **Total Other Assets** | **20,287.30** |

| | | |
|---|---|---:|
| **Total Assets** | **$** | **19,223,952.72** |
| | | ============== |

### LIABILITIES

**Current Liabilities:**

| | | |
|---|---|---:|
| Due to (from) Pearson Virtual Schools | $ | 15,475,458.25 |
| CalOPS Payroll Liability | | (9,585,456.07) |
| CalOPS Pass Through Expense Liability | | (1,310,015.40) |
| Pension Payable | | 600,008.84 |
| Accrued Expenses | | 36,883.87 |
| Accrued Credit Card Expenses | | 336,768.58 |
| Deferred Rent | | 25,606.00 |
| Deferred Revenue | | 466,585.70 |
| Accounts Payable | | 1,955,903.82 |
| | | -------------------------- |
| **Total Current Liabilities** | | **8,001,743.59** |
| | | -------------------------- |

| | |
|---|---:|
| **Total Liabilities** | **8,001,743.59** |
| | -------------------------- |

### FUND BALANCE

| | |
|---|---:|
| Beginning Fund Balance | 4,498,228.17 |
| Change in Fund Balance | 6,723,980.96 |
| | -------------------------- |
| **Ending Fund Balance** | **11,222,209.13** |
| | -------------------------- |

| | | |
|---|---|---:|
| **Total Liabilities and Fund Balance** | **$** | **19,223,952.72** |
| | | ============== |

**California Connections Academy Southern California**
**Schedule of Revenue**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **Revenue** | | | | | |
| | | | | | |
| **State Funding** | | | | | |
| LCFF / General Purpose Block Grant - State | 1,236,664.45 | 9,657,760.47 | 10,599,981.00 | 11,051,066.21 | (451,085.21) |
| LCFF / General Purpose Block Grant - State EPA | 108,064.36 | 843,931.24 | 926,266.00 | 978,653.28 | (52,387.28) |
| Lottery | 107,524.05 | 839,711.59 | 921,634.67 | 936,931.62 | (15,296.95) |
| Special Education Pass through funds - State | 386,330.11 | 3,017,054.20 | 3,311,400.95 | 3,083,870.40 | 227,530.55 |
| Special Education Dispute Prevention | - | 5,111.00 | 47,430.00 | 47,430.00 | - |
| Special Education Learning Recovery | - | 122,000.00 | 213,434.00 | 213,434.00 | - |
| Prop 39 Clean Energy Funds | - | 61,327.72 | 61,327.72 | 61,327.72 | - |
| ERMHS | - | 234,000.00 | 234,000.00 | 219,662.27 | 14,337.73 |
| Mandated Cost Reimbursement | 14,583.33 | 113,888.89 | 125,000.00 | 125,000.00 | - |
| **Total State Funding** | **1,853,166.30** | **14,894,785.11** | **16,440,474.34** | **16,717,375.50** | **(276,901.16)** |
| | | | | | |
| **Federal & Other Programs Funding** | | | | | |
| Title I | - | 518,255.00 | 720,889.00 | 720,889.00 | - |
| Title II | - | 85,271.00 | 109,000.00 | 109,000.00 | - |
| Title IV | 17,062.00 | 36,267.00 | 45,000.00 | 45,000.00 | - |
| IDEA | - | - | 541,000.00 | 541,000.00 | - |
| E-Rate | - | 4,090.44 | 10,600.00 | 10,600.00 | - |
| ESSER Funding | 749,924.00 | 1,387,932.00 | 1,946,217.00 | 1,946,217.00 | - |
| Federal Prior Year Revenue | - | (28,149.00) | (28,149.00) | - | (28,149.00) |
| **Total Federal & Other Programs Funding** | **766,986.00** | **2,003,666.44** | **3,344,557.00** | **3,372,706.00** | **(28,149.00)** |
| | | | | | |
| **Local Funding** | | | | | |
| LCFF / General Purpose Block Grant - Local | 4,108,459.13 | 32,085,109.42 | 35,215,364.00 | 35,517,138.28 | (301,774.28) |
| **Total Local Funding** | **4,108,459.13** | **32,085,109.42** | **35,215,364.00** | **35,517,138.28** | **(301,774.28)** |
| | | | | | |
| **Other Funding** | | | | | |
| Interest | 1,330.66 | 7,355.58 | 24,000.00 | 24,000.00 | - |
| Miscellaneous | - | 7,501.31 | 7,501.31 | 476.31 | 7,025.00 |
| **Total Other Funding** | **1,330.66** | **14,856.89** | **31,501.31** | **24,476.31** | **7,025.00** |
| | | | | | |
| **Total Revenue** | **6,729,942.09** | **48,998,417.86** | **55,031,896.65** | **55,631,696.09** | **(599,799.44)** |

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**California Connections Academy Southern California**
**Schedule of Fees**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **SCHEDULE OF COMPENSATION:** | | | | | |
| | | | | | |
| **Administrative Compensation** | | | | | |
| Salaries | 199,211.42 | 2,165,212.61 | 2,365,844.32 | 2,400,268.72 | 34,424.40 |
| Benefits | 48,806.79 | 530,477.08 | 579,631.85 | 588,065.85 | 8,434.00 |
| Pension | 22,756.17 | 207,785.89 | 226,159.85 | 216,380.22 | (9,779.63) |
| Taxes | 7,445.30 | 90,390.18 | 100,333.38 | 104,151.75 | 3,818.37 |
| **Total Administrative Compensation** | **278,219.68** | **2,993,865.76** | **3,271,969.40** | **3,308,866.55** | **36,897.15** |
| | | | | | |
| **Instructional Compensation** | | | | | |
| Salaries | 1,055,026.28 | 10,074,683.49 | 13,061,067.28 | 13,293,115.17 | 232,047.89 |
| Benefits | 258,481.44 | 2,465,569.89 | 3,197,233.92 | 3,254,085.67 | 56,851.75 |
| Pension | 209,706.47 | 1,872,070.44 | 2,402,109.40 | 2,251,629.33 | (150,480.08) |
| Taxes | 15,095.32 | 218,438.04 | 278,165.72 | 240,428.41 | (37,737.31) |
| **Total Instructional Compensation** | **1,538,309.51** | **14,630,761.86** | **18,938,576.32** | **19,039,258.57** | **100,682.25** |
| | | | | | |
| **Total Compensation** | **1,816,529.19** | **17,624,627.61** | **22,210,545.72** | **22,348,125.12** | **137,579.40** |
| | | | | | |
| **SCHEDULE OF FEES:** | | | | | |
| **Enrollment/Unit-Based Fees** | | | | | |
| Accounting and Regulatory Reporting | 18,933.34 | 219,266.67 | 238,920.75 | 238,752.07 | (168.67) |
| Community Outreach | 45,833.34 | 504,166.67 | 550,000.00 | 550,000.00 | - |
| Connexus Annual License (EMS) | 227,200.00 | 2,631,200.00 | 2,867,049.00 | 2,865,024.89 | (2,024.11) |
| Curriculum Postage | 11,816.75 | 186,854.25 | 203,874.00 | 217,668.00 | 13,794.00 |
| Direct Course Instruction Support | 16,060.00 | 132,734.25 | 145,683.93 | 145,617.00 | (66.93) |
| Educational Resource Center | 47,712.00 | 552,552.00 | 602,080.29 | 601,655.23 | (425.06) |
| Enrollment and Records Management | 14,323.33 | 226,490.00 | 247,120.00 | 263,840.00 | 16,720.00 |
| Facility Support Services | 1,525.00 | 16,775.00 | 18,423.04 | 18,423.04 | - |
| Hardware/Software - Employees | 11,100.00 | 138,600.00 | 151,850.60 | 152,195.71 | 345.11 |
| Human Resources Support | 23,125.00 | 288,750.00 | 316,355.42 | 317,074.40 | 718.98 |
| ISP Processing Fee | 5,764.69 | 91,153.65 | 99,456.44 | 106,185.61 | 6,729.16 |
| Special Populations Consultative Services | 94,500.00 | 734,250.00 | 920,527.99 | 890,974.00 | (29,553.98) |
| School Curriculum Supplies | 8,416.67 | 101,750.00 | 111,232.13 | 111,328.31 | 96.18 |
| Short-Term Sub Teaching Services | 40,744.58 | 397,922.61 | 441,617.70 | 175,674.08 | (265,943.61) |
| Student Technology Assistance- Laptops | 118,114.59 | 1,789,447.92 | 1,954,697.95 | 2,077,839.87 | 123,141.91 |
| Tangible/Intangible Instr. Materials | 372,197.91 | 5,760,058.33 | 6,284,775.00 | 6,681,900.00 | 397,125.00 |
| Technical Support and Repairs | 56,800.00 | 657,800.00 | 716,762.25 | 716,256.22 | (506.02) |
| Voice Over IP Services | - | - | 91,110.36 | 91,317.43 | 207.06 |
| **Total Enrollment/Unit Based Fees** | **1,114,167.20** | **14,429,771.35** | **15,961,536.86** | **16,221,725.85** | **260,188.99** |
| | | | | | |
| **Revenue-Based Fees** | | | | | |
| Marketing Services | 34,326.27 | 464,389.12 | 506,606.32 | 515,023.00 | 8,416.68 |
| School Administration | 205,957.61 | 2,786,334.71 | 3,039,637.90 | 3,090,137.97 | 50,500.06 |
| Treasury Services | 51,489.40 | 696,583.68 | 759,909.48 | 772,534.49 | 12,625.01 |
| **Total Revenue Based Fees** | **291,773.28** | **3,947,307.51** | **4,306,153.69** | **4,377,695.46** | **71,541.76** |
| | | | | | |
| **Total Fee-Based Expenses** | **1,405,940.48** | **18,377,078.86** | **20,267,690.55** | **20,599,421.31** | **331,730.76** |

**California Connections Academy Southern California**
**Schedule of Other Expenses**
**For the Period Ended May 31, 2022**

| | May-22 Actual | YTD Actual | Annual Forecast | Revised Budget 1/25/2022 | Forecast vs Budget |
|---|---|---|---|---|---|
| **SCHEDULE OF OTHER SCHOOL EXPENSES:** | | | | | |
| **Assessment** | | | | | |
| Student Testing & Assessment Facilities & Services | 14,071.68 | 8,916.30 | 299,000.00 | 299,000.00 | - |
| Student Testing & Assessment Travel | 22,385.08 | 82,185.68 | 248,513.01 | 248,513.01 | - |
| Student Testing Technology | 211.46 | 282,820.58 | 282,820.58 | 239,800.00 | (43,020.58) |
| **Total Assessment** | **36,668.22** | **373,922.56** | **830,333.59** | **787,313.01** | **(43,020.58)** |
| | | | | | |
| **Authorizer Oversight** | | | | | |
| District Oversight | 39,295.53 | 428,120.58 | 467,416.11 | 475,468.58 | 8,052.47 |
| SELPA Admin Fee | 18,066.41 | 167,955.99 | 186,022.39 | 175,138.32 | (10,884.07) |
| STRS Reporting | 1,728.38 | 18,811.62 | 20,540.00 | 20,540.00 | - |
| **Total Authorizer Oversight** | **59,090.32** | **614,888.19** | **673,978.50** | **671,146.90** | **(2,831.60)** |
| | | | | | |
| **Employee Related** | | | | | |
| Staff Recruiting/Background Checks | 126.04 | 6,384.27 | 24,711.00 | 24,711.00 | - |
| Staff Training/Prof. Dvlpmt | 52,117.81 | 447,955.77 | 629,272.00 | 629,272.00 | - |
| Team Building | 370.38 | 2,100.78 | 23,115.00 | 23,115.00 | - |
| Travel and Conferences - Administration | 2,864.68 | 46,036.29 | 92,598.60 | 92,598.60 | - |
| Travel and Conferences - Teachers | 553.10 | 14,182.33 | 48,472.88 | 48,472.88 | - |
| **Total Employee Related** | **56,032.01** | **516,659.44** | **818,169.48** | **818,169.48** | **-** |
| | | | | | |
| **Facilities** | | | | | |
| Copiers/ Reproduction | 17.25 | 7,685.02 | 15,121.00 | 15,121.00 | - |
| Depreciation | 180.68 | 1,987.48 | 2,167.44 | 2,167.44 | - |
| Equipment/Supplies | - | 63.14 | 117,000.00 | 117,000.00 | - |
| Expensed Furniture and Equipment | - | 111,660.12 | 154,665.22 | 154,665.22 | - |
| High-Speed Internet | 4,199.75 | 21,406.61 | 33,318.00 | 33,318.00 | - |
| Maintenance & Repairs | 309.88 | 13,290.31 | 40,497.00 | 40,497.00 | - |
| Office Postage | 137.16 | 14,682.33 | 21,698.00 | 21,698.00 | - |
| Office Rent | 20,597.81 | 217,364.39 | 288,294.98 | 288,294.98 | - |
| Office Supplies | 2,899.99 | 21,706.58 | 32,264.00 | 32,264.00 | - |
| Phone | 1,596.07 | 18,084.47 | 24,393.00 | 24,393.00 | - |
| Rent Operating Expense | 1,104.15 | 21,817.81 | 29,270.00 | 29,270.00 | - |
| Rent Storage Unit | 432.80 | 9,898.21 | 12,000.00 | 12,000.00 | - |
| Utilities | 139.15 | 3,862.58 | 20,313.00 | 20,313.00 | - |
| **Total Facilities** | **31,614.69** | **463,509.05** | **791,001.64** | **791,001.64** | **-** |
| | | | | | |
| **Governance** | | | | | |
| Accreditation | - | 1,100.00 | 1,100.00 | 1,100.00 | - |
| Banking Fees | 657.58 | 6,959.07 | 10,000.00 | 10,000.00 | - |
| Board-Related Expenses | - | - | 9,214.00 | 9,214.00 | - |
| Dues - School | - | 19,792.17 | 19,792.17 | 17,369.00 | (2,423.17) |
| Dues - Staff | 21.99 | 53,462.95 | 53,462.95 | 50,500.00 | (2,962.95) |
| Insurance Expenses | - | 7,174.54 | 7,174.54 | 7,174.54 | - |
| **Total Governance** | **679.57** | **88,488.73** | **100,743.66** | **95,357.54** | **(5,386.12)** |
| | | | | | |
| **Internet Service Provider** | | | | | |
| ISP Payment Reimbursement | - | 158,581.71 | 257,561.00 | 257,561.00 | - |
| **Total Internet Service Provider** | **-** | **158,581.71** | **257,561.00** | **257,561.00** | **-** |
| | | | | | |
| **Instructional** | | | | | |
| Other Curriculum | - | 46,657.34 | 187,937.00 | 187,937.00 | - |
| Summer School | - | 20,900.00 | 20,900.00 | 20,900.00 | - |
| **Total Instructional** | **-** | **67,557.34** | **208,837.00** | **208,837.00** | **-** |
| | | | | | |
| **Professional Services** | | | | | |
| Accounting Services/Audit | - | 33,451.35 | 33,451.35 | 33,784.00 | 332.65 |
| AERIES | - | 32,276.15 | 38,036.00 | 38,036.00 | - |
| Legal Services | 22,492.84 | 137,253.25 | 137,253.25 | 135,354.00 | (1,899.25) |
| Other School Contracted Services | 7,042.98 | 1,459.65 | 43,773.00 | 43,773.00 | - |
| Other School Expense | 844.00 | 200.03 | 3,713.00 | 3,713.00 | - |
| **Total Professional Services** | **30,379.82** | **204,640.43** | **256,226.60** | **254,660.00** | **(1,566.60)** |
| | | | | | |
| **Student Related** | | | | | |
| Graduation Expense | 1,178.26 | 9,620.15 | 50,000.00 | 50,000.00 | - |
| SPED Related Services | 677,412.30 | 3,099,726.88 | 3,779,795.00 | 3,779,795.00 | - |
| Student Activities | 10,745.72 | 57,652.60 | 90,000.00 | 90,000.00 | - |
| **Total Student Related** | **689,336.28** | **3,166,999.63** | **3,919,795.00** | **3,919,795.00** | **-** |
| | | | | | |
| **Taxes** | | | | | |
| Sales Tax And Use | 18,550.08 | 280,714.77 | 298,597.94 | 309,241.59 | 10,643.64 |
| **Total Taxes** | **18,550.08** | **280,714.77** | **298,597.94** | **309,241.59** | **10,643.64** |
| | | | | | |
| **Pending Allocation** | | | | | |
| Expenses Pending Allocation | 150,763.05 | 336,768.58 | - | - | - |
| **Total Pending Allocation** | **150,763.05** | **336,768.58** | **-** | **-** | **-** |
| | | | | | |
| **Total Other Expenses** | **1,073,114.04** | **6,272,730.43** | **8,155,244.42** | **8,113,083.15** | **(42,161.26)** |

# CalOPS Staffing Report

## New Hires

| Employee Name (Last Suffix, First MI) | Job Title | Hourly Rate or Annual Salary | Bonus Potential | Last Hire Date |
|---|---|---|---|---|
| Doss, Shannon G. | Social Worker | $65,000.00 | 0.00 | 5/23/2022 |
| Lansang, Franchesca | Teacher—Special Ed | $51,240.00 | 0.00 | 6/13/2022 |
| Meyers, Amy | Teacher—Secondary | $59,740.00 | 0.00 | 6/13/2022 |
| Monje, Laura K. | Teacher—Special Ed | $55,740.00 | 0.00 | 6/13/2022 |

## Departing Employees

| Employee Name (Last Suffix, First MI) | Job Title | Termination Date | Termination Reason |
|---|---|---|---|
| N/a | | | |

## Promotions/Position Changes

| Employee Name (Last Suffix, First MI) | Old Value Description | New Value Description | Hourly Rate or Annual Salary | Bonus Potential | Date In Job |
|---|---|---|---|---|---|
| N/a | | | | | |

# SHANNON DOSS, LCSW

██████████████████████████████

## EDUCATION
**Masters of Social Work,** *University of Southern California.*                    **May 2016**
**Bachelor of Arts in Sociology,** *University of California, Los Angeles*                    **Dec 2014**
**Bachelor of Arts in Afro-American Studies,** *University of California, Los Angeles*    **Dec 2014**

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## PROFESSIONAL EXPERIENCE
**Psychiatric Social Worker**                                         **October 2020-Present**
*Los Angeles Unified School District- School Mental Health*
- Provides individual, group and family treatment targeting students who are at risk of school failure due to social, behavioral, and emotional problems utilizing evidence-based interventions and/or evidence informed practices.
- Provides student and parent psycho-education on topics that include mental health, trauma awareness, social skills, grief, drug prevention and other social emotional issues
- Utilizes electronic health records for documentation pertaining to programmatic requirements, and to comply with federal, state and Department of Mental Health regulations.
- Plans, coordinates and participate sin multidisciplinary team meetings, including: Coordination of Services Team (COST), Student Success Teams (SST), Resource Coordinating Council, School Wide Positive Behavior Support (SWPBS) and other activities
- Participates in school, central and decentralized District Crisis Teams and Threat Assessment Teams

**Case Manager**                                         **July 2019-October 2020**
*Da Vinci RISE High School*
- Created and implement both academic and therapeutic interventions to foster better mental health outcomes for the school's total population of 100 students.
- Created school wide documentation system to utilize for mental health therapy: treatment plans, consent forms, case notes, intake assessments
- Managed a caseload of thirty-six students, providing linkages to resources within the community and at the school site; communicating with stakeholders such as social workers, wraparound team, probation officers, case managers, etc.
- Conducted in service training and professional development for staff around student support
- Collaborated with school staff on implementation of Restorative Practices and Trauma-Informed Care
- Facilitated and/or attended in school meetings such as School Success Team, IEP, and 504
- Provided oversight and task delegation for one MSW intern

# SHANNON DOSS, LCSW

████████████████████

**Pupil Services and Attendance Counselor**                                   **July 2016-June 2017**
*Los Angeles Unified School District-Foster Youth and Achievement Program*
- Managed a middle school caseload of thirty students, high school caseload of twenty-five students, elementary caseload of fifteen students, providing interventions, resources and referrals
- Utilized a three-tiered model (prevention, early intervention and intense intervention) to improve individual and system-wide a student attendance, engagement, achievement and graduation
- Advocated for foster youth and other special populations in regard to district policy and federal law
- Liaison between school staff, county social workers, probation officers, biological parents and/or caregivers

## SKILLS
- Proficient with Microsoft Office (Excel, Outlook, Word, and PowerPoint)
- Excellent understanding and knowledge of social work principles, practices, ethics and issues
- Experience with personal/academic advising, Department of Mental Health documentation, project development, curriculum development, restorative justice, and assessment/intervention

## CERTIFICATIONS
- **National Child Traumatic Stress Network**
  - Trauma-Focused Cognitive Behavioral Therapy, *Online Coursework*        2015
- **University of Southern California, Social Work**
  - Motivational Interviewing, *Los Angeles, CA*        2015
  - Cognitive Behavioral Therapy, *Los Angeles, CA*        2015
  - Problem Solving Therapy, *Los Angeles, CA*        2015
  - Child and Adolescent Trauma Training, *Los Angeles, CA*        2015
- **Crisis Prevention Institute**
  - Nonviolent Crisis Intervention training program        2019
- **Los Angeles County, Youth Suicide Prevention Project**
  - Suicide Prevention Ongoing Resiliency Training (SPORT2)
  - *Trainer of Trainers, Trainer Implementation*
- **Board of Behavioral Sciences**
  - Licensed Clinical Social Worker (103419)        2021
  - *Expires August 31, 2023*

# Franchesca Lansang

## EXPERIENCE

**Paddison Elementary,** Virtual — *Special Education Student Teacher*

January 2021 - May 2021

- Conferred with qualified teacher to establish instructional targets and prepare lessons to cover source topics.
- Designed lessons using a student-centered teaching method and modern classroom technologies.
- Delivered personalized educational, behavioral and emotional support to individual students to enable positive learning outcomes.
- Set up visual aids, equipment and classroom displays to support teacher's lesson delivery.
- Shifted between formal and informal methods of teaching to keep students engaged.
- Created and developed lesson plans to meet students' academic needs.

**Paddison Elementary,** Virtual — *General Education Student Teacher*

September 2020 - December 2020

- Conferred with qualified teacher to establish instructional targets and prepare lessons to cover source topics.
- Set up visual aids, equipment and classroom displays to support teacher's lesson delivery.
- Delivered personalized educational, behavioral and emotional support to individual students to enable positive learning outcomes.
- Boosted individual perseverance and resilience by setting challenging goals and providing realistic support.

## EDUCATION

**California State University,** Long Beach — *BA in Education*

August 2016 - May 2021

-  Urban Dual Credential Program, two-year program that enables credentials for both general education and special education to be obtained  simultaneously upon graduation.
- Two semesters were dedicated to student teaching, one for general education and the other for special education.

## SKILLS

Individualized Support

Student Advocacy

Differentiated Instruction

Behavioral Modeling

## AWARDS

Urban Dual Credential Program Scholarship (2020)
Jamiesson-Pechstein Endowed (College of Education) Scholarship (2020)
Denisse Heard Childhood Cancer Survivor Scholarship (2016)

## ACCOMPLISHMENTS

Creating intervention lessons for individual and group situations, and seeing improvement when general lessons are being taught.

Building positive relationships with individual students and the whole class which made teaching more effective and engaging.

## ADDITIONAL INFORMATION

Copious amount of time observing general and special education classrooms, in elementary and middle school settings.

Spent large amount of time creating individual and group lessons to provide intervention.

Comfortable with guided reading instruction.

Some experience with Response to Intervention.

## AM

## AMY MEYERS
### SCIENCE TEACHER

## OBJECTIVE

Science Teacher

## SKILLS

This is my 11$^{th}$ year teaching science to junior high and high school students. In addition to this work, I am part of my district's induction committee and mentor two beginning teachers. I am also part of the PAR committee that helps "established" teachers who need extra help.

## VOLUNTEER EXPERIENCE OR LEADERSHIP

Induction mentor for Sacramento County of Education.

PAR committee three years (this is a committee led by the union to help struggling teachers who have received bad reviews).

Girl Scout Leader for 10 years.

## EXPERIENCE

**APEX AND SCIENCE TEACHER • NATOMAS UNIFIED • 2014 TO CURRENT**
I teach physics, chemistry, health and biology to 11$^{th}$ and 12$^{th}$ graders at a model continuation school in the Sacramento area.

**SCIENCE TEACHER • TWIN RIVERS • 2013-2014**
Middle School science teacher at Village Elementary (a K-8 school)

**SCIENCE TEACHER • MARYSVILLE UNIFIED• 2012-2013**
High School science teacher at Marysville High School teaching physics and biology to 9$^{th}$ – 12$^{th}$ graders.

**SCIENCE TEACHER • RIVER DELTA UNIFIED• 2011-2012**
High School science teacher at Delta High School teaching physics and biology to 9$^{th}$ – 12$^{th}$ graders.

**EDTPA GRADER • PEARSON • 2015- CURRENT**
I have worked for Pearson for over 7 years, first as a grader for the SAT essay and now as a grader for the EdTPA – the beginning teacher portfolio that is necessary in over 30 states for teacher licensure

**TA for INSTRUCTIONAL CONNECTIONS • 2011- CURRENT**
Online coaching and grading for U of T, U of RI , Lamar University

## EDUCATION

**MS CURRICULUM AND INSTRUCTION • MARCH 2020 • WGU**

**TEACHING CREDENTIAL • 2011 • WGU**

**MSPH • 1992 • UC LOS ANGELES**
Masters of Science in Public Health, Nutrition.

**BA BIOLOGY • 1990 • UC Santa Cruz**

# Laura Kathleen Monje

███████████████████

███████████████

██████████

█████████████

_____

As a lifelong learner, I develop unique educational techniques with an open mind. I will rely on my experience to bring the students, staff, and families together to create tailor made curriculum. This well-rounded approach helps individuals with special needs to become successful community members and to live a happy, productive life.

_____

## Skills

- Creative Lesson Planning
- Curriculum Development
- Instructional Best Practices
- Classroom Management

- Standardized Testing
- Learner's Assessments
- Google for Education
- Distance Learning

## Work experience

**Jan. 2022 to Present – Pacific Preparatory Online School – Elementary Teacher.** Create specialized lessons based on the student's strengths, interests, and needs. It is an one-on-one school model where weekly lesson plans and emails to parents every Friday are required.

**Jan. 2020 to Dec. 2021 – Bright Futures Academy – Riverside – Mentor Teacher.** Teaching all grade levels K-13. Facilitate IEP meetings with districts and service providers. Assisted in the transition from in-person to virtual distance learning and conducted Webinar trainings/videos for teachers and administrators. Currently implementing Unique Learning System and Exact Path curriculums.

**Sept. 2019 to Dec. 2019 – Downey Unified School District – Student Teacher.** Taught in a moderate to severe high school Basic Skills and Community-Based Instruction classroom with 16 students. Assisted in lesson planning and aiding with the community outings.

**Aug. 2018 to Aug. 2019 – Leeway School (Catapult Learning) – Elementary Special Ed Teacher**. Reorganized and developed a filing system for the new classroom. Utilized ABLLS assessments. Implemented Positive Behavioral Interventions and Supports. IEP systems experience includes Welligent, SEIS, SIRAS, and WebIEP.

**2011 to 2018 – Corner Bakery Café – Field Training Manager Assistant.** Mentored and developed hourly employees into station trainers and managers. Developed training materials and job aids. Trained/assisted staff with disabilities to ensure their safety and success in the café. Communicated on their work progress with job/life coaches. Proficient in Word, PowerPoint, Excel, and Projectors.

## Education

- 2019 Graduated - National University – Master's Degree in Special Ed & Mod/Sev Credentials
- 2007 Graduated - LA Trade Technical College – Culinary Arts Degree
- 2005 Graduated - Cal Poly Pomona State University – Bachelor's Degree in History

*References upon request.*

# Pearson

## INVOICE

**Customer Bill-to:**
CALIFORNIA CONNECTIONS ACADEMY
CENTRAL COAST
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

**Attention:**
Accounts Payable

**Customer Ship-to:**
CALIFORNIA CONNECTIONS
ACADEMY CENTRAL COAST
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

**Connections Education LLC dba**
**Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
**Tel**: 1-800-843-0019
**Email**:
poblsalesops@pearson.com
**Tax ID No:**
68-0519943

| | |
|---|---|
| **Invoice Number :** | 91000010656 |
| **Date :** | 09-JUN-2022 |
| **Due Date :** | |
| **Payment Terms :** | |
| **Customer Account :** | 4235156 |
| **Project Number :** | 82057192 |
| **Currency :** | USD |
| **Shipment Terms :** | |
| **Purchase Order Number :** | CALCACC |
| **Number of Pages :** | Page **1** of **2** |

| | | | |
|---|---|---|---|
| **Total Ordered Quantity (No. Of Items)** | : | | 1 |
| **Net Amount** | : | USD | $33,371.68 |
| **Tax Total** | : | USD | $504.68 |
| **Invoice Total** | : | USD | $33,876.36 |
| **Amount Due** | : | USD | $33,876.36 |

### REMITTANCE INFORMATION

**Make Checks Payable to:**

Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

**Bank Wire to:**

| | | |
|---|---|---|
| **Bank Name** | : | Bank of America N A |
| **Bank Address** | : | |
| **ABA ACH No** | : | 071000039 |
| **ABA Wire No** | : | 026009593 |
| **SWIFT Code** | : | BOFAUS3N |
| **A/C No** | : | 8188290225 |
| **Bank Account Name** | : | Connections Education LLC dba Pearson Virtual Schools USA |

| Project Number | Project Agreement Number | Description | Quantity | List Price | Net Price | Tax | Line Total |
|---|---|---|---|---|---|---|---|
| 82057192 | CALCACC | Direct Charges | 23 | | 33,371.68 | 504.68 | 33,876.36 |

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Already registered? Access your online account by visiting  https://ipay2.bizsys.pearson.com

| Invoice Total | Subtotal | Total Tax | Invoice Total |
|---|---|---|---|
| | USD | USD | USD |
| | $33,371.68 | $504.68 | $33,876.36 |

**PEARSON**

| Charges for the Following Period: | May 2022 |
|---|---|

**Enrollment/Unit Based Charges**

| | |
|---|---|
| Accounting and Regulatory Reporting | 400.00 |
| Connexus ™ Annual License (EMS) | 4,800.00 |
| Curriculum Postage | 357.50 |
| Direct Course Instruction Support | 173.25 |
| Educational Resource Center | 1,008.00 |
| Enrollment and Records Management | 433.33 |
| Facility Support Services | 25.00 |
| Hardware/Software - Employees | 250.00 |
| Human Resources Support | 520.84 |
| Internet Subsidy Payment Processing | 168.44 |
| Monthly Fee per Student on an IEP | 1,800.00 |
| School Curriculum Supplies | 166.66 |
| Student Technology Assistance | 2,779.17 |
| Tangible and Intangible Instructional Materials | 11,374.89 |
| Technical Support and Repairs | 1,200.00 |
| | **25,457.08** |

**Revenue Based Charges**

| | |
|---|---|
| Marketing Services | 931.13 |
| School Administration | 5,586.78 |
| Treasury Services | 1,396.69 |
| | **7,914.60** |

| *Total Amount Due* | **33,371.68** |
|---|---|

# Pearson

## INVOICE

**Customer Bill-to:**
California Connections Academy Central
Valley
33272 Valle Road
San Juan Capistrano, CA 92675

**Attention:**
Accounts Payable

**Customer Ship-to:**
California Connections Academy
Central Valley
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC dba**
**Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
**Tel**: 1-800-843-0019
**Email**:
poblsalesops@pearson.com
**Tax ID No:**
68-0519943

| | | |
|---|---|---|
| **Invoice Number** : | 91000010648 |
| **Date** : | 09-JUN-2022 |
| **Due Date** : | |
| **Payment Terms** : | |
| **Customer Account** : | 3922001 |
| **Project Number** : | 82056676 |
| **Currency** : | USD |
| **Shipment Terms** : | |
| **Purchase Order Number** : | CENCA |
| **Number of Pages** : | Page **1** of **2** |

| | | | |
|---|---|---|---|
| **Total Ordered Quantity (No. Of Items)** | : | | 1 |
| **Net Amount** | : | USD | $181,944.44 |
| **Tax Total** | : | USD | $2,351.90 |
| **Invoice Total** | : | USD | $184,296.34 |
| **Amount Due** | : | USD | $184,296.34 |

### REMITTANCE INFORMATION

**Make Checks Payable to:**

Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

**Bank Wire to:**

| | | |
|---|---|---|
| **Bank Name** | : | Bank of America N A |
| **Bank Address** | : | |
| **ABA ACH No** | : | 071000039 |
| **ABA Wire No** | : | 026009593 |
| **SWIFT Code** | : | BOFAUS3N |
| **A/C No** | : | 8188290225 |
| **Bank Account Name** | : | Connections Education LLC dba Pearson Virtual Schools USA |

| Project Number | Project Agreement Number | Description | Quantity | List Price | Net Price | Tax | Line Total |
|---|---|---|---|---|---|---|---|
| 82056676 | CENCA | Direct Charges | 24 | | 181,944.44 | 2,351.90 | 184,296.34 |

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Already registered? Access your online account by visiting  https://ipay2.bizsys.pearson.com

| Invoice Total | Subtotal | Total Tax | Invoice Total |
|---|---|---|---|
| | USD | USD | USD |
| | $181,944.44 | $2,351.90 | $184,296.34 |

![Pearson](Pearson logo)

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**Charges for the Following Period:**                                    **May 2022**

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**Enrollment/Unit Based Charges**

| | |
|---|---:|
| Accounting and Regulatory Reporting | 2,329.17 |
| Community Outreach | 2,083.34 |
| Connexus ™ Annual License (EMS) | 27,950.00 |
| Curriculum Postage | 1,493.25 |
| Direct Course Instruction Support | 1,045.00 |
| Educational Resource Center | 5,869.50 |
| Enrollment and Records Management | 1,810.00 |
| Facility Support Services | 200.00 |
| Hardware/Software - Employees | 1,100.00 |
| Human Resources Support | 2,291.67 |
| Internet Subsidy Payment Processing | 800.00 |
| Monthly Fee per Student on an IEP | 14,550.00 |
| School Curriculum Supplies | 750.00 |
| Student Technology Assistance | 14,614.58 |
| Tangible and Intangible Instructional Materials | 47,613.28 |
| Technical Support and Repairs | 6,987.50 |
| | **131,487.29** |

**Revenue Based Charges**

| | |
|---|---:|
| Marketing Services | 5,936.14 |
| School Administration | 35,616.81 |
| Treasury Services | 8,904.20 |
| | **50,457.15** |

| | |
|---|---:|
| *Total Amount Due* | **181,944.44** |

# INVOICE

**Customer Bill-to:**
CALIFORNIA CONNECTIONS ACADEMY
MONTEREY BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-
4842

**Attention:**
Accounts Payable

**Customer Ship-to:**
CALIFORNIA CONNECTIONS
ACADEMY MONTEREY BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA
92675-4842

**Connections Education LLC dba**
**Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
**Tel**: 1-800-843-0019
**Email**:
poblsalesops@pearson.com
**Tax ID No:**
68-0519943

| | | |
|---|---|---|
| **Invoice Number :** | 91000010657 |
| **Date :** | 09-JUN-2022 |
| **Due Date :** | |
| **Payment Terms :** | |
| **Customer Account :** | 3973052 |
| **Project Number :** | 82056704 |
| **Currency :** | USD |
| **Shipment Terms :** | |
| **Purchase Order Number :** | CALCAMB |
| **Number of Pages :** | Page **1** of **2** |

| | | | |
|---|---|---|---|
| **Total Ordered Quantity (No. Of Items)** | : | | 1 |
| **Net Amount** | : | USD | $152,020.95 |
| **Tax Total** | : | USD | $1,747.60 |
| **Invoice Total** | : | USD | $153,768.55 |
| **Amount Due** | : | USD | $153,768.55 |

### REMITTANCE INFORMATION

**Make Checks Payable to:**

Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

**Bank Wire to:**

| | | |
|---|---|---|
| **Bank Name** | : | Bank of America N A |
| **Bank Address** | : | |
| **ABA ACH No** | : | 071000039 |
| **ABA Wire No** | : | 026009593 |
| **SWIFT Code** | : | BOFAUS3N |
| **A/C No** | : | 8188290225 |
| **Bank Account Name** | : | Connections Education LLC dba Pearson Virtual Schools USA |

# Pearson

| Project Number | Project Agreement Number | Description | Quantity | List Price | Net Price | Tax | Line Total |
|---|---|---|---|---|---|---|---|
| 82056704 | CALCAMB | Direct Charges | 23 | | 152,020.95 | 1,747.60 | 153,768.55 |

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Already registered? Access your online account by visiting  https://ipay2.bizsys.pearson.com

| **Invoice Total** | Subtotal | Total Tax | Invoice Total |
|---|---|---|---|
| | USD | USD | USD |
| | $152,020.95 | $1,747.60 | $153,768.55 |

# PEARSON

| Charges for the Following Period: | May 2022 |
|---|---|

### Enrollment/Unit Based Charges

| | |
|---|---:|
| Accounting and Regulatory Reporting | 1,712.50 |
| Connexus ™ Annual License (EMS) | 20,550.00 |
| Curriculum Postage | 1,188.00 |
| Direct Course Instruction Support | 2,656.50 |
| Educational Resource Center | 4,315.50 |
| Enrollment and Records Management | 1,440.00 |
| Facility Support Services | 150.00 |
| Hardware/Software - Employees | 1,100.00 |
| Human Resources Support | 2,291.66 |
| Internet Subsidy Payment Processing | 556.25 |
| Monthly Fee per Student on an IEP | 7,950.00 |
| School Curriculum Supplies | 791.66 |
| Student Technology Assistance | 9,535.42 |
| Tangible and Intangible Instructional Materials | 38,191.21 |
| Technical Support and Repairs | 5,137.50 |
| | **97,566.20** |

### Revenue Based Charges

| | |
|---|---:|
| Marketing Services | 6,406.44 |
| School Administration | 38,438.65 |
| Treasury Services | 9,609.66 |
| | **54,454.75** |

| ***Total Amount Due*** | **152,020.95** |
|---|---:|

# INVOICE

**Customer Bill-to:**
CALIFORNIA CONNECTIONS ACADEMY
NORTH BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-
4842

**Attention:**
Accounts Payable

**Customer Ship-to:**
CALIFORNIA CONNECTIONS
ACADEMY NORTH BAY
33272 Valle Road
SAN JUAN CAPISTRANO, CA
92675-4842

**Connections Education LLC dba**
**Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
**Tel**: 1-800-843-0019
**Email**:
poblsalesops@pearson.com
**Tax ID No:**
68-0519943

| | | |
|---|---|---|
| **Invoice Number :** | 91000010655 |
| **Date :** | 09-JUN-2022 |
| **Due Date :** | |
| **Payment Terms :** | |
| **Customer Account :** | 3903212 |
| **Project Number :** | 82056678 |
| **Currency :** | USD |
| **Shipment Terms :** | |
| **Purchase Order Number :** | CALCAN |
| **Number of Pages :** | Page **1** of **2** |

| | | | |
|---|---|---|---:|
| **Total Ordered Quantity (No. Of Items)** | : | | 1 |
| **Net Amount** | : | USD | $54,873.34 |
| **Tax Total** | : | USD | $767.88 |
| **Invoice Total** | : | USD | $55,641.22 |
| **Amount Due** | : | USD | $55,641.22 |

### REMITTANCE INFORMATION

**Make Checks Payable to:**

Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

**Bank Wire to:**

| | | |
|---|---|---|
| **Bank Name** | : | Bank of America N A |
| **Bank Address** | : | |
| **ABA ACH No** | : | 071000039 |
| **ABA Wire No** | : | 026009593 |
| **SWIFT Code** | : | BOFAUS3N |
| **A/C No** | : | 8188290225 |
| **Bank Account Name** | : | Connections Education LLC dba Pearson Virtual Schools USA |

| Project Number | Project Agreement Number | Description | Quantity | List Price | Net Price | Tax | Line Total |
|---|---|---|---|---|---|---|---|
| 82056678 | CALCAN | Direct Charges | 23 | | 54,873.34 | 767.88 | 55,641.22 |

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Already registered? Access your online account by visiting  https://ipay2.bizsys.pearson.com

| Invoice Total | | Subtotal | Total Tax | Invoice Total |
|---|---|---|---|---|
| | | USD | USD | USD |
| | | $54,873.34 | $767.88 | $55,641.22 |

**Pearson**

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| **Charges for the Following Period:** | **May 2022** |
|---|---|

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**Enrollment/Unit Based Charges**

| | |
|---|---:|
| Accounting and Regulatory Reporting | 641.67 |
| Connexus ™ Annual License (EMS) | 7,700.00 |
| Curriculum Postage | 473.00 |
| Direct Course Instruction Support | 825.00 |
| Educational Resource Center | 1,617.00 |
| Enrollment and Records Management | 573.33 |
| Facility Support Services | 75.00 |
| Hardware/Software - Employees | 400.00 |
| Human Resources Support | 833.34 |
| Internet Subsidy Payment Processing | 259.59 |
| Monthly Fee per Student on an IEP | 2,250.00 |
| School Curriculum Supplies | 291.66 |
| Student Technology Assistance | 4,743.75 |
| Tangible and Intangible Instructional Materials | 15,372.06 |
| Technical Support and Repairs | 1,925.00 |
| | **37,980.40** |

**Revenue Based Charges**

| | |
|---|---:|
| Marketing Services | 1,987.40 |
| School Administration | 11,924.43 |
| Treasury Services | 2,981.11 |
| | **16,892.94** |

| *Total Amount Due* | **54,873.34** |
|---|---:|

# Pearson

## INVOICE

**Customer Bill-to:**
California Connections Academy Ripon
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-
4842

**Attention:**
Accounts Payable

**Customer Ship-to:**
California Connections Academy
Ripon
33272 Valle Road
SAN JUAN CAPISTRANO, CA
92675-4842

**Connections Education LLC dba**
**Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
**Tel**: 1-800-843-0019
**Email**:
poblsalesops@pearson.com
**Tax ID No:**
68-0519943

| | | |
|---|---|---|
| **Invoice Number :** | 91000010651 |
| **Date :** | 09-JUN-2022 |
| **Due Date :** | |
| **Payment Terms :** | |
| **Customer Account :** | 3922560 |
| **Project Number :** | 82056677 |
| **Currency :** | USD |
| **Shipment Terms :** | |
| **Purchase Order Number :** | CALCAR |
| **Number of Pages :** | Page **1** of **2** |

| | | | |
|---|---|---|---|
| **Total Ordered Quantity (No. Of Items)** | : | | 1 |
| **Net Amount** | : | USD | $440,725.16 |
| **Tax Total** | : | USD | $6,314.46 |
| **Invoice Total** | : | USD | $447,039.62 |
| **Amount Due** | : | USD | $447,039.62 |

### REMITTANCE INFORMATION

**Make Checks Payable to:**

Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

**Bank Wire to:**

| | | |
|---|---|---|
| **Bank Name** | : | Bank of America N A |
| **Bank Address** | : | |
| **ABA ACH No** | : | 071000039 |
| **ABA Wire No** | : | 026009593 |
| **SWIFT Code** | : | BOFAUS3N |
| **A/C No** | : | 8188290225 |
| **Bank Account Name** | : | Connections Education LLC dba Pearson Virtual Schools USA |

| Project Number | Project Agreement Number | Description | Quantity | List Price | Net Price | Tax | Line Total |
|---|---|---|---|---|---|---|---|
| 82056677 | CALCAR | Direct Charges | 24 | | 440,725.16 | 6,314.46 | 447,039.62 |

To pay your invoice online:  Visit  https://ipay2.bizsys.pearson.com/register to register.
Already registered? Access your online account by visiting  https://ipay2.bizsys.pearson.com

| | Subtotal | Total Tax | Invoice Total |
|---|---|---|---|
| **Invoice Total** | USD | USD | USD |
| | $440,725.16 | $6,314.46 | $447,039.62 |

# PEARSON

| Charges for the Following Period: | May 2022 |
|---|---|

**Enrollment/Unit Based Charges**

| | |
|---|---|
| Accounting and Regulatory Reporting | 6,420.83 |
| Community Outreach | 4,166.66 |
| Connexus ™ Annual License (EMS) | 77,050.00 |
| Curriculum Postage | 3,913.25 |
| Direct Course Instruction Support | 4,235.00 |
| Educational Resource Center | 16,180.50 |
| Enrollment and Records Management | 4,743.34 |
| Facility Support Services | 525.00 |
| Hardware/Software - Employees | 4,150.00 |
| Human Resources Support | 8,645.84 |
| Internet Subsidy Payment Processing | 2,066.18 |
| Monthly Fee per Student on an IEP | 34,500.00 |
| School Curriculum Supplies | 3,041.66 |
| Student Technology Assistance | 38,237.50 |
| Tangible and Intangible Instructional Materials | 123,448.34 |
| Technical Support and Repairs | 19,262.50 |
| | **350,586.60** |

**Revenue Based Charges**

| | |
|---|---|
| Marketing Services | 10,604.54 |
| School Administration | 63,627.22 |
| Treasury Services | 15,906.80 |
| | **90,138.56** |

| *Total Amount Due* | 440,725.16 |
|---|---|

# Pearson

## INVOICE

**Customer Bill-to:**
California Connections Academy Southern
California
33272 Valle Road
San Juan Capistrano, CA 92675

**Attention:**
Accounts Payable

**Customer Ship-to:**
California Connections Academy
Southern California
33272 Valle Road
San Juan Capistrano, CA 92675

**Connections Education LLC dba**
**Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
**Tel**: 1-800-843-0019
**Email**:
poblsalesops@pearson.com
**Tax ID No:**
68-0519943

| | |
|---|---|
| **Invoice Number** : | 91000010654 |
| **Date** : | 09-JUN-2022 |
| **Due Date** : | |
| **Payment Terms** : | |
| **Customer Account** : | 3921999 |
| **Project Number** : | 82056675 |
| **Currency** : | USD |
| **Shipment Terms** : | |
| **Purchase Order Number** : | CAPOCA |
| **Number of Pages** : | Page **1** of **2** |

| | | | |
|---|---|---|---|
| **Total Ordered Quantity (No. Of Items)** : | | | 2 |
| **Net Amount** : | USD | | $2,230,470.51 |
| **Tax Total** : | USD | | $18,550.08 |
| **Invoice Total** : | USD | | $2,249,020.59 |
| **Amount Due** : | USD | | $2,249,020.59 |

### REMITTANCE INFORMATION

**Make Checks Payable to:**

Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

**Bank Wire to:**

| | | |
|---|---|---|
| **Bank Name** | : | Bank of America N A |
| **Bank Address** | : | |
| **ABA ACH No** | : | 071000039 |
| **ABA Wire No** | : | 026009593 |
| **SWIFT Code** | : | BOFAUS3N |
| **A/C No** | : | 8188290225 |
| **Bank Account Name** | : | Connections Education LLC dba Pearson Virtual Schools USA |

| Project Number | Project Agreement Number | Description | Quantity | List Price | Net Price | Tax | Line Total |
|---|---|---|---|---|---|---|---|
| 82056675 | CAPOCA | Direct Charges | 26 | | 1,924,232.43 | 18,550.08 | 1,942,782.51 |
| 82056675 | CAPOCA | Pass Through | 14 | | 306,238.08 | 0.00 | 306,238.08 |

To pay your invoice online:  Visit  https://ipay2.bizsys.pearson.com/register to register.
Already registered? Access your online account by visiting  https://ipay2.bizsys.pearson.com

| Invoice Total | Subtotal | Total Tax | Invoice Total |
|---|---|---|---|
| | USD | USD | USD |
| | $2,230,470.51 | $18,550.08 | $2,249,020.59 |

# Pearson

| Charges for the Following Period: | May 2022 |
|---|---:|

### Compensation Expenses

| | |
|---|---:|
| Benefits - Administration | 77,618.78 |
| Benefits - Instructional | 416,117.74 |
| Credit for Nonbillable Earnings Paid by the School | (44,599.48) |
| Withholdings | 212,979.42 |
| | **662,116.47** |

### Enrollment/Unit Based Charges

| | |
|---|---:|
| Accounting and Regulatory Reporting | 18,933.34 |
| Community Outreach | 45,833.34 |
| Connexus ™ Annual License (EMS) | 227,200.00 |
| Curriculum Postage | 11,816.75 |
| Direct Course Instruction Support | 16,060.00 |
| Educational Resource Center | 47,712.00 |
| Enrollment and Records Management | 14,323.33 |
| Facility Support Services | 1,525.00 |
| Hardware/Software - Employees | 11,100.00 |
| Human Resources Support | 23,125.00 |
| Internet Subsidy Payment Processing | 5,764.69 |
| Monthly Fee per Student on an IEP | 94,500.00 |
| School Curriculum Supplies | 8,416.67 |
| Short Term Substitute Teaching Services | 65,300.00 |
| Student Technology Assistance | 118,114.59 |
| Tangible and Intangible Instructional Materials | 372,197.91 |
| Technical Support and Repairs | 56,800.00 |
| | **1,138,722.62** |

### Revenue Based Charges

| | |
|---|---:|
| Marketing Services | 34,326.27 |
| School Administration | 205,957.61 |
| Treasury Services | 51,489.40 |
| | **291,773.28** |

### Pass Through Expenses

| | |
|---|---:|
| Miscellaneous | 137,858.14 |
| | **137,858.14** |

| *Total Amount Due* | **2,230,470.51** |
|---|---:|

# California Online Public Schools (CalOPS)
**CalCA NorthBay**
**CalCA Central**
**CalCA Central Coast**
**CalCA Monterey Bay**
**CalCA Ripon**
**CalCA Southern California**

## 2022-2023 Meeting Schedule for Board of Directors

| | |
|---|---|
| CalCA North Bay | School Phone: (707) 232-5470  School Fax: (707) 987-5570 |
| CalCA Central | School Phone: (559) 571-2300  School Fax: (559) 746-0497 |
| CalCA Central Coast | School Phone: (661) 230-9820  School Fax: (661) 568-0053 |
| CalCA Monterey Bay | School Phone: (831) 200-1006  School Fax: (831) 401-2669 |
| CalCA Ripon | School Phone: (209) 253-1208  School Fax: (209) 253-0406 |
| CalCA Southern California | School Phone: (949) 461-1667  School Fax: (949) 240-7895 |

CalCA Schools Website: https://www.connectionsacademy.com/california-online-school/about

All meetings are open to members of the public. For information about meetings or for members of the public who require special accommodations to attend, contact the school offices: Bernie Jamero at (209) 253-1208 or Deborah Larson at (949) 461-1667 at least 24 hours prior to the meeting.

Dr. Richie Romero, Interim Executive Director
rromero@calca.connectionsacademy.org

| DATE | TIME | LOCATION* |
|---|---|---|
| **Tuesday, August 23, 2022** | **3:30 p.m.– 5:30 p.m.** | At School Locations and via Teleconference |
| **Tuesday, September 27, 2022** | **3:30 p.m.– 5:30 p.m.** | At School Locations and via Teleconference |
| **Tuesday, October 25, 2022** | **3:30 p.m.– 5:30 p.m.** | At School Locations and via Teleconference |
| **Tuesday, December 6, 2022** | **3:30 p.m.– 5:30 p.m.** | At School Locations and via Teleconference |
| **Tuesday, January 24, 2023** | **3:30 p.m.– 5:30 p.m.** | At School Locations and via Teleconference |
| **Tuesday, February 28, 2023** | **3:30 p.m.– 5:30 p.m.** | At School Locations and via Teleconference |
| **Tuesday, April 25, 2023** | **3:30 p.m.– 5:30 p.m.** | At School Locations and via Teleconference |
| **Tuesday, May 23, 2023** | **3:30 p.m.– 5:30 p.m.** | At School Locations and via Teleconference |
| **Annual Meeting Tuesday, June 27, 2023** | **3:30 p.m.– 5:30 p.m.** | At School Locations and via Teleconference |

* Subject to all federal and state mandates regarding public health and safety

**MEMO**

DATE: June 28, 2022
TO: California Online Public Schools Board of Directors
FROM: Leslie Dombek, Director of Student Achievement
RE: Granting High School Diplomas to Students who meet the requirements of AB104

**BACKGROUND**

The California legislature recently passed AB104. This measure contained an urgency clause, which means its provisions take effect immediately. The bill addresses three major areas: student retention, pass/no pass grades, and a local graduation requirements exemption. This memo is in response to the local graduation requirements exemption. All elements of this bill will be implemented and work is occurring currently. The local graduation requirements exemption can be summarized as follows:

- LEAs must exempt students enrolled in their 3rd or 4th year of high school in 2020-21 and who are not on track to graduate in four years from all coursework and other requirements adopted by the governing body that is in addition to the statewide coursework requirements.

- LEAs must provide these students the opportunity to complete the statewide coursework required for graduation, which opportunity may include, but is not limited to, the fifth year of instruction or credit recovery.

**BOARD REVIEW AND CONSIDERATION FOR APPROVAL**

CalCA staff have identified all students who were in their 3rd or 4th year of high school in 2020-2021 and that met the California minimum state graduation requirements. It is respectfully requested that the Board consider the approval of granting diplomas to these students.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy Central Coast

CDS Code: 42-75010-0138891

School Year: 2022-23

LEA contact information:

Dr. Richie Romero

Executive Director

rromero@calca.connectionsacademy.org

949-461-1667

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

# Budget Overview for the 2022-23 School Year



## Projected Revenue by Fund Source

All federal funds, $9,550, 1%
All local funds, $500, 0%
All other state funds, $129,284, 10%
Total LCFF funds $1,103,801 89 %
LCFF supplemental & concentration grants, $81,990, 7%
All Other LCFF funds, $1,021,811, 82%

This chart shows the total general purpose revenue California Connections Academy Central Coast 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 California Connections Academy Central Coast is $1,243,135, of which $1,103,801 is Local Control Funding Formula (LCFF), $129,284

is other state funds, $500 is local funds, and $9,550 is federal funds.  Of the $1,103,801 in LCFF Funds, $81,990 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.

## Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $1,085,091

Total Budgeted Expenditures in the LCAP $748,546

This chart provides a quick summary of how much California Connections Academy Central Coast plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Connections Academy Central Coast plans to spend $1,085,091 for the 2022-23 school year. Of that amount, $748,546 is tied to actions/services in the LCAP and $336,545 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The school has significant administrative and operating costs which are not included in the LCAP goals and actions. These include the following broad categories:

- -General administrative and operational expenses such as state reporting, enrollment, records, insurance, audits, dues, board expenses, taxes, banking, and database support.
- -Oversight and fees for the school's authorizer and SELPA.
- -Costs for staff support such as staff recruiting, payroll, pension reporting, HR services, hardware, software, and travel.
- -Facility costs such as rent, utilities, maintenance, janitorial, furniture and equipment, postage, and supplies.
- -Special Education costs to operate the Special Education program and provide services to students, including administrative and consulting costs, plus contracts with third party vendors to provide related services to students beyond what school staff can provide.
- -Cost to administer state required testing, including the purchase of technology, rental of facilities, travel costs and supplies.

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

In 2022-23, California Connections Academy Central Coast is projecting it will receive $81,990 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy Central Coast must describe how it intends to increase or improve services for high needs students in the LCAP. California Connections Academy Central Coast plans to spend $292,011 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

# Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $54,227
- Actual Expenditures for High Needs Students in LCAP: $79,863
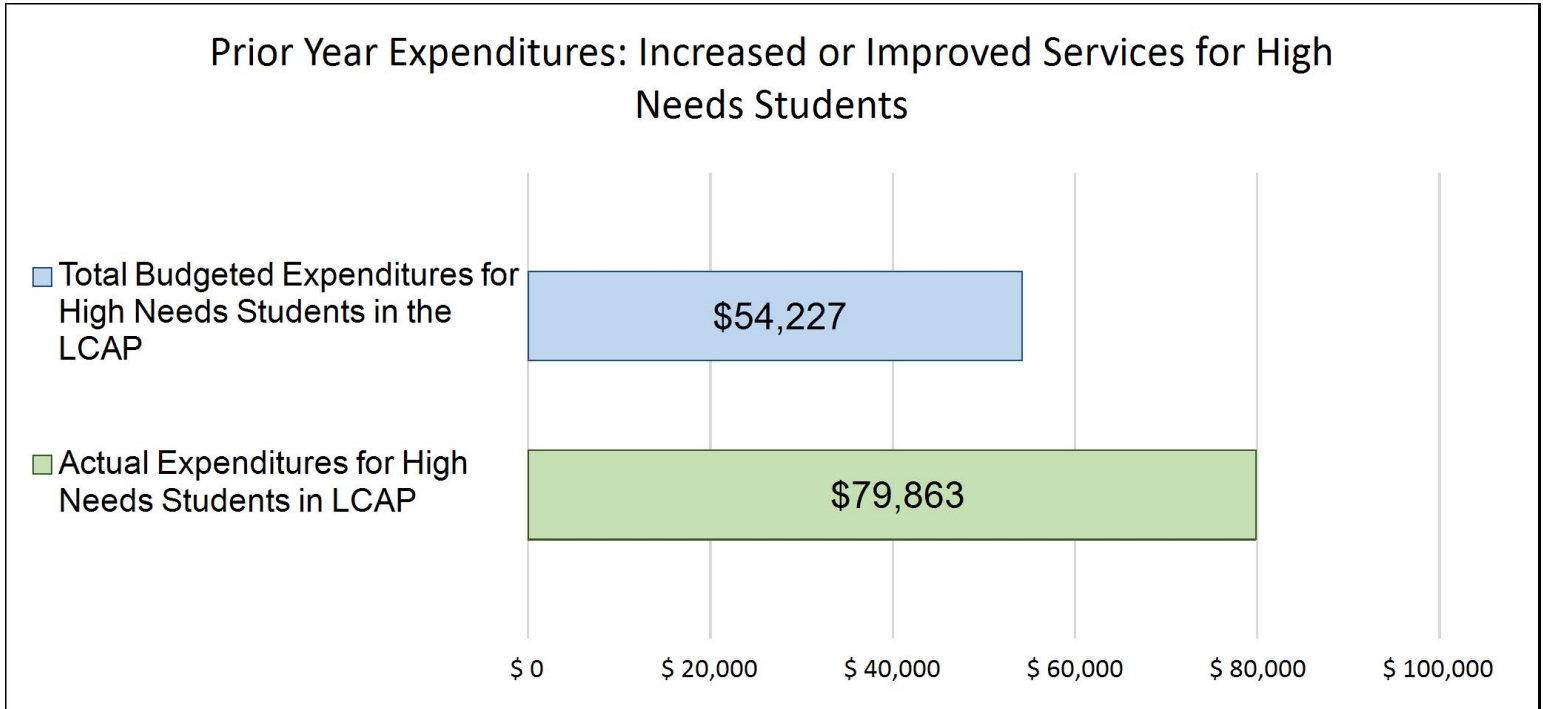
This chart compares what California Connections Academy Central Coast budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Connections Academy Central Coast estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, California Connections Academy Central Coast's LCAP budgeted $54,227 for planned actions to increase or improve services for high needs students. California Connections Academy Central Coast actually spent $79,863 for actions to increase or improve services for high needs students in 2021-22.

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| California Connections Academy Central Coast | Dr. Richie Romero<br>Executive Director | rromero@calca.connectionsacademy.org<br>951-394-0022 |

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

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

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

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

California Connections Academy does not receive concentration grant funding.

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

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

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

California Connections Academy Central Coast is not yet eligible for federal funding under a "schoolwide basis", based on the fact that the number of students enrolled that meet the FREE or REDUCED lunch income requirements is lower than 40%. Therefore, the school has not yet applied for federal Title funding and was therefore NOT ELIGIBLE for federal COVID relief funds, including ESSER III funding, since a prerequisite for ESSER III funding was the previous receipt of federal Title funds.

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

California Connections Academy is focused on the safety of all students, staff, and community. As a result, the organization is spending the funds needed to ensure a safe return to in-person events. In addition, the organization is investing resources into a scaling up of technology resources to ensure that students can engage fully with the instructional program. Also, California Connections Academy is investing resources to mitigate learning loss, both through additional time for student learning and also increased focused staff professional development.

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

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction

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

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

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

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

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP

- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

# Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

# Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| California Connections Academy Central Coast | Dr. Richie Romero<br>Executive Director | rromero@calca.connectionsacademy.org<br>949-461-1667 |

# Plan Summary [2022-23]

## General Information

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

California Connections Academy Central Coast serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Cuyama Joint Unified School District, and enrolls students in three counties: Santa Barbara, Ventura and San Louis Obispo. In the 2019-2020 school year, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the California Connections Academy family and California Connections Academy Central Coast will be run in the same model as the other 5 schools.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Central Coast is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school, which is governed and operated by an independent Board of Directors made up of a mix of educators, parents and community representatives, contracts with Pearson Virtual Schools for curriculum, technology, and support services. California Connections Academy Central Coast's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality curriculum that combines the best in print and technology and which is designed to meet all state standards.
Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations which are unique to the California Connections Academy Central Coast program and which have an effect on the performance metrics described in this LCAP include:

- A public charter school of choice, which parents choose for a wide variety of reasons
- The school serves all grade levels, TK-12, which is different from most traditional public schools
- A high mobility rate which results in a large population of new students each year
- A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate
- A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families chose a virtual charter school program to serve a unique need for a particular period of time, e.g. medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

# Reflections: Successes

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

The 2020-2021 and 2021-2022 school years have been among the most unique. While functionally, our programmatic delivery has not changed throughout the pandemic, we have made concerted efforts to assist students to be as actively engaged as possible while navigating all of the different difficulties the pandemic has brought to families. Our normal expectation is that students have a synchronous voice to voice communication once every two weeks with our staff. The nature of this communication ranges from academic to social emotional support. This contact requirement can be adapted to increased frequency if the student needs it with some students being contacted weekly, and others even daily. The students in this increased contact frequency group are members of such student groups as foster, English learners and low income students. The biweekly contact rate started at a baseline of almost 83% in 2019-2020 and increased throughout 2020-2021 to 94.9%. We are continuing our efforts and seeing growth throughout 2021-2022 as well. In an effort, to further support staff to make these biweekly contacts even more effective, we embarked on whole staff social emotional training in 2021-2022 and are continuing with this effective process and training in 2022-2023.

# Reflections: Identified Need

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

There are not enough students for our graduation rate to be measured at this time. However, we are actively working to refine our methods to help students make up deficient credits. We have expanded our credit recovery program known as Project Success. We have also expanded our summer school offerings. We have focus groups actively working to find other ways to help students find success. In terms of math achievement, we continue to have refinement needs in this area. Initial i-Ready data is encouraging, however, math growth is lagging behind reading growth. We will continue to work on articulation between elementary, middle and high school, as well as avail ourselves to increased professional development opportunities. We are also looking to invest in online instructional tools to help students better understand and engage with the topics being taught.

# LCAP Highlights

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

California Connections Academy viewed the release of the new LCAP template as an opportunity to better align school planning efforts. The three goal areas in this LCAP are aligned to the main pillars of the school organization, academics, engagement and post secondary preparation. The goals and associated actions have been refined through the LCAP process and with engagement of stakeholders. In an effort to make the LCAP even more accessible to staff, a one page summary referred to as the School Enhancement Target (SET) has been developed. The progress monitoring of the SET also informs the LCAP bringing the annual planning processes full circle.

# 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.

## Support for Identified Schools

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

## *Monitoring and Evaluating Effectiveness*

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

# Engaging Educational Partners

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

California Connections Academy, has the unique opportunity to take full advantage of existing involvement processes. Stakeholder feedback, especially from parents and students, has always been very important to the organization. One very important method is through the use of various surveys. These surveys are distributed each year as a means of soliciting and gathering stakeholder input. Some questions specifically ask stakeholders to identify areas of need and to receive their input for school improvement. Open ended written comments are also solicited, which are then reviewed along with the compiled overall results.

In addition to the surveys, various meetings are also held to solicit stakeholder input. These are summarized below:

School Advisory Committee
The role of the School Advisory Committee is to review the effectiveness of current school programs, policies, and procedures. In addition, the Committee reviews student performance data and plays an integral part in providing valuable feedback on how to improve student achievement. In addition to its role in developing the school's LCAP, the Advisory Committee includes various Title 1 stakeholders and reviews the effectiveness of the Title 1 program and also participates in the WASC process. Efforts are made to include representation from all stakeholder groups in the Committee. For example, Committee members include parents, teachers from different grade levels, administrators, school support staff and board members. In addition, parents of students from specific demographic subgroups, such as Special Education, English Language Learners, and Socio-Economically disadvantaged are encouraged to participate in the Committee. School Advisory Committee meetings are held two to three times per year, usually in the fall, mid-year and then in the spring. Meeting agendas include review of school performance, a description of LCAP and the state priorities, and opportunities for specific suggestions and feedback. Detailed explanations of the state accountability system and the School Dashboard are provided. Meetings are offered virtually so that stakeholders can participate from any location and do not need to travel to the school office. The meetings are recorded and are available for review at any time. Input given by stakeholders at these meetings is documented and addressed either immediately during the meeting, or as a follow up at a future meeting. It may also be incorporated into the LCAP when appropriate.

Brown Bag Staff Meetings
School leadership holds regular monthly meetings where all staff members are invited, including teachers, administrators and support staff. Various topics are discussed, including school improvement. These are sessions designed to inform staff of current events and dates that are pertinent to them. In addition, participants are encouraged to ask questions that are important to them. Each year, LCAP information and discussion is included, along with information on the state priorities and the charter goals.

Charter School Board Meetings
The Board of Directors for the school meets nine times per year. These meetings are open to the public. In addition to the board members and administrative staff, school district personnel from our sponsoring district are invited and attend the meetings on occasion. On a regular cycle, the Board addresses school improvement and, in partnership with school administration, sets school goals for the year. Beginning mid-

way through the year, the LCAP is a regular item on the board agendas so that board members, district staff and other members of the public can become informed about the LCAP and provide input.

Authorizing District Input
The authorizing district conducts annual oversight reviews to evaluate the school's performance and achievements as well as areas of growth. The authorizing district staff has opportunities to provide input on the school's program and performance during the annual district oversight process. This input can then be incorporated into the annual LCAP as needed. The school also provides an update to the authorizing district Board of Trustees annually, usually sometime near the end of the school year when the highlights from the previous year can be included. This is typically done via a presentation at a public board meeting, allowing district Board members as well as members of the public to have opportunities to provide input to the school leadership.

WASC Accreditation Focus Group Meetings
During years that the school is engaged in the WASC accreditation process, the input required as part of WASC is used to inform the LCAP. During those years, groups meet to discuss school performance and school improvement. Multiple staff members are directly involved with the accreditation process, and other stakeholders are involved through meetings, surveys and other methods.

Executive Leadership Team Meetings
These meetings are held weekly and include representation from the educational leadership at all grade levels, the Special Education (Student Services) department, the Counseling department, and the Business Services department. These representatives are able to articulate the areas of need for their particular departments. LCAP goals are created and refined by the Executive Leadership Team, using stakeholder input. Because there is representation from all areas of the school, including business services, the actions and expenditures required to implement the LCAP can be discussed and agreed upon. In addition, during annual multi-day Leadership Retreats, the LCAP goals, priorities and actions are discussed in depth as a part of the annual school improvement planning cycle.

Back to school 'All Staff' Meetings
In addition to the ongoing and regular feedback that all staff can make via their departments and/or supervisors, there are additional opportunities for staff input into school improvement at the beginning of the year and end of the year "all staff" meetings. These meetings may be in person or conducted virtually, but in either case, staff input is documented and addressed.

A summary of the feedback provided by specific educational partners.

The main elements of feedback provided by stakeholder groups were the following:
- Simplifying the readability of the document
- Increased inclusion of socialization activities, mental health and social emotional supports
- Further improving graduation rate
- Further improving math academic achievement

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

- The Executive Leadership Team influenced the change to the goals of the LCAP. Taking six goals and aligning them more succinctly into three goals.
- The School Advisory Committee's feedback led to the inclusion of actions surrounding increased socialization activities, mental health and social emotional supports.
- The Executive Leadership Team, the School Advisory Committee, and CalCA High School staff led to the inclusion of actions and metrics to better address the graduation realities.
- The Executive Leadership Team, the School Advisory Committee, and CalCA Teachers led to the inclusion of actions for increased instructional professional development and additional instructional delivery tools.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. |

An explanation of why the LEA has developed this goal.

|  |
|---|

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| The median percent progress towards Typical Growth in Reading as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Reading was 80% | In 2020-2021, the median percent progress towards Typical Growth in Reading was 100% |  |  | The desired outcome for 2022-2023, the median percent progress towards Typical Growth in Reading will be 100% |
| The median percent progress towards Typical Growth in Math as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Math was 71% | In 2020-2021, the median percent progress towards Typical Growth in Math was 86% |  |  | The desired outcome for 2022-2023, the median percent progress towards Typical Growth in Math will be 87.2% |
| Increase English Learner reclassification rates | No baseline | In 2021-2022 the RFEP rate was 50% |  |  | The desired outcome for 2022-2023 is an RFEP rate of 55% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **1.1** | Professional Development for Academic Achievement | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE. | $12,271.00 | No |
| **1.2** | Diagnostic Assessments and MTSS Academic Interventions | Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning. | $86,952.65 | No |
| **1.3** | Teacher Collaboration for Academic Achievement | PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas. | $107,094.51 | No |
| **1.4** | Synchronous and Asynchronous Instructional Tools | Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery. | $1,706.38 | No |
| **1.5** | English Learner Student Achievement | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency. | $4,691.33 | Yes |
| **1.6** | LTEL Support | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification. | $1,461.64 | Yes |
| **1.7** | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by | $781.51 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | teachers, and consideration for modifications to graduation requirements. | | |

# Goal Analysis [2021-22]

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

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

Our overall implementation of the planned actions and services was completed as described. Specifically, the implementation of our diagnostic assessments three times per school year have been successful. We will continue to enhance our PLCs use of the data to determine the best strategies and methods to implement best practices for re-teaching and intervention as needed for all students in all areas.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

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

There were increases in both iReady Reading and Math median percent progress toward Typical Growth. We will continue to utilize the high-engagement online instructional tools. In regards to out English Learner reclassification rate, we will increase our efforts to engage and address our English Learners at all levels to ensure progress toward English language proficiency. We will work to see growth in this area as we progress yearly.

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

We will continue utilizing PLC groups to include various interventions to support and engage all student groups with significant focus on our English Learner and Foster Youth groups.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | All stakeholder groups will demonstrate active engagement in the school program. |

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another.  Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond.  All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Maintain a high rate of biweekly contacts | In 2019-2020, the average biweekly contact rate was 82.7% | In 2020-2021, the average biweekly contact rate was 94.9% | | | The desired outcome for 2022-2023 is an average biweekly contact rate of 95.41% |
| Decrease chronic absenteeism | The 2020-2021 chronic absenteeism rate after month 7 was 6.44% | The 2021-2022 chronic absenteeism rate after month 7 was 6.95% | | | The desired outcome for 2022-2023 month 7 chronic absenteeism rate will be less than 5% |
| Maintain a low suspension rate | The 2019-2020 suspension rate was 0% | The 2020-2021 suspension rate was 0% | | | The desired outcome for 2022-2023 is 0% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment.  The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus.  All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops. | $254,102.84 | No<br>Yes |
| 2.2 | Track and Record Daily Student Participation | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily. | $156,236.28 | No |
| 2.3 | Framework of Tiered Re-engagement Strategies for Students | When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program.  School staff will also utilize these strategies to lessen instances of chronic absenteeism. | $28,543.17 | Yes |
| 2.4 | Learning Coach Engagement Support | The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer | $6,695.84 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | engagement activities, additional Learning Coach training and resources, including additional resources in Spanish. | | |
| 2.5 | Social Emotional / Mental Health Supports | Staff will be trained in and asked to engage in social emotional supports for all students.  In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields. | $8,577.42 | No |
| 2.6 | Increasing Diversity and Inclusion | Our school is committed to the increasing diversity and inclusion for our entire school community.  We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices. | $27.50 | No |
| 2.7 | Foster and Homeless Youth Engagement Support | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process.  The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.  Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.  The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | $625.94 | Yes |
| 2.8 | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience. | $17,051.00 | No |

# Goal Analysis [2021-22]

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

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

Overall implementation of the planned actions and services was completed as described. In particular, the implementation of bi weekly contact continues to be very successful, including the in person and virtual engagement. In addition, we will continue to utilize and enhance the tiers of interventions set up to assist students in finding ways to engage fully with our school program.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs.

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

Our high rate of bi weekly contact has increased significantly. The additional school engagement supports across all grade levels and student groups have been significant. While this is encouraging, our slight rise in chronic absenteeism indicates that our re engagement efforts need to be evaluated further.

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

Our chronic absenteeism increased slightly. Further development and refinement by school staff is necessary in utilizing engagement strategies to lessen instances of chronic absenteeism. Actions and services geared toward improving our chronic absenteeism will be reviewed during the LCAP year.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | All students will graduate with the knowledge and skills needed for college and careers. |

| An explanation of why the LEA has developed this goal. |
|---|
| As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Increase the course pass rates within our in house credit recovery program known as Project Success | In 2019-2020, the average course pass rate was 75.3% | In 2020-2021 the average course pass rate was 87.8% | | | The desired outcome for 2022-2023 is an average course pass rate of 89% |
| Increase summer school course pass rates | In the summer of 2020, the course pass rates was 77% | In the summer of 2021, the course pass rates was 72% | | | The desired outcome for the summer of 2022 is 74.8% |
| Increase graduation rates | The 2019-2020 grad rate was 50% | * (There are not enough students for a graduation rate (2020-2021) | | | The desired outcome for the 2022-2023 grad rate is 68% |
| Increase the percentage of students completing a-g requirements. | No baseline | No baseline | | | The desired outcome for the 2022-2023 school year is 10% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College Preparation | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.  Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses. | $15,846.89 | No |
| 3.2 | Career Preparation (CTE) | Develop and implement formal Career Technical Education Pathways. | $1,768.75 | Yes |
| 3.3 | AVID Program Implementation | Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations. | $232.69 | Yes |
| 3.4 | Credit Recovery and Summer Intervention | Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.  Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8. | $18,843.64 | Yes |
| 3.5 | Transition Plans | Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living. | $4,687.11 | No |
| 3.6 | Graduation Rate Progress Monitoring | Implement an Early Warning and Response System known as the Rainbow List.  The Rainbow List color codes high school students based on their degree of credit deficiency.  With a clear focus on | $19,601.38 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | students' level of need, varied intervention and support can be targeted. | | |
| **3.7** | Dual Enrollment Options | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options. | $746.51 | No |

# Goal Analysis [2021-22]

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

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

Overall, Implementation of the planned actions and services was completed as described. There are considerations for growing and improving the four year cohort graduation rate through continued graduation progress monitoring. We will continue to work on new and existing initiatives over the next few years in order to monitor progression.

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

The primary differences between actual and budgeted expenditures can be explained as follows:
1. Actual salaries plus benefits are reported vs. budgeted amounts for salaries for administrators and individual staff members.
2. Costs for the actual use of certain programs, such as summer school credit recovery, are included but can be varied from budget based on student need.

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

We will continue to utilize the credit recovery programs, AVID, and dual enrollment options to meet the needs of all of our students.

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

An increased pass rate in our credit recovery program is favorable. However, there was a decease in our in-house summer school pass rate, so additional review is needed. We will also continue to monitor our efforts toward graduation rate.

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

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

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $80,834 | 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 |
|---|---|---|---|
| 8.00% | 0.00% | $0.00 | 8.00% |

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

## Required Descriptions

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

Goal 1: Actions 1 - 4 focused on schoolwide academic achievement. We continue to work towards improving academic achievement for both unduplicated students and other students groups, especially when looking at math performance data and assessing the academic needs of various student groups. These actions support unduplicated students because these actions are designed to refine instructional practices throughout the entire school. Unduplicated students are encouraged and supported in accessing the broad course of study available within our school, and as a result, we are seeking to refine practices schoolwide to ensure that no matter what course an unduplicated student chooses to enroll in, the teacher is fully supported.

Goal 2: Actions 1 - 6, and 8 focused on engagement. We continue to have the need to reduce chronic absenteeism for both unduplicated students and other student groups. When a student is not engaging fully within our school, we provide individualized support to meet their needs and ensure maximum engagement with our program. This means that no matter the student group, each student is supported to their level of need. All unduplicated students that encounter difficulties with engagement will receive the individualized support when they need it. We have found over the past several years that the homeroom model of support is very effective for at-risk students who do not have as much support in their home environment.

Goal 3: Actions 1, 2, 5 - 7 focused on post-secondary outcomes.  Graduation rates continue to be a focus of program enhancements.  Almost all student groups, including unduplicated students, need assistance in order for the school to reach the federal required threshold for graduation rate.   Maximizing graduation rates is foundational to our students' and overall school level success.  When students begin to show the warning signs of becoming a non-graduate, individualized intervention is provided.  All students from all student groups, including unduplicated students, will receive the support they need to remedy credit deficiencies whenever they need it.

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

Since the school expects to have approximately 40%  of students identified as unduplicated, services provided to all students will also support this population under a "schoolwide" model. The school will not be eligible to receive any concentration funds. The increase in funds to be received in 2022-23 is due solely to an additional increase in these student populations rather than an increased percentage of eligible students. Therefore, as supplemental funds increase, the services provided to the unduplicated student population are increased by a proportional amount to provide these supportive services to an increased number of students.  The types of services that are specifically designed to help support the unduplicated pupils include the following:

1. Continue to improve and add services for English Language Learner students, in particular by adding further support for synchronous lessons, increase participation in the credit based courses for high school ELL students and develop procedures to address LTEL students and monitor RFEP student.

2. Support provided in several areas, including math intervention, high school staffing, and liaisons dedicated to homeless and foster youth support. A homeroom model implemented across the school provides additional support and the school has changed its staffing model accordingly, with specific teachers assigned to the most at risk students.

3. AVID program expansion continues, including AVID professional development, an AVID Coordinator, a credit bearing AVID course and AVID tutoring services.

4. Credit recovery options for at-risk students, including additional funds for the summer school program which will be used for students who are at the highest risk of not graduating on time and summer intervention programs for K-8 students. In addition, the Project Success program targets students in their last two years of high school who have gotten off track for graduation and provides additional support to help them make up credits through that program.

5. Additional support for access to a wide selection of a-g coursework, which should help to increase the percentage of students who can graduate with all the UC a-g requirements met.

6. Enhanced support for Learning Coaches so that they are able to better support and engage students, especially students considered "at risk".

7. Continued development of a formal Career Technical Education Pathways program, including partnerships with colleges and businesses, plus a partnership with at least one Community College for Dual Enrollment courses.

8. Enhanced internal assessments to closely monitor at risk students, determining where they start and end the school year and measuring individual student growth within each academic year.

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.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | N/A | |
| Staff-to-student ratio of certificated staff providing direct services to students | 22 | |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $649,680.82 | $54,143.23 | | $44,721.93 | $748,545.98 | $385,965.55 | $362,580.43 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Development for Academic Achievement | All | $6,641.25 | | | $5,629.75 | $12,271.00 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | All | $74,295.50 | | | $12,657.15 | $86,952.65 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | All | $93,288.15 | $13,806.36 | | | $107,094.51 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | All | | | | $1,706.38 | $1,706.38 |
| 1 | 1.5 | English Learner Student Achievement | English Learners | $4,691.33 | | | | $4,691.33 |
| 1 | 1.6 | LTEL Support | English Learners | $1,461.64 | | | | $1,461.64 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Foster Youth | $781.51 | | | | $781.51 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | All Low Income | $235,329.68 | $18,773.16 | | | $254,102.84 |
| 2 | 2.2 | Track and Record Daily Student Participation | All | $146,895.54 | $9,204.24 | | $136.50 | $156,236.28 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | English Learners Foster Youth Low Income | $21,639.99 | $6,903.18 | | | $28,543.17 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.4 | Learning Coach Engagement Support | English Learners Foster Youth Low Income | $6,694.20 | | | $1.64 | $6,695.84 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | All | $4,882.45 | $854.17 | | $2,840.80 | $8,577.42 |
| 2 | 2.6 | Increasing Diversity and Inclusion | All | | | | $27.50 | $27.50 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Foster Youth | $625.94 | | | | $625.94 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | All | $17,051.00 | | | | $17,051.00 |
| 3 | 3.1 | College Preparation | All | $9,097.70 | | | $6,749.19 | $15,846.89 |
| 3 | 3.2 | Career Preparation (CTE) | English Learners Foster Youth Low Income | $1,710.00 | | | $58.75 | $1,768.75 |
| 3 | 3.3 | AVID Program Implementation | English Learners Foster Youth Low Income | $232.69 | | | | $232.69 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | English Learners Foster Youth Low Income | $18,843.64 | | | | $18,843.64 |
| 3 | 3.5 | Transition Plans | Students with Disabilities | $2,386.05 | $2,301.06 | | | $4,687.11 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | All | $2,386.05 | $2,301.06 | | $14,914.27 | $19,601.38 |
| 3 | 3.7 | Dual Enrollment Options | All | $746.51 | | | | $746.51 |

## 2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $1,010,426 | $80,834 | 8.00% | 0.00% | 8.00% | $292,010.62 | 0.00% | 28.90 % | **Total:** | $292,010.62 |
| | | | | | | | | **LEA-wide Total:** | $235,329.68 |
| | | | | | | | | **Limited Total:** | $7,560.42 |
| | | | | | | | | **Schoolwide Total:** | $284,450.20 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.5 | English Learner Student Achievement | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $4,691.33 | |
| 1 | 1.6 | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $1,461.64 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $781.51 | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | LEA-wide Schoolwide | Low Income | All Schools | $235,329.68 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $21,639.99 | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $6,694.20 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $625.94 | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $1,710.00 | |
| 3 | 3.3 | AVID Program Implementation | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $232.69 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $18,843.64 | |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $549,970.36 | $674,730.53 |

| 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 | Professional Development for Academic Achievement | No | $4,189.77 | $5,941.56 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | No | $46,577.19 | $81,493.23 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | No | $58,569.44 | $100,487.90 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | No | $1,262.00 | $0.00 |
| 1 | 1.5 | English Learner Student Achievement | Yes | $2,874.79 | $4,403.60 |
| 1 | 1.6 | LTEL Support | Yes | $960.88 | $1,378.90 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | $666.37 | $747.75 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | No | $237,136.98 | $184,670.90 |
| 2 | 2.2 | Track and Record Daily Student Participation | No | $108,356.38 | $134,581.76 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | $33,929.93 | $57,184.86 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | $3,824.58 | $6,465.60 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | No | $5,871.65 | $8,738.76 |
| 2 | 2.6 | Increasing Diversity and Inclusion | No | $520.00 | $27.50 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | $507.05 | $590.51 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | No | $4,153.05 | $561.79 |
| 3 | 3.1 | College Preparation | No | $10,825.45 | $14,433.95 |
| 3 | 3.2 | Career Preparation (CTE) | Yes | $1,073.75 | $1,127.25 |
| 3 | 3.3 | AVID Program Implementation | Yes | $200.39 | $135.90 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | $13,718.81 | $14,517.49 |
| 3 | 3.5 | Transition Plans | No | $3,141.92 | $4,421.80 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | No | $10,818.61 | $18,491.87 |
| 3 | 3.7 | Dual Enrollment Options | No | $791.37 | $34,327.65 |

## 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $67,886 | $54,227.19 | $79,862.86 | ($25,635.67) | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.5 | English Learner Student Achievement | Yes | $2,874.79 | $4,403.60 | | |
| 1 | 1.6 | LTEL Support | Yes | $960.88 | $1,378.90 | | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | $666.37 | $747.75 | | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | $30,400.57 | $50,651.43 | | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | $3,824.58 | $6,315.28 | | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | $507.05 | $590.51 | | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | $1,073.75 | $1,122.00 | | |
| 3 | 3.3 | AVID Program Implementation | Yes | $200.39 | $135.90 | | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | $13,718.81 | $14,517.49 | | |

**2021-22 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $920,732 | $67,886 | 0 | 7.37% | $79,862.86 | 0.00% | 8.67% | $0.00 | 0.00% |

# Instructions

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary
# Purpose

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

# Requirements and Instructions

*General Information* – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

# Engaging Educational Partners

# Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**
**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**
**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

*Actions*: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

● Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

● Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

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

## Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year***: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

***Required Descriptions:***

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

# For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

# Calculations in the Action Tables

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

**Contributing Actions Table**
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

California Department of Education
January 2022

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy Central Valley
CDS Code: 54 718030112458
School Year: 2022-23
LEA contact information:
Dr. Richie Romero
Executive Director
rromero@calca.connectionsacademy.org
949-461-1667

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

## Budget Overview for the 2022-23 School Year



### Projected Revenue by Fund Source

All federal funds, $856,404, 9%
All local funds, $1,200, 0%
All other state funds, $784,003, 9%
Total LCFF funds $7,428,390 82 %
LCFF supplemental & concentration grants, $947,562, 10%
All Other LCFF funds, $6,480,828, 72%

*This chart shows the total general purpose revenue California Connections Academy Central Valley 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 California Connections Academy Central Valley is $9,069,997, of which $7,428,390 is Local Control Funding Formula (LCFF), $784,003

is other state funds, $1,200 is local funds, and $856,404 is federal funds.  Of the $7,428,390 in LCFF Funds, $947,562 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.

## Budgeted Expenditures in the LCAP



*This chart provides a quick summary of how much California Connections Academy Central Valley plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.*

The text description of the above chart is as follows: California Connections Academy Central Valley plans to spend $6,879,462 for the 2022-23 school year. Of that amount, $6,092,894 is tied to actions/services in the LCAP and $786,568 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The school has significant administrative and operating costs which are not included in the LCAP goals and actions. These include the following broad categories:

- -General administrative and operational expenses such as state reporting, enrollment, records, insurance, audits, dues, board expenses, taxes, banking, and database support.
- -Oversight and fees for the school's authorizer and SELPA.
- -Costs for staff support such as staff recruiting, payroll, pension reporting, HR services, hardware, software, and travel.
- -Facility costs such as rent, utilities, maintenance, janitorial, furniture and equipment, postage, and supplies.
- -Special Education costs to operate the Special Education program and provide services to students, including administrative and consulting costs, plus contracts with third party vendors to provide related services to students beyond what school staff can provide.
- -Cost to administer state required testing, including the purchase of technology, rental of facilities, travel costs and supplies.

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

In 2022-23, California Connections Academy Central Valley is projecting it will receive $947,562 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy Central Valley must describe how it intends to increase or improve services for high needs students in the LCAP. California Connections Academy Central Valley plans to spend $2,449,897 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

# Update on Increased or Improved Services for High Needs Students in 2021-22

## Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — **$571,755**

☐ Actual Expenditures for High Needs Students in LCAP — **$813,398**

$ 0     $ 200,000     $ 400,000     $ 600,000     $ 800,000     $ 1,000,000
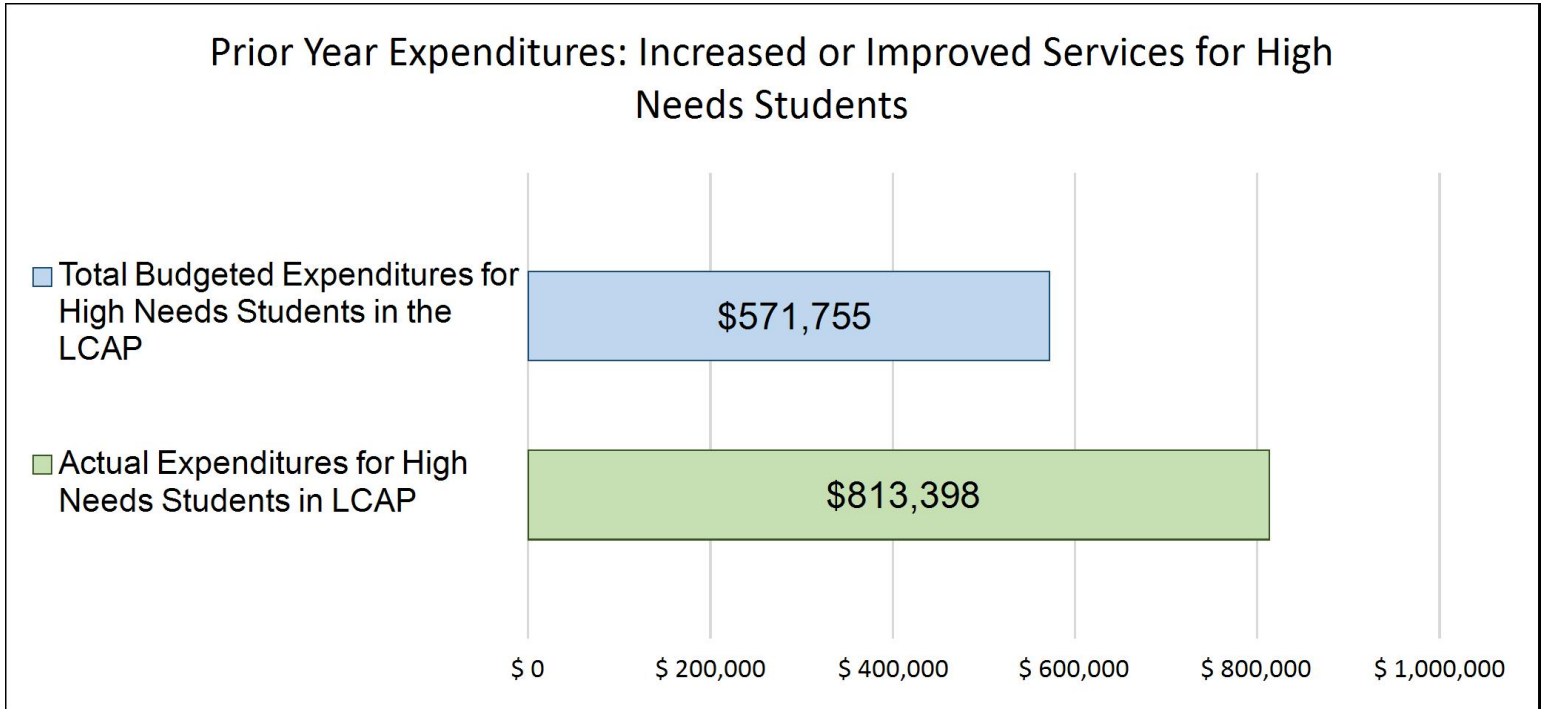
This chart compares what California Connections Academy Central Valley budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Connections Academy Central Valley estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, California Connections Academy Central Valley's LCAP budgeted $571755 for planned actions to increase or improve services for high needs students. California Connections Academy Central Valley actually spent $813398 for actions to increase or improve services for high needs students in 2021-22.

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| California Connections Academy Central Valley | Dr. Richie Romero<br>Executive Director | rromero@calca.connectionsacademy.org<br>951-394-0022 |

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

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

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

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

California Connections Academy does not receive concentration grant funding.

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

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

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

California Connections Academy is currently in the planning stages for the implementation of these funds. The organization anticipates expenditures to begin in the 2022-2023 school year. The organization is focused on a safe return to in-person activities and is using the funds needed to ensure all in-person activities are in full alignment of all California Department of Public Health guidelines. The challenges have been numerous, mostly stemming from the impact of the COVID-19 virus. Successes include initial positive student achievement outcomes, including increases to graduation rates.

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

California Connections Academy is focused on the safety of all students, staff, and community.  As a result, the organization is spending the funds needed to ensure a safe return to in-person events.  In addition, the organization is investing resources into a scaling up of technology resources to ensure that students can engage fully with the instructional program.  Also, California Connections Academy is investing resources to mitigate learning loss, both through additional time for student learning and also increased focused staff professional development.

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

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction

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

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

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

- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

# Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

# Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| California Connections Academy Central Valley | Dr. Richie Romero<br>Executive Director | rromero@calca.connectionsacademy.org<br>949-461-1667 |

# Plan Summary [2022-23]

## General Information

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

California Connections Academy Central Valley serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Alpaugh Unified School District, and enrolls students in five counties: Tulare, Kings, Kern, Fresno and Inyo. In 2006 the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the California Connections Academy family and California Connections Academy Central Valley will be run in the same model as the other 5 schools.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Central Valley is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school, which is governed and operated by an independent Board of Directors made up of a mix of educators, parents and community representatives, contracts with Pearson Virtual Schools for curriculum, technology, and support services. California Connections Academy Central Valley's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality curriculum that combines the best in print and technology and which is designed to meet all state standards.
Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations which are unique to the California Connections Academy Central Valley program and which have an effect on the performance metrics described in this LCAP include:
- A public charter school of choice, which parents choose for a wide variety of reasons
- The school serves all grade levels, TK-12, which is different from most traditional public schools
- A high mobility rate which results in a large population of new students each year
- A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate
- A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families chose a virtual charter school program to serve a unique need for a particular period of time, e.g. medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

# Reflections: Successes

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

The 2020-2021 and 2021-2022 school years have been among the most unique.  While functionally, our programmatic delivery has not changed throughout the pandemic, we have made concerted efforts to assist students to be as actively engaged as possible while navigating all of the different difficulties the pandemic has brought to families.  Our normal expectation is that students have a synchronous voice to voice communication once every two weeks with our staff.  The nature of this communication ranges from academic to social emotional support.  This contact requirement can be adapted to increased frequency if the student needs it with some students being contacted weekly, and others even daily.  The students in this increased contact frequency group are members of such student groups as foster, English learners and low income students.  The biweekly contact rate started at a baseline of almost 83% in 2019-2020 and increased throughout 2020-2021 to 94.9%. We are continuing our efforts and seeing growth throughout  2021-2022 as well.   In an effort, to further support staff to make these biweekly contacts even more effective, we embarked on whole staff social emotional training in 2021-2022 and are continuing with this effective process and training in 2022-2023.

# Reflections: Identified Need

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

Our graduation rate is above the 68% threshold. While this is encouraging, we continue to actively work to refine our methods to help students make up deficient credits. We have expanded our credit recovery program known as Project Success. We have also expanded our summer school offerings. We have focus groups actively working to find other ways to help students find success. In terms of math achievement, we continue to have refinement needs in this area. Initial i-Ready data is encouraging, however math growth is lagging behind reading growth. We will continue to work on articulation between elementary, middle and high school, as well as avail ourselves to increased professional development opportunities. We are also looking to invest in online instructional tools to help students better understand and engage with the topics being taught.

# LCAP Highlights

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

California Connections Academy viewed the release of the new LCAP template as an opportunity to better align school planning efforts. The three goal areas in this LCAP are aligned to the main pillars of the school organization, academics, engagement and post secondary preparation. The goals and associated actions have been refined through the LCAP process and with engagement of stakeholders. In an effort to make the LCAP even more accessible to staff, a one page summary referred to as the School Enhancement Target (SET) has been developed. The progress monitoring of the SET also informs the LCAP bringing the annual planning processes full circle.

# 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.

California Connections Academy Central Valley

## *Support for Identified Schools*

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

Needs Assessment:
Our 2021 graduation rate is slightly above the ESSA defined threshold of 68%. This rate is not only below the ESSA identified graduation rate, but also below the rate considered satisfactory by the staff within our organization. In order to complete the following plan, several groups were consulted, including but not limited to: school wide leadership, high school specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee. These groups were consulted at regular intervals

throughout the school year in order for all voices to be heard in the decision making process. The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed.

As reported by the California Dashboard, in 2020 the all students graduation rate declined slightly as compared to the prior year to 55.3%, which is discouraging and still not at the 68% threshold. The Hispanic student group had the lowest graduation rate of 44.4% and the White student group was the highest at 59.5%. In 2021, the all students graduation rate increased to 68.1% which is just slightly above the threshold of 68%. The lowest group was the Hispanic student group at 53.3% and the highest was the White student group at 76.5%. This increase in graduation rate is encouraging and we are dedicated as an organization to continuing this progress.

Currently, the school tracks the change in the percentage of students on track for graduation. In 2020-2021 9th graders dropped to 78.6% on track for graduation after the conclusion of the first semester. In 2021-2022, 86.2% of 9th graders remained on track at the conclusion of the first semester, an increase when compared to the prior year. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must continue to be addressed.

As an educational organization focused on continuous improvement, interventions to address graduation rate have begun prior to being identified as CSI. These two interventions are the transition to a homeroom model and the conceptualization and implementation of the credit recovery program known as Project Success. The initial results of both programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff. An increase in successful contacts relates to an increase of active engagement with our school program. Throughout the 2020-2021 school year, high school students received biweekly successful contacts (i.e. phone call, small group lesson) at a rate of 96.7% as the year progressed. This has increased to a peak of 99.4% in the 2021-2022 school year. Being fully aware of the realities of graduation rate, the high school staff has also begun the implementation of an internal credit recovery program called Project Success. During the 2020-2021 school year, historically at-risk high school students passed an average of 86.3% of their classes in the Project Success program. During the 2021-2022 school year, the average pass rate has increased to 93%. These successes are providing the justification and motivation to continue and expand these programs.

As a result of the school's struggles with graduation rate and the potential for learning loss due to the pandemic, our school ran its own in house summer school program for the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit deficient high school students were sent to a third party program with a success rate of an average of around 50% pass rates. Summer of 2020, we had a 77% pass rate and an 85% summer graduation rate for those in their last year of high school. Summer of 2021, our course pass rate decreased to 72% and our summer graduation rate increased to 96% for those in their last year of high school. These numbers show the benefit of our in-house summer school program in improving our overall graduation rate.

Root Cause Analysis:
-A graduation rate below 68% for most of our student groups needs to be addressed as well as increasing the growth seen this past year.
-Too many students are falling off cohort early in high school, including the 9th grade year, contributing to the decline in 4 year cohort graduation success.
-A high mobility rate is contributing to a large number of students enrolling deficient in credits.

Evidence-Based Interventions:
In order to make the best plan to meet our students' diverse needs, we utilized an evidenced based decision making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidenced based interventions, we required the solution criteria be a strategy that can contribute to achieving a 68% graduation rate or higher. The possible solutions, i.e. the possible evidence based interventions were all the interventions listed below. As we identified our solution choices we decided to use all interventions considered being that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision making process, the following evidence based interventions will be implemented and/or continued:

-Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (http://new.every1graduates.org/), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to alert teachers and administrators to students who are on the pathway to dropping out." Based on the school's numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:
1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;
2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who drop out of school. (http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/)

-Homeroom Model: Based on the encouraging initial results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar in a traditional brick and mortar setting. Students are assigned in small groups to specific teachers, these teachers may or may not teach them an academic subject. It is all teachers' responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

-High School Credit Recovery Program (Project Success): Another layer of the homeroom model is the high school credit recovery program known as Project Success. Within this program, credit deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school's students most at risk of not graduating on time.

- CHAMPS program: Community Helps Achieve My Personal Success (CHAMPS) is a program implemented in 2021 to identify students who are either credit deficient, taking additional courses, or have shown a propensity to struggle academically. CHAMPS students have a history of struggling academically and are 1 or more credits behind. This program offers support to students in grades 9-12 by providing them with additional homeroom support and guidance.

-College and Career Access Pathway (CCAP): According to http://cacareerpathways.clasp.org, "this joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless

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pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness." We have partnered with Saddleback Community College for this program. In the 2021-2022 school year, its first full year of program implementation, we had 38 students enrolled. These students were provided up to three courses during this time and achieved a 78% pass rate. This has been a success and we look forward to program growth in its second year of implementation.

-In House Summer School: Building off the success of the 2020 and 2021 programs, we continue to refine our summer school program. We will work to better identify the students in need of summer school. We will also work to refine course offerings. Summer school will focus on both higher grade students needing credits and lower grade students needing foundational skills.

Identification of Resource Inequities:
The mission of California Connections Academy Central Valley seeks to provide "a more personalized approach to learning to maximize these students' potential and meet the highest performance standards." In this case, students not achieving the basic requirement for a high school diploma are not "meeting the highest performance standards." Resource inequities may therefore be another contributor to this reality. To begin this process of identifying resource inequities, we assessed the fairness of our efforts. As stated in the Needs Assessment, some student groups are exceeding the 67% graduation rate threshold. We did identify that some student groups are meeting that target, but improvement is still needed. There is a consistency in this data. Students of all groups are showing marked growth but some are still missing the target for graduation, which is why improvement in this area is so important, but this fact also implies that there is fairness in the implementation of our program, so that one student group is not succeeding at the expense of other groups. In an online school, all students receive the same access to all courses, the same materials, and the same level of teacher support and are held to the same standards of success. We plan to not only continue this fair implementation of our program but to also continue to push for improvement of student graduation outcomes. Therefore, all students in need of support to get back on track for graduation will be included in all our efforts. This includes the Project Success credit recovery program, CHAMPS program, and the early warning and response system monitoring and support. The only metric used for identification for eligibility into these support programs will be the level of credit deficiency. We do believe that all students at risk of not graduating on time need additional school resources over and above what each student in our program normally receives in order to "catch up" to their 'on track' peers, and we will allocate additional resources. As a result, we plan to lower student to teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the continuation of the college and career access pathway, the early warning and response system, CHAMPS, and in house summer school.

## *Monitoring and Evaluating Effectiveness*

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

The CSI plan will be monitored following the stages of implementation described by Fixsen, "exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change." (https://nirn.fpg.unc.edu/) The plan will be monitored at all times, with formal quarterly reports on the following data points:

-The percentage of all students who are on track to graduate, with the goal of all those in the current 4 year cohort to be above 68%.
-The percentage of underclassmen remaining on cohort to increase, i.e. more than 86.2% of 9th grade students to remain on track after the first semester of the 2022-2023 school year.
- Continue with CCAP Program that was implemented in the Fall of the 2021-2022 school year.
-In house summer school program refinement.
-Continued refinement of CHAMPS program.

We will progress monitor these data points, at a minimum quarterly. School leadership, staff, and community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. All of these efforts will help the school determine the effectiveness of the selected evidence based interventions and this feedback and data will be utilized in future evidenced based decision making.

# Engaging Educational Partners

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

California Connections Academy, has the unique opportunity to take full advantage of existing involvement processes. Stakeholder feedback, especially from parents and students, has always been very important to the organization. One very important method is through the use of various surveys. These surveys are distributed each year as a means of soliciting and gathering stakeholder input. Some questions specifically ask stakeholders to identify areas of need and to receive their input for school improvement. Open ended written comments are also solicited, which are then reviewed along with the compiled overall results.

In addition to the surveys, various meetings are also held to solicit stakeholder input. These are summarized below:

School Advisory Committee
The role of the School Advisory Committee is to review the effectiveness of current school programs, policies, and procedures. In addition, the Committee reviews student performance data and plays an integral part in providing valuable feedback on how to improve student achievement. In addition to its role in developing the school's LCAP, the Advisory Committee includes various Title 1 stakeholders and reviews the effectiveness of the Title 1 program and also participates in the WASC process. Efforts are made to include representation from all stakeholder groups in the Committee. For example, Committee members include parents, teachers from different grade levels, administrators, school support staff and board members. In addition, parents of students from specific demographic subgroups, such as Special Education, English Language Learners, and Socio-Economically disadvantaged are encouraged to participate in the Committee. School Advisory Committee meetings are held two to three times per year, usually in the fall, mid-year and then in the spring. Meeting agendas include review of school performance, a description of LCAP and the state priorities, and opportunities for specific suggestions and feedback. Detailed explanations of the state accountability system and the School Dashboard are provided. Meetings are offered virtually so that stakeholders can participate from any location and do not need to travel to the school office. The meetings are recorded and are available for review at any time. Input given by stakeholders at these meetings is documented and addressed either immediately during the meeting, or as a follow up at a future meeting. It may also be incorporated into the LCAP when appropriate.

Brown Bag Staff Meetings
School leadership holds regular monthly meetings where all staff members are invited, including teachers, administrators and support staff. Various topics are discussed, including school improvement. These are sessions designed to inform staff of current events and dates that are pertinent to them. In addition, participants are encouraged to ask questions that are important to them. Each year, LCAP information and discussion is included, along with information on the state priorities and the charter goals.

Charter School Board Meetings
The Board of Directors for the school meets nine times per year. These meetings are open to the public. In addition to the board members and administrative staff, school district personnel from our sponsoring district are invited and attend the meetings on occasion. On a regular cycle, the Board addresses school improvement and, in partnership with school administration, sets school goals for the year. Beginning mid-

way through the year, the LCAP is a regular item on the board agendas so that board members, district staff and other members of the public can become informed about the LCAP and provide input.

Authorizing District Input
The authorizing district conducts annual oversight reviews to evaluate the school's performance and achievements as well as areas of growth. The authorizing district staff has opportunities to provide input on the school's program and performance during the annual district oversight process. This input can then be incorporated into the annual LCAP as needed. The school also provides an update to the authorizing district Board of Trustees annually, usually sometime near the end of the school year when the highlights from the previous year can be included. This is typically done via a presentation at a public board meeting, allowing district Board members as well as members of the public to have opportunities to provide input to the school leadership.

WASC Accreditation Focus Group Meetings
During years that the school is engaged in the WASC accreditation process, the input required as part of WASC is used to inform the LCAP. During those years, groups meet to discuss school performance and school improvement. Multiple staff members are directly involved with the accreditation process, and other stakeholders are involved through meetings, surveys and other methods.

Executive Leadership Team Meetings
These meetings are held weekly and include representation from the educational leadership at all grade levels, the Special Education (Student Services) department, the Counseling department, and the Business Services department. These representatives are able to articulate the areas of need for their particular departments. LCAP goals are created and refined by the Executive Leadership Team, using stakeholder input. Because there is representation from all areas of the school, including business services, the actions and expenditures required to implement the LCAP can be discussed and agreed upon. In addition, during annual multi-day Leadership Retreats, the LCAP goals, priorities and actions are discussed in depth as a part of the annual school improvement planning cycle.

Back to school 'All Staff' Meetings
In addition to the ongoing and regular feedback that all staff can make via their departments and/or supervisors, there are additional opportunities for staff input into school improvement at the beginning of the year and end of the year "all staff" meetings. These meetings may be in person or conducted virtually, but in either case, staff input is documented and addressed.

A summary of the feedback provided by specific educational partners.

The main elements of feedback provided by stakeholder groups were the following:
- Simplifying the readability of the document
- Increased inclusion of socialization activities, mental health and social emotional supports
- Further improving graduation rate
- Further improving math academic achievement

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

- The Executive Leadership Team influenced the change to the goals of the LCAP. Taking six goals and aligning them more succinctly into three goals.
- The School Advisory Committee's feedback led to the inclusion of actions surrounding increased socialization activities, mental health and social emotional supports.
- The Executive Leadership Team, the School Advisory Committee, and CalCA High School staff led to the inclusion of actions and metrics to better address the graduation realities.
- The Executive Leadership Team, the School Advisory Committee, and CalCA Teachers led to the inclusion of actions for increased instructional professional development and additional instructional delivery tools.

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 1 | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. |

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority.  The actions associated with this goal are designed to help every student reach their highest academic potential.  All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| The median percent progress towards Typical Growth in Reading as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Reading was 80% | In 2020-2021, the median percent progress towards Typical Growth in Reading was 100% | | | The desired outcome for 2022-2023, the median percent progress towards Typical Growth in Reading will be 100% |
| The median percent progress towards Typical Growth in Math as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Math was 71% | In 2020-2021, the median percent progress towards Typical Growth in Math was 86% | | | The desired outcome for 2022-2023, the median percent progress towards Typical Growth in Math will be 87.2% |
| Increase English Learner reclassification rates | In 2020-2021 the RFEP rate was 15.8% | In 2021-2022 the RFEP rate was 6.45% | | | The desired outcome for 2022-2023 is an RFEP rate of 15.8% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Professional Development for Academic Achievement | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE. | $77,290.00 | No |
| **1.2** | Diagnostic Assessments and MTSS Academic Interventions | Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning. | $782,573.87 | No |
| **1.3** | Teacher Collaboration for Academic Achievement | PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas. | $957,931.53 | No |
| **1.4** | Synchronous and Asynchronous Instructional Tools | Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery. | $15,357.40 | No |
| **1.5** | English Learner Student Achievement | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency. | $42,221.95 | Yes |
| **1.6** | LTEL Support | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification. | $13,154.75 | Yes |
| **1.7** | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by | $7,033.62 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | teachers, and consideration for modifications to graduation requirements. | | |

# Goal Analysis [2021-22]

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

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

Our overall implementation of the planned actions and services was completed as described. Specifically, the implementation of our diagnostic assessments three times per school year have been successful. We will continue to enhance our PLCs use of the data to determine the best strategies and methods to implement best practices for re-teaching and intervention as needed for all students in all areas.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

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

There were increases in both iReady Reading and Math median percent progress toward Typical Growth. We will continue to utilize the high-engagement online instructional tools. However, there was a decrease in our English Learner reclassification rates. We will increase our efforts to engage and address our English Learners at all levels to ensure progress toward English language proficiency. We will work to see growth in this area as we progress yearly.

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

We will continue utilizing PLC groups to include various interventions to support and engage all student groups with significant focus on our English Learner and Foster Youth groups.

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

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 2 | All stakeholder groups will demonstrate active engagement in the school program. |

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another.  Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond.  All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Maintain a high rate of biweekly contacts | In 2019-2020, the average biweekly contact rate was 82.7% | In 2020-2021, the average biweekly contact rate was 94.9% | | | The desired outcome for 2022-2023 is an average biweekly contact rate of 95.41% |
| Decrease chronic absenteeism | The 2020-2021 chronic absenteeism rate after month 7 was 6.44% | The 2021-2022 chronic absenteeism rate after month 7 was 6.95% | | | The desired outcome for 2022-2023 month 7 chronic absenteeism rate will be less than 5% |
| Maintain a low suspension rate | The 2019-2020 suspension rate was 0% | The 2020-2021 suspension rate was 0% | | | The desired outcome for 2022-2023 is 0% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment.  The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus.  All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops. | $1,964,440.56 | No Yes |
| **2.2** | Track and Record Daily Student Participation | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily. | $1,241,590.51 | No |
| **2.3** | Framework of Tiered Re-engagement Strategies for Students | When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program.  School staff will also utilize these strategies to lessen instances of chronic absenteeism. | $256,888.49 | Yes |
| **2.4** | Learning Coach Engagement Support | The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including | $60,262.51 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish. | | |
| 2.5 | Social Emotional / Mental Health Supports | Staff will be trained in and asked to engage in social emotional supports for all students.  In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields. | $77,196.75 | No |
| 2.6 | Increasing Diversity and Inclusion | Our school is committed to the increasing diversity and inclusion for our entire school community.  We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices. | $25,247.50 | No |
| 2.7 | Foster and Homeless Youth Engagement Support | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process.  The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.  Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.  The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | $5,633.50 | Yes |
| 2.8 | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience. | $20,695.00 | No |

# Goal Analysis [2021-22]

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

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

Overall implementation of the planned actions and services was completed as described. In particular, the implementation of bi weekly contact continues to be very successful, including the in person and virtual engagement. In addition, we will continue to utilize and enhance the tiers of interventions set up to assist students in finding ways to engage fully with our school program.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs.

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

Our high rate of bi weekly contact has increased significantly. The additional school engagement supports across all grade levels and student groups have been significant. While this is encouraging, our slight rise in chronic absenteeism indicates that our re engagement efforts need to be evaluated further.

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

Our chronic absenteeism increased slightly. Further development and refinement by school staff is necessary in utilizing engagement strategies to lessen instances of chronic absenteeism. Actions and services geared toward improving out chronic absenteeism will be reviewed during the LCAP year.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | All students will graduate with the knowledge and skills needed for college and careers. |

| An explanation of why the LEA has developed this goal. |
|---|
| As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school.  Our immediate focus within this goal is to increase the overall graduation rate.  To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Increase the course pass rates within our in house credit recovery program known as Project Success | In 2019-2020, the average course pass rate was 75.3% | In 2020-2021, the average course pass rate was 87.8% | | | The desired outcome for 2022-2023 is an average course pass rate of 89% |
| Increase summer school course pass rates | In the summer of 2020, the course pass rates was 77% | In the summer of 2021, the course pass rates was 72% | | | The desired outcome for the summer of 2022 is 74.8% |
| Increase graduation rates | The 2019-2020 grad rate was 55.3% | The 2020-2021 grad rate was 68.1% | | | The desired outcome for the 2022-2023 grad rate is 71.3% |
| Increase the percentage of students completing a-g requirements. | In 2019-2020, the percentage of students completing a-g requirements was 11.1% | In 2020-2021, the percentage of students completing a-g requirements was 12.8% | | | The desired outcome for the 2022-2023 school year is 21.5% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College Preparation | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.  Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses. | $142,621.95 | Yes |
| 3.2 | Career Preparation (CTE) | Develop and implement formal Career Technical Education Pathways. | $14,850.75 | Yes |
| 3.3 | AVID Program Implementation | Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations. | $2,094.21 | Yes |
| 3.4 | Credit Recovery and Summer Intervention | Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.  Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8. | $160,493.73 | Yes |
| 3.5 | Transition Plans | Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living. | $42,184.02 | No |
| 3.6 | Graduation Rate Progress Monitoring | Implement an Early Warning and Response System known as the Rainbow List.  The Rainbow List color codes high school students based on their degree of credit deficiency.  With a clear focus on | $176,412.46 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students' level of need, varied intervention and support can be targeted. | | |
| 3.7 | Dual Enrollment Options | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options. | $6,718.62 | No |

# Goal Analysis [2021-22]

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

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

Overall, Implementation of the planned actions and services was completed as described. There are still considerations for continuing to improve the four year cohort graduation rate through continued graduation progress monitoring. We will continue to work on new and existing initiatives over the next few years in order to monitor progression.

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

The primary differences between actual and budgeted expenditures can be explained as follows:
1. Actual salaries plus benefits are reported vs. budgeted amounts for salaries for administrators and individual staff members.
2. Costs for the actual use of certain programs, such as summer school credit recovery, are included but can be varied from budget based on student need.

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

Our graduation rate is above federal expectations. This is encouraging and we will continue to utilize the credit recovery programs, AVID, and dual enrollment options to meet the needs of our students.

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

Graduation rate goals have been met, therefore, the additional actions and services will continue with some additional services being added. An increased pass rate in our credit recovery program is favorable. However, there was a decrease in our in-house summer school pass rate, so additional review is needed.

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

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

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $945,812 | |

**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 |
|---|---|---|---|
| 14.77% | 2.03% | $135,511.07 | 16.80% |

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

## Required Descriptions

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

Goal 1: Actions 1 - 4 focused on schoolwide academic achievement. We continue to work towards improving academic achievement for both unduplicated students and other students groups, especially when looking at math performance data and assessing the academic needs of various student groups. These actions support unduplicated students because these actions are designed to refine instructional practices throughout the entire school. Unduplicated students are encouraged and supported in accessing the broad course of study available within our school, and as a result, we are seeking to refine practices schoolwide to ensure that no matter what course an unduplicated student chooses to enroll in, the teacher is fully supported.

Goal 2: Actions 1 - 6, and 8 focused on engagement. We continue to have the need to reduce chronic absenteeism for both unduplicated students and other student groups. When a student is not engaging fully within our school, we provide individualized support to meet their needs and ensure maximum engagement with our program. This means that no matter the student group, each student is supported to their level of need. All unduplicated students that encounter difficulties with engagement will receive the individualized support when they need it. We have found over the past several years that the homeroom model of support is very effective for at-risk students who do not have as much support in their home environment.

Goal 3: Actions 1, 2, 5 - 7 focused on post-secondary outcomes. Graduation rates continue to be a focus of program enhancements. Almost all student groups, including unduplicated students, need assistance in order for the school to reach the federal required threshold for graduation rate. Maximizing graduation rates is foundational to our students' and overall school level success. When students begin to show the warning signs of becoming a non-graduate, individualized intervention is provided. All students from all student groups, including unduplicated students, will receive the support they need to remedy credit deficiencies whenever they need it.

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

Since the school expects to have approximately 59% of students identified as unduplicated, services provided to all students will also support this population under a "schoolwide" model. The increase in funds to be received in 2022-23 is due solely to an additional increase in these student populations rather than an increased percentage of eligible students. Therefore, as supplemental funds increase, the services provided to the unduplicated student population are increased by a proportional amount to provide these supportive services to an increased number of students. The types of services that are specifically designed to help support the unduplicated pupils include the following:

1. Continue to improve and add services for English Language Learner students, in particular by adding further support for synchronous lessons, increase participation in the credit based courses for high school ELL students and develop procedures to address LTEL students and monitor RFEP student.

2. Support provided in several areas, including math intervention, high school staffing, and liaisons dedicated to homeless and foster youth support. A homeroom model implemented across the school provides additional support and the school has changed its staffing model accordingly, with specific teachers assigned to the most at risk students.

3. AVID program expansion continues, including AVID professional development, an AVID Coordinator, a credit bearing AVID course and AVID tutoring services.

4. Credit recovery options for at-risk students, including additional funds for the summer school program which will be used for students who are at the highest risk of not graduating on time and summer intervention programs for K-8 students. In addition, the Project Success program targets students in their last two years of high school who have gotten off track for graduation and provides additional support to help them make up credits through that program.

5. Additional support for access to a wide selection of a-g coursework, which should help to increase the percentage of students who can graduate with all the UC a-g requirements met.

6. Enhanced support for Learning Coaches so that they are able to better support and engage students, especially students considered "at risk".

7. Continued development of a formal Career Technical Education Pathways program, including partnerships with colleges and businesses, plus a partnership with at least one Community College for Dual Enrollment courses.

8. Enhanced internal assessments to closely monitor at risk students, determining where they start and end the school year and measuring individual student growth within each academic year.

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.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | | 22 |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $5,269,124.50 | $436,188.95 | | $387,580.23 | $6,092,893.68 | $3,473,689.83 | $2,619,203.85 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Development for Academic Achievement | All | $41,539.30 | | | $35,750.70 | $77,290.00 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | All | $668,659.54 | | | $113,914.33 | $782,573.87 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | All | $833,674.31 | $124,257.22 | | | $957,931.53 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | All | | | | $15,357.40 | $15,357.40 |
| 1 | 1.5 | English Learner Student Achievement | English Learners | $42,221.95 | | | | $42,221.95 |
| 1 | 1.6 | LTEL Support | English Learners | $13,154.75 | | | | $13,154.75 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Foster Youth | $7,033.62 | | | | $7,033.62 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | All Low Income | $1,846,582.20 | $117,858.36 | | | $1,964,440.56 |
| 2 | 2.2 | Track and Record Daily Student Participation | All | $1,157,523.86 | $82,838.15 | | $1,228.50 | $1,241,590.51 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | English Learners Foster Youth Low Income | $194,759.88 | $62,128.61 | | | $256,888.49 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--------------|------------------|------------|-------------------|-------------|---------------|-------------|
| 2 | 2.4 | Learning Coach Engagement Support | English Learners Foster Youth Low Income | $60,247.77 | | | $14.74 | $60,262.51 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | All | $43,942.02 | $7,687.53 | | $25,567.20 | $77,196.75 |
| 2 | 2.6 | Increasing Diversity and Inclusion | All | $25,000.00 | | | $247.50 | $25,247.50 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Foster Youth | $5,633.50 | | | | $5,633.50 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | All | $20,695.00 | | | | $20,695.00 |
| 3 | 3.1 | College Preparation | English Learners Foster Youth | $81,879.28 | | | $60,742.67 | $142,621.95 |
| 3 | 3.2 | Career Preparation (CTE) | English Learners Foster Youth Low Income | $14,322.00 | | | $528.75 | $14,850.75 |
| 3 | 3.3 | AVID Program Implementation | English Learners Foster Youth Low Income | $2,094.21 | | | | $2,094.21 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | English Learners Foster Youth Low Income | $160,493.73 | | | | $160,493.73 |
| 3 | 3.5 | Transition Plans | Students with Disabilities | $21,474.48 | $20,709.54 | | | $42,184.02 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | English Learners Foster Youth Low Income | $21,474.48 | $20,709.54 | | $134,228.44 | $176,412.46 |
| 3 | 3.7 | Dual Enrollment Options | All | $6,718.62 | | | | $6,718.62 |

## 2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $6,405,554 | $945,812 | 14.77% | 2.03% | 16.80% | $2,449,897.37 | 0.00% | 38.25 % | **Total:** | $2,449,897.37 |
| | | | | | | | | **LEA-wide Total:** | $1,846,582.20 |
| | | | | | | | | **Limited Total:** | $68,043.82 |
| | | | | | | | | **Schoolwide Total:** | $2,381,853.55 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.5 | English Learner Student Achievement | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $42,221.95 | |
| 1 | 1.6 | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $13,154.75 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $7,033.62 | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | LEA-wide Schoolwide | Low Income | All Schools | $1,846,582.20 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $194,759.88 | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $60,247.77 | |

| 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 (%) |
|------|----------|--------------|--------------------------------------------------|-------|-------------------------------|----------|-----------------------------------------------------------|---------------------------------------------|
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $5,633.50 | |
| 3 | 3.1 | College Preparation | Yes | Schoolwide | English Learners Foster Youth | All Schools | $81,879.28 | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $14,322.00 | |
| 3 | 3.3 | AVID Program Implementation | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $2,094.21 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $160,493.73 | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $21,474.48 | |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $4,307,909.23 | $5,233,024.48 |

| 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 | Professional Development for Academic Achievement | No | $37,707.93 | $39,442.22 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | No | $419,194.76 | $733,439.06 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | No | $523,512.92 | $901,474.40 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | No | $11,358.00 | $0.00 |
| 1 | 1.5 | English Learner Student Achievement | Yes | $25,873.10 | $39,632.36 |
| 1 | 1.6 | LTEL Support | Yes | $8,647.93 | $12,410.14 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | $5,997.30 | $6,729.73 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | No | $1,601,217.82 | $1,194,520.51 |
| 2 | 2.2 | Track and Record Daily Student Participation | No | $875,385.37 | $1,101,658.45 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | $305,369.43 | $514,663.74 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | $34,421.25 | $58,190.44 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | No | $52,844.81 | $84,273.13 |
| 2 | 2.6 | Increasing Diversity and Inclusion | No | $29,680.00 | $21,080.83 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | $4,563.44 | $5,314.62 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | No | $7,177.45 | $8,697.29 |
| 3 | 3.1 | College Preparation | Yes | $97,429.04 | $129,905.52 |
| 3 | 3.2 | Career Preparation (CTE) | Yes | $13,623.75 | $9,262.50 |
| 3 | 3.3 | AVID Program Implementation | Yes | $1,803.51 | $1,223.10 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | $119,334.30 | $129,942.41 |
| 3 | 3.5 | Transition Plans | No | $28,277.31 | $39,796.24 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | Yes | $97,367.51 | $166,426.85 |
| 3 | 3.7 | Dual Enrollment Options | No | $7,122.30 | $34,940.94 |

## 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $948,909 | $571,755.15 | $813,397.93 | ($241,642.78) | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.5 | English Learner Student Achievement | Yes | $25,873.10 | $39,632.36 | | |
| 1 | 1.6 | LTEL Support | Yes | $8,647.93 | $12,410.14 | | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | $5,997.30 | $6,729.73 | | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | $273,605.16 | $455,862.85 | | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | $34,406.63 | $56,837.51 | | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | $4,563.44 | $5,314.62 | | |
| 3 | 3.1 | College Preparation | Yes | $66,514.56 | $75,971.02 | | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | $13,320.00 | $9,215.25 | | |
| 3 | 3.3 | AVID Program Implementation | Yes | $1,803.51 | $1,223.10 | | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | $119,334.30 | $129,942.41 | | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | Yes | $17,689.22 | $20,258.94 | | |

**2021-22 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $6,667,640 | $948,909 | 0 | 14.23% | $813,397.93 | 0.00% | 12.20% | $135,511.07 | 2.03% |

# 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](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary
# Purpose

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

# Requirements and Instructions

*General Information* – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

# Engaging Educational Partners

# Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**
**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**
**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

*Actions*: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

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

## Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year***: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

***Required Descriptions:***

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

# For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

# Calculations in the Action Tables

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

**Contributing Actions Table**
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  o 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)

  o 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 (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o 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)

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  o 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)

  o 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)

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

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

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

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

California Department of Education
January 2022

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy Monterey Bay

CDS Code: 44-75432-0139410

School Year: 2022-23

LEA contact information:

Dr. Richie Romero

Executive Director

rromero@calca.connectionsacademy.org

949-461-1667

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

# Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

All federal funds, $52,850 , 1%
All local funds, $500 , 0%
All other state funds, $544,595 , 9%

Total LCFF funds $5,272,108 90 %

LCFF supplemental & concentration grants, $303,108 , 5%

All Other LCFF funds, $4,969,000 , 85%

*This chart shows the total general purpose revenue California Connections Academy Monterey Bay 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 California Connections Academy Monterey Bay is $5,870,053, of which $5,272,108 is Local Control Funding Formula (LCFF), $54,4595

is other state funds, $500 is local funds, and $52,850 is federal funds.  Of the $5,272,108 in LCFF Funds, $303,108 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.

## Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,447,256

Total Budgeted Expenditures in the LCAP $4,101,265

This chart provides a quick summary of how much California Connections Academy Monterey Bay plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Connections Academy Monterey Bay plans to spend $5,447,256 for the 2022-23 school year. Of that amount, $4,101,265 is tied to actions/services in the LCAP and $1,345,991 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The school has significant administrative and operating costs which are not included in the LCAP goals and actions. These include the following broad categories:

- -General administrative and operational expenses such as state reporting, enrollment, records, insurance, audits, dues, board expenses, taxes, banking, and database support.
- -Oversight and fees for the school's authorizer and SELPA.
- -Costs for staff support such as staff recruiting, payroll, pension reporting, HR services, hardware, software, and travel.
- -Facility costs such as rent, utilities, maintenance, janitorial, furniture and equipment, postage, and supplies.
- -Special Education costs to operate the Special Education program and provide services to students, including administrative and consulting costs, plus contracts with third party vendors to provide related services to students beyond what school staff can provide.
- -Cost to administer state required testing, including the purchase of technology, rental of facilities, travel costs and supplies.

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

In 2022-23, California Connections Academy Monterey Bay is projecting it will receive $303,108 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy Monterey Bay must describe how it intends to increase or improve services for high needs students in the LCAP.  California Connections Academy Monterey Bay plans to spend $1,407,398 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

# Update on Increased or Improved Services for High Needs Students in 2021-22

## Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$201,798**

☐ Actual Expenditures for High Needs Students in LCAP: **$199,211**

(Chart x-axis: $0, $50,000, $100,000, $150,000, $200,000, $250,000)
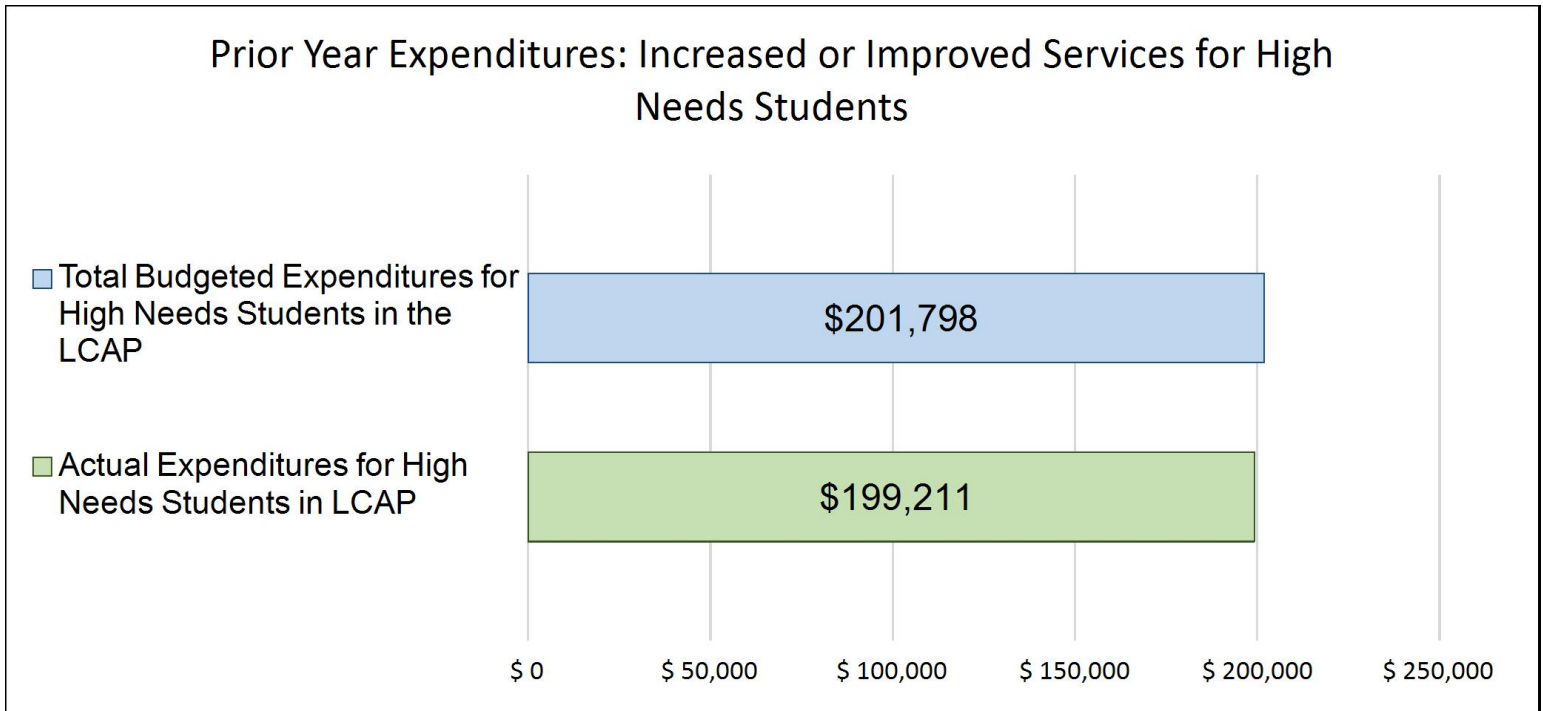
This chart compares what California Connections Academy Monterey Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Connections Academy Monterey Bay estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, California Connections Academy Monterey Bay's LCAP budgeted $201,798 for planned actions to increase or improve services for high needs students. California Connections Academy Monterey Bay actually spent $199,211 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-2,587 had the following impact on California Connections Academy Monterey Bay's ability to increase or improve services for high needs students:

There are many other actions in the LCAP which will support the students identified as unduplicated and those costs are contained within the expenditure lines for those actions but were not specifically split out from the expenditures for all students. The increase in supplemental funds is mostly due to increasing enrollment rather than an increasing percentage of the students identified in the school population as unduplicated. Therefore, the additional supplemental funds are used to expand existing programs and services so that these students can take advantage of programs and services developed to support these high needs students.  Access to technology is one example of an area that was not included in the "contributing actions" for the 2021-22 LCAP but which supported low income students to be successful in the school's online educational program.

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| California Connections Academy Monterey Bay | Dr. Richie Romero<br>Executive Director | rromero@calca.connectionsacademy.org<br>951-394-0022 |

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

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

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

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

California Connections Academy does not receive concentration grant funding.

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

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

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

California Connections Academy Monterey Bay is not yet eligible for federal funding under a "schoolwide basis", based on the fact that the number of students enrolled that meet the FREE or REDUCED lunch income requirements is lower than 40%. Therefore, the school has not yet applied for federal Title funding and was therefore NOT ELIGIBLE for federal COVID relief funds, including ESSER III funding, since a prerequisite for ESSER III funding was the previous receipt of federal Title funds.

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

California Connections Academy is focused on the safety of all students, staff, and community. As a result, the organization is spending the funds needed to ensure a safe return to in-person events. In addition, the organization is investing resources into a scaling up of technology resources to ensure that students can engage fully with the instructional program. Also, California Connections Academy is investing resources to mitigate learning loss, both through additional time for student learning and also increased focused staff professional development.

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

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction

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

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

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

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

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP

- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

# Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

# Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| California Connections Academy Monterey Bay | Dr. Richie Romero<br>Executive Director | rromero@calca.connectionsacademy.org<br>949-461-1667 |

# Plan Summary [2022-23]

## General Information

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

California Connections Academy Monterey Bay serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Scotts Valley Unified School District, and enrolls students in five counties: Monterey, San Benito, San Mateo, Santa Cruz, and Santa Clara. In the 2019-2020 school year, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the California Connections Academy family and California Connections Academy Monterey Bay will be run in the same model as the other 5 schools.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Monterey Bay is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school, which is governed and operated by an independent Board of Directors made up of a mix of educators, parents and community representatives, contracts with Pearson Virtual Schools for curriculum, technology, and support services. California Connections Academy Monterey Bay's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality curriculum that combines the best in print and technology and which is designed to meet all state standards.
Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations which are unique to the California Connections Academy Monterey Bay program and which have an effect on the performance metrics described in this LCAP include:
- A public charter school of choice, which parents choose for a wide variety of reasons
- The school serves all grade levels, TK-12, which is different from most traditional public schools
- A high mobility rate which results in a large population of new students each year
- A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate
- A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families chose a virtual charter school program to serve a unique need for a particular period of time, e.g. medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

# Reflections: Successes

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

The 2020-2021 and 2021-2022 school years have been among the most unique. While functionally, our programmatic delivery has not changed throughout the pandemic, we have made concerted efforts to assist students to be as actively engaged as possible while navigating all of the different difficulties the pandemic has brought to families. Our normal expectation is that students have a synchronous voice to voice communication once every two weeks with our staff. The nature of this communication ranges from academic to social emotional support. This contact requirement can be adapted to increased frequency if the student needs it with some students being contacted weekly, and others even daily. The students in this increased contact frequency group are members of such student groups as foster, English learners and low income students. The biweekly contact rate started at a baseline of almost 83% in 2019-2020 and increased throughout 2020-2021 to 94.9%. We are continuing our efforts and seeing growth throughout 2021-2022 as well. In an effort, to further support staff to make these biweekly contacts even more effective, we embarked on whole staff social emotional training in 2021-2022 and are continuing with this effective process and training in 2022-2023.

# Reflections: Identified Need

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

Our graduation rate is above the 68% threshold. While this is encouraging, we continue to actively work to refine our methods to help students make up deficient credits.  We have expanded our credit recovery program known as Project Success.  We have also expanded our summer school offerings.  We have focus groups actively working to find other ways to help students find success.  In terms of math achievement, we continue to have refinement needs in this area.  Initial i-Ready data is encouraging, however math growth is lagging behind reading growth.  We will continue to work on articulation between elementary, middle and high school, as well as avail ourselves to increased professional development opportunities.  We are also looking to invest in online instructional tools to help students better understand and engage with the topics being taught.

# LCAP Highlights

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

California Connections Academy viewed the release of the new LCAP template as an opportunity to better align school planning efforts.  The three goal areas in this LCAP are aligned to the main pillars of the school organization, academics, engagement and post secondary preparation.  The goals and associated actions have been refined through the LCAP process and with engagement of stakeholders.  In an effort to make the LCAP even more accessible to staff, a one page summary referred to as the School Enhancement Target (SET) has been developed.  The progress monitoring of the SET also informs the LCAP bringing the annual planning processes full circle.

# 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.

## *Support for Identified Schools*

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

## *Monitoring and Evaluating Effectiveness*

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

# Engaging Educational Partners

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

California Connections Academy, has the unique opportunity to take full advantage of existing involvement processes. Stakeholder feedback, especially from parents and students, has always been very important to the organization. One very important method is through the use of various surveys. These surveys are distributed each year as a means of soliciting and gathering stakeholder input. Some questions specifically ask stakeholders to identify areas of need and to receive their input for school improvement. Open ended written comments are also solicited, which are then reviewed along with the compiled overall results.

In addition to the surveys, various meetings are also held to solicit stakeholder input. These are summarized below:

School Advisory Committee
The role of the School Advisory Committee is to review the effectiveness of current school programs, policies, and procedures. In addition, the Committee reviews student performance data and plays an integral part in providing valuable feedback on how to improve student achievement. In addition to its role in developing the school's LCAP, the Advisory Committee includes various Title 1 stakeholders and reviews the effectiveness of the Title 1 program and also participates in the WASC process. Efforts are made to include representation from all stakeholder groups in the Committee. For example, Committee members include parents, teachers from different grade levels, administrators, school support staff and board members. In addition, parents of students from specific demographic subgroups, such as Special Education, English Language Learners, and Socio-Economically disadvantaged are encouraged to participate in the Committee. School Advisory Committee meetings are held two to three times per year, usually in the fall, mid-year and then in the spring. Meeting agendas include review of school performance, a description of LCAP and the state priorities, and opportunities for specific suggestions and feedback. Detailed explanations of the state accountability system and the School Dashboard are provided. Meetings are offered virtually so that stakeholders can participate from any location and do not need to travel to the school office. The meetings are recorded and are available for review at any time. Input given by stakeholders at these meetings is documented and addressed either immediately during the meeting, or as a follow up at a future meeting. It may also be incorporated into the LCAP when appropriate.

Brown Bag Staff Meetings
School leadership holds regular monthly meetings where all staff members are invited, including teachers, administrators and support staff. Various topics are discussed, including school improvement. These are sessions designed to inform staff of current events and dates that are pertinent to them. In addition, participants are encouraged to ask questions that are important to them. Each year, LCAP information and discussion is included, along with information on the state priorities and the charter goals.

Charter School Board Meetings
The Board of Directors for the school meets nine times per year. These meetings are open to the public. In addition to the board members and administrative staff, school district personnel from our sponsoring district are invited and attend the meetings on occasion. On a regular cycle, the Board addresses school improvement and, in partnership with school administration, sets school goals for the year. Beginning mid-

way through the year, the LCAP is a regular item on the board agendas so that board members, district staff and other members of the public can become informed about the LCAP and provide input.

Authorizing District Input
The authorizing district conducts annual oversight reviews to evaluate the school's performance and achievements as well as areas of growth. The authorizing district staff has opportunities to provide input on the school's program and performance during the annual district oversight process. This input can then be incorporated into the annual LCAP as needed. The school also provides an update to the authorizing district Board of Trustees annually, usually sometime near the end of the school year when the highlights from the previous year can be included. This is typically done via a presentation at a public board meeting, allowing district Board members as well as members of the public to have opportunities to provide input to the school leadership.

WASC Accreditation Focus Group Meetings
During years that the school is engaged in the WASC accreditation process, the input required as part of WASC is used to inform the LCAP. During those years, groups meet to discuss school performance and school improvement. Multiple staff members are directly involved with the accreditation process, and other stakeholders are involved through meetings, surveys and other methods.

Executive Leadership Team Meetings
These meetings are held weekly and include representation from the educational leadership at all grade levels, the Special Education (Student Services) department, the Counseling department, and the Business Services department. These representatives are able to articulate the areas of need for their particular departments. LCAP goals are created and refined by the Executive Leadership Team, using stakeholder input. Because there is representation from all areas of the school, including business services, the actions and expenditures required to implement the LCAP can be discussed and agreed upon. In addition, during annual multi-day Leadership Retreats, the LCAP goals, priorities and actions are discussed in depth as a part of the annual school improvement planning cycle.

Back to school 'All Staff' Meetings
In addition to the ongoing and regular feedback that all staff can make via their departments and/or supervisors, there are additional opportunities for staff input into school improvement at the beginning of the year and end of the year "all staff" meetings. These meetings may be in person or conducted virtually, but in either case, staff input is documented and addressed.

A summary of the feedback provided by specific educational partners.

The main elements of feedback provided by stakeholder groups were the following:
- Simplifying the readability of the document
- Increased inclusion of socialization activities, mental health and social emotional supports
- Further improving graduation rate
- Further improving math academic achievement

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

- The Executive Leadership Team influenced the change to the goals of the LCAP. Taking six goals and aligning them more succinctly into three goals.
- The School Advisory Committee's feedback led to the inclusion of actions surrounding increased socialization activities, mental health and social emotional supports.
- The Executive Leadership Team, the School Advisory Committee, and CalCA High School staff led to the inclusion of actions and metrics to better address the graduation realities.
- The Executive Leadership Team, the School Advisory Committee, and CalCA Teachers led to the inclusion of actions for increased instructional professional development and additional instructional delivery tools.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| **1** | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. |

| An explanation of why the LEA has developed this goal. |
|---|
| As an educational organization, student success is our highest priority.  The actions associated with this goal are designed to help every student reach their highest academic potential.  All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| The median percent progress towards Typical Growth in Reading as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Reading was 80% | In 2020-2021, the median percent progress towards Typical Growth in Reading was 100% | | | The desired outcome for 2022-2023, the median percent progress towards Typical Growth in Reading will be 100% |
| The median percent progress towards Typical Growth in Math as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Math was 71% | In 2020-2021, the median percent progress towards Typical Growth in Math was 86% | | | The desired outcome for 2022-2023, the median percent progress towards Typical Growth in Math will be 87.2% |
| Increase English Learner reclassification rates | In 2020-2021 the RFEP rate was 10% | In 2021-2022 the RFEP rate was 8.33% | | | The desired outcome for 2022-2023 is an RFEP rate of 17.5% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Professional Development for Academic Achievement | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE. | $64,001.00 | No |
| **1.2** | Diagnostic Assessments and MTSS Academic Interventions | Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning. | $521,715.92 | No |
| **1.3** | Teacher Collaboration for Academic Achievement | PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas. | $640,847.02 | No |
| **1.4** | Synchronous and Asynchronous Instructional Tools | Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery. | $10,238.27 | No |
| **1.5** | English Learner Student Achievement | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency. | $28,147.97 | Yes |
| **1.6** | LTEL Support | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification. | $8,769.83 | Yes |
| **1.7** | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by | $4,689.08 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | teachers, and consideration for modifications to graduation requirements. | | |

# Goal Analysis [2021-22]

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

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

Our overall implementation of the planned actions and services was completed as described. Specifically, the implementation of our diagnostic assessments three times per school year have been successful. We will continue to enhance our PLCs use of the data to determine the best strategies and methods to implement best practices for re-teaching and intervention as needed for all students in all areas.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

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

There were increases in both iReady Reading and Math median percent progress toward Typical Growth. We will continue to utilize the high-engagement online instructional tools. However, there was a decrease in our English Learner reclassification rates. We will increase our efforts to engage and address our English Learners at all levels to ensure progress toward English language proficiency. We will work to see growth in this area as we progress yearly.

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

We will continue utilizing PLC groups to include various interventions to support and engage all student groups with significant focus on our English Learner and Foster Youth groups.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | All stakeholder groups will demonstrate active engagement in the school program. |

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Maintain a high rate of biweekly contacts | In 2019-2020, the average biweekly contact rate was 82.7% | In 2020-2021, the average biweekly contact rate was 94.9% | | | The desired outcome for 2022-2023 is an average biweekly contact rate of 95.41% |
| Decrease chronic absenteeism | The 2020-2021 chronic absenteeism rate after month 7 was 6.44% | The 2020-2021 chronic absenteeism rate after month 7 was 6.95% | | | The desired outcome for 2022-2023 month 7 chronic absenteeism rate will be less than 5% |
| Maintain a low suspension rate | The 2019-2020 suspension rate was 0% | The 2020-2021 suspension rate was 0% | | | The desired outcome for 2022-2023 is 0% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus. All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops. | $1,266,042.04 | No<br><br>Yes |
| **2.2** | Track and Record Daily Student Participation | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily. | $889,395.67 | No |
| **2.3** | Framework of Tiered Re-engagement Strategies for Students | When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism. | $171,258.99 | No |
| **2.4** | Learning Coach Engagement Support | The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including | $40,175.01 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish. | | |
| 2.5 | Social Emotional / Mental Health Supports | Staff will be trained in and asked to engage in social emotional supports for all students.  In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields. | $51,464.50 | No |
| 2.6 | Increasing Diversity and Inclusion | Our school is committed to the increasing diversity and inclusion for our entire school community.  We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices. | $165.00 | No |
| 2.7 | Foster and Homeless Youth Engagement Support | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process.  The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.  Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.  The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | $3,755.66 | Yes |
| 2.8 | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience. | $16,251.00 | No |

# Goal Analysis [2021-22]

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

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

Overall implementation of the planned actions and services was completed as described. In particular, the implementation of bi weekly contact continues to be very successful, including the in person and virtual engagement. In addition, we will continue to utilize and enhance the tiers of interventions set up to assist students in finding ways to engage fully with our school program.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs.

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

Our high rate of bi weekly contact has increased significantly. The additional school engagement supports across all grade levels and student groups have been significant. While this is encouraging, our slight rise in chronic absenteeism indicates that our re engagement efforts need to be evaluated further.

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

Our chronic absenteeism increased slightly. Further development and refinement by school staff is necessary in utilizing engagement strategies to lessen instances of chronic absenteeism. Actions and services geared toward improving our chronic absenteeism will be reviewed during the LCAP year.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | All students will graduate with the knowledge and skills needed for college and careers. |

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school.  Our immediate focus within this goal is to increase the overall graduation rate.  To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Increase the course pass rates within our in house credit recovery program known as Project Success | In 2019-2020, the average course pass rate was 75.3% | In 2020-2021, the average course pass rate was 87.8% | | | The desired outcome for 2022-2023 is an average course pass rate of 89% |
| Increase summer school course pass rates | In the summer of 2020, the course pass rates was 77% | In the summer of 2021, the course pass rates was 72% | | | The desired outcome for the summer of 2022 is 74.8% |
| Increase graduation rates | The 2019-2020 grad rate was 50% | The 2019-2020 grad rate was 73.6% | | | The desired outcome for the 2022-2023 grate rate is 76.2%. |
| Increase the percentage of students prepared and approaching prepared as defined by the CCI | No baseline | In 2020-2021, the percentage of students completing a-g requirements was 17.7% | | | The desired outcome for the 2021-2022 school year is 25.9% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College Preparation | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.  Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses. | $95,081.30 | No |
| 3.2 | Career Preparation (CTE) | Develop and implement formal Career Technical Education Pathways. | $27,240.50 | Yes |
| 3.3 | AVID Program Implementation | Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations. | $1,396.14 | Yes |
| 3.4 | Credit Recovery and Summer Intervention | Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.  Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8. | $110,419.82 | Yes |
| 3.5 | Transition Plans | Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living. | $28,122.68 | No |
| 3.6 | Graduation Rate Progress Monitoring | Implement an Early Warning and Response System known as the Rainbow List.  The Rainbow List color codes high school students based on their degree of credit deficiency.  With a clear focus on | $117,608.31 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students' level of need, varied intervention and support can be targeted. | | |
| **3.7** | Dual Enrollment Options | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options. | $4,479.08 | No |

# Goal Analysis [2021-22]

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

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

Overall, Implementation of the planned actions and services was completed as described. There are still considerations for continuing to improve the four year cohort graduation rate through continued graduation progress monitoring. We will continue to work on new and existing initiatives over the next few years in order to monitor progression.

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

The primary differences between actual and budgeted expenditures can be explained as follows:
1. Actual salaries plus benefits are reported vs. budgeted amounts for salaries for administrators and individual staff members.
2. Costs for the actual use of certain programs, such as summer school credit recovery, are included but can be varied from budget based on student need.

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

Our graduation rate is above federal expectations. This is encouraging and we will continue to utilize the credit recovery programs, AVID, and dual enrollment options to meet the needs of our students.

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

Graduation rate goals have been met, therefore, the additional actions and services will continue with some additional services being added. An increased pass rate in our credit recovery program is favorable. However, there was a decrease in our in-house summer school pass rate, so additional review is needed.

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

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

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $299,372 | |

**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 |
|---|---|---|---|
| 6.10% | 1.20% | $51,304.19 | 7.30% |

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

## Required Descriptions

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

Goal 1: Actions 1 - 4 focused on schoolwide academic achievement.  We continue to work towards improving academic achievement for both unduplicated students and other students groups, especially when looking at math performance data and assessing the academic needs of various student groups.  These actions support unduplicated students because these actions are designed to refine instructional practices throughout the entire school.  Unduplicated students are encouraged and supported in accessing the broad course of study available within our school, and as a result, we are seeking to refine practices schoolwide to ensure that no matter what course an unduplicated student chooses to enroll in, the teacher is fully supported.

Goal 2: Actions 1 - 6, and 8 focused on engagement.  We continue to have the need to reduce chronic absenteeism for both unduplicated students and other student groups.  When a student is not engaging fully within our school, we provide individualized support to meet their needs and ensure maximum engagement with our program.  This means that no matter the student group, each student is supported to their level of need.  All unduplicated students that encounter difficulties with engagement will receive the individualized support when they need it.  We have found over the past several years that the homeroom model of support is very effective for at-risk students who do not have as much support in their home environment.

Goal 3: Actions 1, 2, 5 - 7 focused on post-secondary outcomes.  Graduation rates continue to be a focus of program enhancements.  Almost all student groups, including unduplicated students, need assistance in order for the school to reach the federal required threshold for graduation rate.   Maximizing graduation rates is foundational to our students' and overall school level success.  When students begin to show the warning signs of becoming a non-graduate, individualized intervention is provided.  All students from all student groups, including unduplicated students, will receive the support they need to remedy credit deficiencies whenever they need it.

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

The school expects to have approximately 31%  of students identified as unduplicated, and the percentage has increased during the pandemic and as the school has grown in its first two years of operation. Under the shared model of services with the other California Connections Academy schools, programs and services provided to all students will also support this population under a "schoolwide" model. The school will not be eligible to receive any concentration funds. The increase in funds to be received in 2022-23 is anticipated to be due mostly to an additional increase in these student populations rather than an increased percentage of eligible students. Therefore, as supplemental funds increase, the services provided to the unduplicated student population are increased by a proportional amount to provide these supportive services to an increased number of students.  The types of services that are specifically designed to help support the unduplicated pupils include the following:

1. Continue to improve and add services for English Language Learner students, in particular by adding further support for synchronous lessons, increase participation in the credit based courses for high school ELL students and develop procedures to address LTEL students and monitor RFEP student.

2. Support provided in several areas, including math intervention, high school staffing, and liaisons dedicated to homeless and foster youth support. A homeroom model implemented across the school provides additional support and the school has changed its staffing model accordingly, with specific teachers assigned to the most at risk students.

3. AVID program expansion continues, including AVID professional development, an AVID Coordinator, a credit bearing AVID course and AVID tutoring services.

4. Credit recovery options for at-risk students, including additional funds for the summer school program which will be used for students who are at the highest risk of not graduating on time and summer intervention programs for K-8 students. In addition, the Project Success

program targets students in their last two years of high school who have gotten off track for graduation and provides additional support to help them make up credits through that program.

5. Additional support for access to a wide selection of a-g coursework, which should help to increase the percentage of students who can graduate with all the UC a-g requirements met.

6. Enhanced support for Learning Coaches so that they are able to better support and engage students, especially students considered "at risk".

7. Continued development of a formal Career Technical Education Pathways program, including partnerships with colleges and businesses, plus a partnership with at least one Community College for Dual Enrollment courses.

8. Enhanced internal assessments to closely monitor at risk students, determining where they start and end the school year and measuring individual student growth within each academic year.

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.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | N/A | |
| Staff-to-student ratio of certificated staff providing direct services to students | 22 | |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $3,527,851.68 | $309,412.83 | | $264,000.28 | $4,101,264.79 | $2,315,793.22 | $1,785,471.57 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Development for Academic Achievement | All | $34,553.75 | | | $29,447.25 | $64,001.00 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | All | $445,773.03 | | | $75,942.89 | $521,715.92 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | All | $558,008.87 | $82,838.15 | | | $640,847.02 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | All | | | | $10,238.27 | $10,238.27 |
| 1 | 1.5 | English Learner Student Achievement | English Learners | $28,147.97 | | | | $28,147.97 |
| 1 | 1.6 | LTEL Support | English Learners | $8,769.83 | | | | $8,769.83 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Foster Youth | $4,689.08 | | | | $4,689.08 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | All Low Income | $1,168,849.60 | $97,192.44 | | | $1,266,042.04 |
| 2 | 2.2 | Track and Record Daily Student Participation | All | $833,351.24 | $55,225.43 | | $819.00 | $889,395.67 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | All | $129,839.92 | $41,419.07 | | | $171,258.99 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--------------|------------------|------------|-------------------|-------------|---------------|-------------|
| 2 | 2.4 | Learning Coach Engagement Support | English Learners Foster Youth | $40,165.18 | | | $9.83 | $40,175.01 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | All | $29,294.68 | $5,125.02 | | $17,044.80 | $51,464.50 |
| 2 | 2.6 | Increasing Diversity and Inclusion | All | | | | $165.00 | $165.00 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Foster Youth | $3,755.66 | | | | $3,755.66 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | All | $16,251.00 | | | | $16,251.00 |
| 3 | 3.1 | College Preparation | All | $54,586.19 | | | $40,495.11 | $95,081.30 |
| 3 | 3.2 | Career Preparation (CTE) | English Learners Foster Youth Low Income | $26,888.00 | | | $352.50 | $27,240.50 |
| 3 | 3.3 | AVID Program Implementation | English Learners Foster Youth Low Income | $1,396.14 | | | | $1,396.14 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | English Learners Foster Youth Low Income | $110,419.82 | | | | $110,419.82 |
| 3 | 3.5 | Transition Plans | Students with Disabilities | $14,316.32 | $13,806.36 | | | $28,122.68 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | English Learners Foster Youth | $14,316.32 | $13,806.36 | | $89,485.63 | $117,608.31 |
| 3 | 3.7 | Dual Enrollment Options | All | $4,479.08 | | | | $4,479.08 |

## 2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $4,910,951 | $299,372 | 6.10% | 1.20% | 7.30% | $1,407,397.60 | 0.00% | 28.66 % | **Total:** | $1,407,397.60 |
| | | | | | | | | **LEA-wide Total:** | $1,168,849.60 |
| | | | | | | | | **Limited Total:** | $45,362.54 |
| | | | | | | | | **Schoolwide Total:** | $1,362,035.06 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.5** | English Learner Student Achievement | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $28,147.97 | |
| **1** | **1.6** | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $8,769.83 | |
| **1** | **1.7** | Foster and Homeless Academic Achievement | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $4,689.08 | |
| **2** | **2.1** | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | LEA-wide Schoolwide | Low Income | All Schools | $1,168,849.60 | |
| **2** | **2.4** | Learning Coach Engagement Support | Yes | Schoolwide | English Learners Foster Youth | All Schools | $40,165.18 | |
| **2** | **2.7** | Foster and Homeless Youth Engagement Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $3,755.66 | |

| 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 | 3.2 | Career Preparation (CTE) | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $26,888.00 | |
| 3 | 3.3 | AVID Program Implementation | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $1,396.14 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $110,419.82 | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | Yes | Schoolwide | English Learners Foster Youth | All Schools | $14,316.32 | |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $2,795,559.13 | $3,493,227.61 |

| 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 | Professional Development for Academic Achievement | No | $25,138.62 | $25,909.22 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | No | $279,463.17 | $488,959.37 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | No | $348,818.62 | $600,844.05 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | No | $7,572.00 | $0.00 |
| 1 | 1.5 | English Learner Student Achievement | Yes | $17,248.73 | $26,421.58 |
| 1 | 1.6 | LTEL Support | Yes | $5,765.28 | $8,273.43 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | $3,998.20 | $4,486.49 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | No | $1,007,278.88 | $797,358.13 |
| 2 | 2.2 | Track and Record Daily Student Participation | No | $578,321.24 | $740,717.99 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | No | $203,579.62 | $343,109.16 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | $22,947.50 | $38,793.63 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | No | $35,229.87 | $49,678.63 |
| 2 | 2.6 | Increasing Diversity and Inclusion | No | $3,120.00 | $165.00 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | $3,042.29 | $3,543.08 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | No | $9,628.30 | $1,434.37 |
| 3 | 3.1 | College Preparation | No | $64,952.70 | $86,603.68 |
| 3 | 3.2 | Career Preparation (CTE) | Yes | $10,402.50 | $17,584.75 |
| 3 | 3.3 | AVID Program Implementation | Yes | $1,202.34 | $815.40 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | $79,337.86 | $86,719.94 |
| 3 | 3.5 | Transition Plans | No | $18,851.54 | $26,530.83 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | Yes | $64,911.67 | $110,951.23 |
| 3 | 3.7 | Dual Enrollment Options | No | $4,748.20 | $34,327.65 |

## 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $250,515 | $201,797.64 | $199,210.81 | $2,586.83 | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.5 | English Learner Student Achievement | Yes | $17,248.73 | $26,421.58 | | |
| 1 | 1.6 | LTEL Support | Yes | $5,765.28 | $8,273.43 | | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | $3,998.20 | $4,486.49 | | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | $22,947.50 | $37,891.68 | | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | $3,042.29 | $3,543.08 | | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | $10,402.50 | $17,553.25 | | |
| 3 | 3.3 | AVID Program Implementation | Yes | $1,202.34 | $815.40 | | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | $79,337.86 | $86,719.94 | | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | Yes | $57,852.94 | $13,505.96 | | |

## 2021-22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $4,278,084 | $250,515 | 0 | 5.86% | $199,210.81 | 0.00% | 4.66% | $51,304.19 | 1.20% |

# 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](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary
## Purpose

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

# Requirements and Instructions

*General Information* – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

# Engaging Educational Partners

# Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**
**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**
**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

*Actions*: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

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

## Requirements and Instructions

*Projected LCFF Supplemental and/or Concentration Grants*: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year***: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

***Required Descriptions:***

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

# For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **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).

    o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

# Calculations in the Action Tables

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

**Contributing Actions Table**
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o 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)

    o 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 (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o 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)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o 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)

    o 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)

    o 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)

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

California Department of Education
January 2022

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy Northern California

CDS Code: 39 686500125849

School Year: 2022-23

LEA contact information:

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Executive Director

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949-461-1667

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

# Budget Overview for the 2022-23 School Year



**Projected Revenue by Fund Source**

All federal funds, $1,723,253 , 8%
All local funds, $8,000 , 0%
All other state funds, $1,943,952 , 8%
Total LCFF funds $19,152,428 84 %
All Other LCFF funds, $17,607,866 , 77%
LCFF supplemental & concentration grants, $1,544,562 , 7%

*This chart shows the total general purpose revenue California Connections Academy Northern California 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 California Connections Academy Northern California is $22,827,633, of which $19,152,428 is Local Control Funding Formula (LCFF),

$1,943,952 is other state funds, $8,000 is local funds, and $1,723,253 is federal funds.  Of the $19,152,428 in LCFF Funds, $1,544,562 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.

## Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $17,849,661

Total Budgeted Expenditures in the LCAP $14,463,814

This chart provides a quick summary of how much California Connections Academy Northern California plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Connections Academy Northern California plans to spend $17,849,661 for the 2022-23 school year. Of that amount, $14,463,814 is tied to actions/services in the LCAP and $3,385,847 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The school has significant administrative and operating costs which are not included in the LCAP goals and actions. These include the following broad categories:

- -General administrative and operational expenses such as state reporting, enrollment, records, insurance, audits, dues, board expenses, taxes, banking, and database support.
- -Oversight and fees for the school's authorizer and SELPA.
- -Costs for staff support such as staff recruiting, payroll, pension reporting, HR services, hardware, software, and travel.
- -Facility costs such as rent, utilities, maintenance, janitorial, furniture and equipment, postage, and supplies.
- -Special Education costs to operate the Special Education program and provide services to students, including administrative and consulting costs, plus contracts with third party vendors to provide related services to students beyond what school staff can provide.
- -Cost to administer state required testing, including the purchase of technology, rental of facilities, travel costs and supplies.

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

In 2022-23, California Connections Academy Northern California is projecting it will receive $1,544,562 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy Northern California must describe how it intends to increase or improve services for high needs students in the LCAP. California Connections Academy Northern California plans to spend $5,882,169 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

# Update on Increased or Improved Services for High Needs Students in 2021-22

## Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$1,091,917**
- ☐ Actual Expenditures for High Needs Students in LCAP: **$1,607,872**

(Chart horizontal axis: $ 0, $ 500,000, $ 1,000,000, $ 1,500,000, $ 2,000,000)

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

The text description of the above chart is as follows: In 2021-22, California Connections Academy Northern California's LCAP budgeted $1,091,917 for planned actions to increase or improve services for high needs students. California Connections Academy Northern California actually spent $1,607,872 for actions to increase or improve services for high needs students in 2021-22.

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| California Connections Academy Northern California | Dr. Richie Romero<br>Executive Director | rromero@calca.connectionsacademy.org<br>951-394-0022 |

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

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

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

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

California Connections Academy does not receive concentration grant funding.

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

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
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- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

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

California Connections Academy is currently in the planning stages for the implementation of these funds. The organization anticipates expenditures to begin in the 2022-2023 school year. The organization is focused on a safe return to in-person activities and is using the funds needed to ensure all in-person activities are in full alignment of all California Department of Public Health guidelines. The challenges have been numerous, mostly stemming from the impact of the COVID-19 virus. Successes include initial positive student achievement outcomes, including increases to graduation rates.

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

California Connections Academy is focused on the safety of all students, staff, and community.  As a result, the organization is spending the funds needed to ensure a safe return to in-person events.  In addition, the organization is investing resources into a scaling up of technology resources to ensure that students can engage fully with the instructional program.  Also, California Connections Academy is investing resources to mitigate learning loss, both through additional time for student learning and also increased focused staff professional development.

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

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction

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

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

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

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

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP

- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

# Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| California Connections Academy Northern California | Dr. Richie Romero<br>Executive Director | rromero@calca.connectionsacademy.org<br>949-461-1667 |

# Plan Summary [2022-23]

## General Information

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

California Connections Academy Northern California serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Ripon Unified School District, and enrolls students in eight counties: San Joaquin, Alameda, Amador, Calaveras, Contra Costa, Sacramento, and Stanislaus. In 2012, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the California Connections Academy family and California Connections Academy Northern California will be run in the same model as the other 5 schools.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Northern California is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school, which is governed and operated by an independent Board of Directors made up of a mix of educators, parents and community representatives, contracts with Pearson Virtual Schools for curriculum, technology, and support services. California Connections Academy Northern California's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality curriculum that combines the best in print and technology and which is designed to meet all state standards.
Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations which are unique to the California Connections Academy Northern California program and which have an effect on the performance metrics described in this LCAP include:
- A public charter school of choice, which parents choose for a wide variety of reasons
- The school serves all grade levels, TK-12, which is different from most traditional public schools
- A high mobility rate which results in a large population of new students each year
- A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate
- A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families chose a virtual charter school program to serve a unique need for a particular period of time, e.g. medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

# Reflections: Successes

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

The 2020-2021 and 2021-2022 school years have been among the most unique.  While functionally, our programmatic delivery has not changed throughout the pandemic, we have made concerted efforts to assist students to be as actively engaged as possible while navigating all of the different difficulties the pandemic has brought to families.  Our normal expectation is that students have a synchronous voice to voice communication once every two weeks with our staff.  The nature of this communication ranges from academic to social emotional support.  This contact requirement can be adapted to increased frequency if the student needs it with some students being contacted weekly, and others even daily.  The students in this increased contact frequency group are members of such student groups as foster, English learners and low income students.  The biweekly contact rate started at a baseline of almost 83% in 2019-2020 and increased throughout 2020-2021 to 94.9%. We are continuing our efforts and seeing growth throughout  2021-2022 as well.   In an effort, to further support staff to make these biweekly contacts even more effective, we embarked on whole staff social emotional training in 2021-2022 and are continuing with this effective process and training in 2022-2023.

# Reflections: Identified Need

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

Our graduation rate is above the 68% threshold. While this is encouraging, we continue to actively work to refine our methods to help students make up deficient credits.  We have expanded our credit recovery program known as Project Success.  We have also expanded our summer school offerings.  We have focus groups actively working to find other ways to help students find success.  In terms of math achievement, we continue to have refinement needs in this area.  Initial i-Ready data is encouraging, however math growth is lagging behind reading growth.  We will continue to work on articulation between elementary, middle and high school, as well as avail ourselves to increased professional development opportunities.  We are also looking to invest in online instructional tools to help students better understand and engage with the topics being taught.

# LCAP Highlights

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

California Connections Academy viewed the release of the new LCAP template as an opportunity to better align school planning efforts.  The three goal areas in this LCAP are aligned to the main pillars of the school organization, academics, engagement and post secondary preparation.  The goals and associated actions have been refined through the LCAP process and with engagement of stakeholders.  In an effort to make the LCAP even more accessible to staff, a one page summary referred to as the School Enhancement Target (SET) has been developed.  The progress monitoring of the SET also informs the LCAP bringing the annual planning processes full circle.

# 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.

California Connections Academy Northern California

## *Support for Identified Schools*

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

Needs Assessment:
Our 2021 graduation rate is above the ESSA defined threshold of 68%. As an organization, we are dedicated to maintaining and improving on this graduation rate going forward. In order to complete the following plan several groups were consulted, including but not limited to: school wide leadership, high school specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices

to be heard in the decision making process. During these meetings, stakeholders were involved in all elements of the CSI plan by providing insight, input, and decision making. School Advisory Committee input reinforced the continuation of the in house summer school program. High school specific leadership input reinforced the work done to increase student to teacher contact rates.
 The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed.

As reported by the California Dashboard, in 2020 the all students graduation rate was 62.6%, which was an encouraging increase but still not at the 68% threshold. The lowest group was the Homeless student group at 30.8% and the highest was the White group at 69.1%. In 2021, the all students graduation rate increased to 70.2% which was an encouraging increase above the 68% threshold. The lowest group was the Two or More Races student group at 62.5% and the highest was the White student group at 77.6%. This increase in graduation rate is encouraging and we are dedicated as an organization to continuing this progress.

Currently, the school tracks the change in the percent of students on track for graduation. In 2020-2021 9th graders dropped to 78.6% on track for graduation after the conclusion of the first semester. In 2021-2022, 79.4% of 9th graders remained on track at the conclusion of the first semester, an increase when compared to the prior year. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must continue to be addressed.

As an educational organization focused on continuous improvement, interventions to address graduation rate have begun prior to being identified as CSI. These two interventions are the transition to a homeroom model and the conceptualization and implementation of the credit recovery program known as Project Success. The results of both programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff. An increase in successful contacts relates to an increase of active engagement with our school program. Throughout the 2020-2021school year, high school students received biweekly successful contacts (i.e. phone call, small group lesson) at a rate of 96.7% as the year progressed. This has increased to 99.4% in the 2021-2022 school year. Being fully aware of the realities of graduation rate, the high school staff has also begun the implementation of an internal credit recovery program called Project Success. During the 2020-2021 school year, historically at-risk high school students passed an average of 86.3% of their classes in the Project Success program. During the 2021-2022 school year, the average pass rate has increased to 93%. These successes are providing the justification and motivation to continue and expand these programs.

As a result of the school's struggles with graduation rate and the potential for learning loss due to the pandemic, our school ran its own in house summer school program for the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit deficient high school students were sent to a third party program with a success rate of an average of around 50% pass rates. Summer of 2020, we had a 77% pass rate and an 85% summer graduation rate for those in their last year of high school. Summer of 2021, our course pass rate decreased to 72% and our summer graduation rate increased to 96% for those in their last year of high school. These numbers show the benefit of our in-house summer school program in improving our overall graduation rate.

Root Cause Analysis:
-A graduation rate below 68% for some of our student groups needs to be addressed as well as maintaining and increasing the growth seen this past year

-Too many students are falling off cohort early in high school, including the 9th grade year, contributing to the decline in 4 year cohort graduation success.
-A high mobility rate is contributing to a large number of students enrolling deficient in credits.

Evidence-Based Interventions:
In order to make the best plan to meet our students' diverse needs, we utilized an evidenced based decision making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidenced based interventions, we required the solution criteria be a strategy that can contribute to achieving a 68% graduation rate or higher. The possible solutions, i.e. the possible evidence based interventions were all the interventions listed below. As we identified our solution choices we decided to use all interventions considered being that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision making process, the following evidence based interventions will be implemented and/or continued:

-Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (http://new.every1graduates.org/), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to alert teachers and administrators to students who are on the pathway to dropping out." Based on the school's numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:
1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;
2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who drop out of school. (http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/)

-Homeroom Model: Based on the encouraging initial results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar in a traditional brick and mortar setting. Students are assigned in small groups to specific teachers, these teachers may or may not teach them an academic subject. It is all teachers' responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

-High School Credit Recovery Program (Project Success): Another layer of the homeroom model is the high school credit recovery program known as Project Success. Within this program, credit deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school's students most at risk of not graduating on time.

- CHAMPS program: Community Helps Achieve My Personal Success (CHAMPS) is a program implemented in 2021 to identify students who are either credit deficient, taking additional courses, or have shown a propensity to struggle academically. CHAMPS students have a history of struggling academically and are 1 or more credits behind. This program offers support to students in grades 9-12 by providing them with additional homeroom support and guidance.

-College and Career Access Pathway (CCAP): According to http://cacareerpathways.clasp.org, "this joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness." We have partnered with Saddleback Community College for this program. In the 2021-2022 school year, its first full year of program implementation, we had 38 students enrolled. These students were provided up to three courses during this time and achieved a 78% pass rate. This has been a success and we look forward to program growth in its second year of implementation.

-In House Summer School: Building off the success of the 2020 and 2021 programs, we continue to refine our summer school program. We will work to better identify the students in need of summer school. We will also work to refine course offerings. Summer school will focus on both higher grade students needing credits and lower grade students needing foundational skills.

Identification of Resource Inequities:
The mission of California Connections Academy Northern California seeks to provide "a more personalized approach to learning to maximize these students' potential and meet the highest performance standards." In this case, students not achieving the basic requirement for a high school diploma are not "meeting the highest performance standards." Resource inequities may therefore be another contributor to this reality. To begin this process of identifying resource inequities, we assessed the fairness of our efforts. As stated in the Needs Assessment, some student groups are exceeding the 67% graduation rate threshold. We did identify that some student groups are meeting that target, but improvement is still needed. There is a consistency in this data. Students of all groups are showing marked growth but some are still missing the target for graduation, which is why improvement in this area is so important, but this fact also implies that there is fairness in the implementation of our program, so that one student group is not succeeding at the expense of other groups. In an online school, all students receive the same access to all courses, the same materials, and the same level of teacher support and are held to the same standards of success. We plan to not only continue this fair implementation of our program but to also continue to push for improvement of student graduation outcomes. Therefore, all students in need of support to get back on track for graduation will be included in all our efforts. This includes the Project Success credit recovery program, CHAMPS program, and the early warning and response system monitoring and support. The only metric used for identification for eligibility into these support programs will be the level of credit deficiency. We do believe that all students at risk of not graduating on time need additional school resources over and above what each student in our program normally receives in order to "catch up" to their 'on track' peers, and we will allocate additional resources. As a result, we plan to lower student to teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the continuation of the college and career access pathway, the early warning and response system, CHAMPS, and in-house summer school.

## *Monitoring and Evaluating Effectiveness*

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

The CSI plan will be monitored following the stages of implementation described by Fixsen, "exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change." (https://nirn.fpg.unc.edu/) The plan will be monitored at all times, with formal quarterly reports on the following data points:

-The percentage of all students who are on track to graduate, with the goal of all those in the current 4 year cohort to be above 68%.
-The percentage of underclassmen remaining on cohort to increase, i.e. more than 79.4% of 9th grade students to remain on track after the first semester of the 2022-2023 school year.
- Continue with CCAP Program that was implemented in the Fall of the 2021-2022 school year.
-In house summer school program refinement.
-Continued refinement of CHAMPS program.

We will progress monitor these data points, at a minimum quarterly. School leadership, staff, and community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. All of these efforts will help the school determine the effectiveness of the selected evidence based interventions and this feedback and data will be utilized in future evidenced based decision making.

# Engaging Educational Partners

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

California Connections Academy, has the unique opportunity to take full advantage of existing involvement processes. Stakeholder feedback, especially from parents and students, has always been very important to the organization. One very important method is through the use of various surveys. These surveys are distributed each year as a means of soliciting and gathering stakeholder input. Some questions specifically ask stakeholders to identify areas of need and to receive their input for school improvement. Open ended written comments are also solicited, which are then reviewed along with the compiled overall results.

In addition to the surveys, various meetings are also held to solicit stakeholder input. These are summarized below:

School Advisory Committee
The role of the School Advisory Committee is to review the effectiveness of current school programs, policies, and procedures. In addition, the Committee reviews student performance data and plays an integral part in providing valuable feedback on how to improve student achievement. In addition to its role in developing the school's LCAP, the Advisory Committee includes various Title 1 stakeholders and reviews the effectiveness of the Title 1 program and also participates in the WASC process. Efforts are made to include representation from all stakeholder groups in the Committee. For example, Committee members include parents, teachers from different grade levels, administrators, school support staff, and board members. In addition, parents of students from specific demographic subgroups, such as Special Education, English Language Learners, and Socio-Economically disadvantaged are encouraged to participate in the Committee. School Advisory Committee meetings are held two to three times per year, usually in the fall, mid-year, and then in the spring. Meeting agendas include review of school performance, a description of LCAP and the state priorities, and opportunities for specific suggestions and feedback. Detailed explanations of the state accountability system and the School Dashboard are provided. Meetings are offered virtually so that stakeholders can participate from any location and do not need to travel to the school office. The meetings are recorded and are available for review at any time. Input given by stakeholders at these meetings is documented and addressed either immediately during the meeting or as a follow up at a future meeting. It may also be incorporated into the LCAP when appropriate.

Brown Bag Staff Meetings
School leadership holds regular monthly meetings where all staff members are invited, including teachers, administrators and support staff. Various topics are discussed, including school improvement. These are sessions designed to inform staff of current events and dates that are pertinent to them. In addition, participants are encouraged to ask questions that are important to them. Each year, LCAP information and discussion is included, along with information on the state priorities and the charter goals.

Charter School Board Meetings
The Board of Directors for the school meets nine times per year. These meetings are open to the public. In addition to the board members and administrative staff, school district personnel from our sponsoring district are invited and attend the meetings on occasion. On a regular cycle, the Board addresses school improvement and, in partnership with school administration, sets school goals for the year. Beginning mid-

way through the year, the LCAP is a regular item on the board agendas so that board members, district staff and other members of the public can become informed about the LCAP and provide input.

Authorizing District Input
The authorizing district conducts annual oversight reviews to evaluate the school's performance and achievements as well as areas of growth. The authorizing district staff has opportunities to provide input on the school's program and performance during the annual district oversight process. This input can then be incorporated into the annual LCAP as needed. The school also provides an update to the authorizing district Board of Trustees annually, usually sometime near the end of the school year when the highlights from the previous year can be included. This is typically done via a presentation at a public board meeting, allowing district Board members as well as members of the public to have opportunities to provide input to the school leadership.

WASC Accreditation Focus Group Meetings
During years that the school is engaged in the WASC accreditation process, the input required as part of WASC is used to inform the LCAP. During those years, groups meet to discuss school performance and school improvement. Multiple staff members are directly involved with the accreditation process, and other stakeholders are involved through meetings, surveys and other methods.

Executive Leadership Team Meetings
These meetings are held weekly and include representation from the educational leadership at all grade levels, the Special Education (Student Services) department, the Counseling department, and the Business Services department. These representatives are able to articulate the areas of need for their particular departments. LCAP goals are created and refined by the Executive Leadership Team, using stakeholder input. Because there is representation from all areas of the school, including business services, the actions and expenditures required to implement the LCAP can be discussed and agreed upon. In addition, during annual multi-day Leadership Retreats, the LCAP goals, priorities and actions are discussed in depth as a part of the annual school improvement planning cycle.

Back to school 'All Staff' Meetings
In addition to the ongoing and regular feedback that all staff can make via their departments and/or supervisors, there are additional opportunities for staff input into school improvement at the beginning of the year and end of the year "all staff" meetings. These meetings may be in person or conducted virtually, but in either case, staff input is documented and addressed.

A summary of the feedback provided by specific educational partners.

The main elements of feedback provided by stakeholder groups were the following:
- Simplifying the readability of the document
- Increased inclusion of socialization activities, mental health and social emotional supports
- Further improving graduation rate
- Further improving math academic achievement

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

- The Executive Leadership Team influenced the change to the goals of the LCAP. Taking six goals and aligning them more succinctly into three goals.
- The School Advisory Committee's feedback led to the inclusion of actions surrounding increased socialization activities, mental health and social emotional supports.
- The Executive Leadership Team, the School Advisory Committee, and CalCA High School staff led to the inclusion of actions and metrics to better address the graduation realities.
- The Executive Leadership Team, the School Advisory Committee, and CalCA Teachers led to the inclusion of actions for increased instructional professional development and additional instructional delivery tools.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. |

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority.  The actions associated with this goal are designed to help every student reach their highest academic potential.  All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| The median percent progress towards Typical Growth in Reading as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Reading was 80% | In 2020-2021 the median percent progress towards Typical Growth in Reading was 100% | | | The desired outcome for 2022-2023, the median percent progress towards Typical Growth in Reading will be 100% |
| The median percent progress towards Typical Growth in Math as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Math was 71% | In 2020-2021, the median percent progress towards Typical Growth in Math was 86% | | | The desired outcome for 2022-2023, the median percent progress towards Typical Growth in Math will be 87.2% |
| Increase English Learner reclassification rates | In 2020-2021 the RFEP rate was 3.3% | In 2021-2022 the RFEP rate was 5.38% | | | The desired outcome for 2022-2023 is an RFEP rate of 14.84% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Professional Development for Academic Achievement | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE. | $208,415.00 | No |
| **1.2** | Diagnostic Assessments and MTSS Academic Interventions | Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning. | $1,739,053.06 | No |
| **1.3** | Teacher Collaboration for Academic Achievement | PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas. | $2,135,277.07 | No |
| **1.4** | Synchronous and Asynchronous Instructional Tools | Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery. | $34,127.56 | No |
| **1.5** | English Learner Student Achievement | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency. | $93,826.56 | Yes |
| **1.6** | LTEL Support | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification. | $29,232.77 | Yes |
| **1.7** | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by | $15,630.26 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
|  |  | teachers, and consideration for modifications to graduation requirements. |  |  |

# Goal Analysis [2021-22]

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

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

Our overall implementation of the planned actions and services was completed as described. Specifically, the implementation of our diagnostic assessments three times per school year have been successful. We will continue to enhance our PLCs use of the data to determine the best strategies and methods to implement best practices for re-teaching and intervention as needed for all students in all areas.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

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

There were increases in both iReady Reading and Math median percent progress toward Typical Growth. We will continue to utilize the high-engagement online instructional tools. There was also an increase in our English Learner reclassification rates. We will continue our efforts to engage and address our English Learners at all levels to ensure progress toward English language proficiency. We will work to see growth in this area as we progress yearly.

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

We will continue utilizing PLC groups to include various interventions to support and engage all student groups with significant focus on our English Learner and Foster Youth groups.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | All stakeholder groups will demonstrate active engagement in the school program. |

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Maintain a high rate of biweekly contacts | In 2019-2020, the average biweekly contact rate was 82.7% | In 2020-2021, the average biweekly contact rate was 94.9% | | | The desired outcome for 2022-2023 is an average biweekly contact rate of 95.41% |
| Decrease chronic absenteeism | The 2020-2021 chronic absenteeism rate after month 7 was 6.44% | The 2021-2022 chronic absenteeism rate after month 7 was 6.95% | | | The desired outcome for 2022-2023 month 7 chronic absenteeism rate will be less than 5% |
| Maintain a low suspension rate | The 2019-2020 suspension rate was 0% | The 2020-2021 suspension rate was 0% | | | The desired outcome for 2022-2023 is 0% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment.  The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus.  All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops. | $5,049,913.80 | No<br>Yes |
| **2.2** | Track and Record Daily Student Participation | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily. | $2,940,935.57 | No |
| **2.3** | Framework of Tiered Re-engagement Strategies for Students | When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program.  School staff will also utilize these strategies to lessen instances of chronic absenteeism. | $570,863.32 | Yes |
| **2.4** | Learning Coach Engagement Support | The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including | $133,916.68 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish. | | |
| 2.5 | Social Emotional / Mental Health Supports | Staff will be trained in and asked to engage in social emotional supports for all students.  In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields. | $171,548.34 | No |
| 2.6 | Increasing Diversity and Inclusion | Our school is committed to the increasing diversity and inclusion for our entire school community.  We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices. | $50,550.00 | No |
| 2.7 | Foster and Homeless Youth Engagement Support | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process.  The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.  Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.  The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | $12,518.88 | Yes |
| 2.8 | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience. | $38,000.00 | No |

# Goal Analysis [2021-22]

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

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

Overall implementation of the planned actions and services was completed as described. In particular, the implementation of bi weekly contact continues to be very successful, including the in person and virtual engagement. In addition, we will continue to utilize and enhance the tiers of interventions set up to assist students in finding ways to engage fully with our school program.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs.

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

Our high rate of bi weekly contact has increased significantly. The additional school engagement supports across all grade levels and student groups have been significant. While this is encouraging, our slight rise in chronic absenteeism indicates that our re engagement efforts need to be evaluated further.

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

Our chronic absenteeism increased slightly. Further development and refinement by school staff is necessary in utilizing engagement strategies to lessen instances of chronic absenteeism. Actions and services geared toward improving our chronic absenteeism will be reviewed during the LCAP year.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | All students will graduate with the knowledge and skills needed for college and careers. |

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Increase the course pass rates within our in house credit recovery program known as Project Success | In 2019-2020, the average course pass rate was 75.3% | In 2020-2021, the average course pass rate was 87.7% | | | The desired outcome for 2022-2023 is an average course pass rate of 89% |
| Increase summer school course pass rates | In the summer of 2020, the course pass rates was 77% | In the summer of 2021, the course pass rates was 72% | | | The desired outcome for the summer of 2022 is 74.8% |
| Increase graduation rates | The 2019-2020 grad rate was 62.6% | The 2020-2021 grad rate was 70.2% | | | The desired outcome for the 2022-2023 grad rate is 73.2% |
| Increase the percentage of students completing a-g requirements. | In 2019-2020, the percentage of students completing a-g requirements was 17.1% | In 2020-2021, the percentage of students completing a-g requirements was 15.2% | | | The desired outcome for the 2022-2023 school year is 23.7% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College Preparation | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.  Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses. | $316,937.67 | No |
| 3.2 | Career Preparation (CTE) | Develop and implement formal Career Technical Education Pathways. | $51,000.00 | Yes |
| 3.3 | AVID Program Implementation | Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations. | $4,653.80 | Yes |
| 3.4 | Credit Recovery and Summer Intervention | Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.  Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8. | $366,713.72 | Yes |
| 3.5 | Transition Plans | Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living. | $93,742.25 | No |
| 3.6 | Graduation Rate Progress Monitoring | Implement an Early Warning and Response System known as the Rainbow List.  The Rainbow List color codes high school students based on their degree of credit deficiency.  With a clear focus on | $392,027.68 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students' level of need, varied intervention and support can be targeted. | | |
| **3.7** | Dual Enrollment Options | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options. | $14,930.26 | No |

# Goal Analysis [2021-22]

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

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

Overall, Implementation of the planned actions and services was completed as described. There are still considerations for continuing to improve the four year cohort graduation rate through continued graduation progress monitoring. We will continue to work on new and existing initiatives over the next few years in order to monitor progression.

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

The primary differences between actual and budgeted expenditures can be explained as follows:
1. Actual salaries plus benefits are reported vs. budgeted amounts for salaries for administrators and individual staff members.
2. Costs for the actual use of certain programs, such as summer school credit recovery, are included but can be varied from budget based on student need.

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

Our graduation rate is above federal expectations. This is encouraging and we will continue to utilize the credit recovery programs, AVID, and dual enrollment options to meet the needs of our students.

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

Graduation rate goals have been met, therefore, the additional actions and services will continue with some additional services being added. An increased pass rate in our credit recovery program is favorable. However, there was a decrease in our in-house summer school pass rate and a-g completion rate, so additional review is needed.

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

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

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $1,526,322 | |

**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 |
|---|---|---|---|
| 8.77% | 0.00% | $0.00 | 8.77% |

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

## Required Descriptions

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

Goal 1: Actions 1 - 4 focused on schoolwide academic achievement. We continue to work towards improving academic achievement for both unduplicated students and other students groups, especially when looking at math performance data and assessing the academic needs of various student groups. These actions support unduplicated students because these actions are designed to refine instructional practices throughout the entire school. Unduplicated students are encouraged and supported in accessing the broad course of study available within our school, and as a result, we are seeking to refine practices schoolwide to ensure that no matter what course an unduplicated student chooses to enroll in, the teacher is fully supported.

Goal 2: Actions 1 - 6, and 8 focused on engagement. We continue to have the need to reduce chronic absenteeism for both unduplicated students and other student groups. When a student is not engaging fully within our school, we provide individualized support to meet their needs and ensure maximum engagement with our program. This means that no matter the student group, each student is supported to their level of need. All unduplicated students that encounter difficulties with engagement will receive the individualized support when they need it. We have found over the past several years that the homeroom model of support is very effective for at-risk students who do not have as much support in their home environment.

Goal 3: Actions 1, 2, 5 - 7 focused on post-secondary outcomes. Graduation rates continue to be a focus of program enhancements. Almost all student groups, including unduplicated students, need assistance in order for the school to reach the federal required threshold for graduation rate. Maximizing graduation rates is foundational to our students' and overall school level success. When students begin to show the warning signs of becoming a non-graduate, individualized intervention is provided. All students from all student groups, including unduplicated students, will receive the support they need to remedy credit deficiencies whenever they need it.

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

Since the school expects to have approximately 44% of students identified as unduplicated, services provided to all students will also support this population under a "schoolwide" model. The school will not be eligible to receive any concentration funds.The increase in funds to be received in 2022-23 is due solely to an additional increase in these student populations rather than an increased percentage of eligible students. Therefore, as supplemental funds increase, the services provided to the unduplicated student population are increased by a proportional amount to provide these supportive services to an increased number of students. The types of services that are specifically designed to help support the unduplicated pupils include the following:

1. Continue to improve and add services for English Language Learner students, in particular by adding further support for synchronous lessons, increase participation in the credit based courses for high school ELL students and develop procedures to address LTEL students and monitor RFEP student.

2. Support provided in several areas, including math intervention, high school staffing, and liaisons dedicated to homeless and foster youth support. A homeroom model implemented across the school provides additional support and the school has changed its staffing model accordingly, with specific teachers assigned to the most at risk students.

3. AVID program expansion continues, including AVID professional development, an AVID Coordinator, a credit bearing AVID course and AVID tutoring services.

4. Credit recovery options for at-risk students, including additional funds for the summer school program which will be used for students who are at the highest risk of not graduating on time and summer intervention programs for K-8 students. In addition, the Project Success program targets students in their last two years of high school who have gotten off track for graduation and provides additional support to help them make up credits through that program.

5. Additional support for access to a wide selection of a-g coursework, which should help to increase the percentage of students who can graduate with all the UC a-g requirements met.

6. Enhanced support for Learning Coaches so that they are able to better support and engage students, especially students considered "at risk".

7. Continued development of a formal Career Technical Education Pathways program, including partnerships with colleges and businesses, plus a partnership with at least one Community College for Dual Enrollment courses.

8. Enhanced internal assessments to closely monitor at risk students, determining where they start and end the school year and measuring individual student growth within each academic year.

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.

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

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $12,571,797.47 | $1,014,230.61 | | $877,786.17 | $14,463,814.25 | $7,719,310.69 | $6,744,503.56 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Development for Academic Achievement | All | $112,472.25 | | | $95,942.75 | $208,415.00 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | All | $1,485,910.10 | | | $253,142.96 | $1,739,053.06 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | All | $1,859,149.91 | $276,127.16 | | | $2,135,277.07 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | All | | | | $34,127.56 | $34,127.56 |
| 1 | 1.5 | English Learner Student Achievement | English Learners | $93,826.56 | | | | $93,826.56 |
| 1 | 1.6 | LTEL Support | English Learners | $29,232.77 | | | | $29,232.77 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Foster Youth | $15,630.26 | | | | $15,630.26 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | All Low Income | $4,743,084.48 | $306,829.32 | | | $5,049,913.80 |
| 2 | 2.2 | Track and Record Daily Student Participation | All | $2,754,120.80 | $184,084.77 | | $2,730.00 | $2,940,935.57 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | English Learners Foster Youth Low Income | $432,799.74 | $138,063.58 | | | $570,863.32 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--------------|------------------|------------|-------------------|-------------|---------------|-------------|
| 2 | 2.4 | Learning Coach Engagement Support | English Learners Foster Youth Low Income | $133,883.92 | | | $32.76 | $133,916.68 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | All | $97,648.94 | $17,083.40 | | $56,816.00 | $171,548.34 |
| 2 | 2.6 | Increasing Diversity and Inclusion | All | $50,000.00 | | | $550.00 | $50,550.00 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Foster Youth | $12,518.88 | | | | $12,518.88 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | All | $38,000.00 | | | | $38,000.00 |
| 3 | 3.1 | College Preparation | All | $181,953.96 | | | $134,983.71 | $316,937.67 |
| 3 | 3.2 | Career Preparation (CTE) | English Learners Foster Youth Low Income | $49,825.00 | | | $1,175.00 | $51,000.00 |
| 3 | 3.3 | AVID Program Implementation | English Learners Foster Youth Low Income | $4,653.80 | | | | $4,653.80 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | English Learners Foster Youth Low Income | $366,713.72 | | | | $366,713.72 |
| 3 | 3.5 | Transition Plans | Students with Disabilities | $47,721.06 | $46,021.19 | | | $93,742.25 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | All | $47,721.06 | $46,021.19 | | $298,285.43 | $392,027.68 |
| 3 | 3.7 | Dual Enrollment Options | All | $14,930.26 | | | | $14,930.26 |

## 2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $17,403,896 | $1,526,322 | 8.77% | 0.00% | 8.77% | $5,882,169.13 | 0.00% | 33.80 % | **Total:** | $5,882,169.13 |
| | | | | | | | | **LEA-wide Total:** | $4,743,084.48 |
| | | | | | | | | **Limited Total:** | $151,208.47 |
| | | | | | | | | **Schoolwide Total:** | $5,730,960.66 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.5 | English Learner Student Achievement | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $93,826.56 | |
| 1 | 1.6 | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $29,232.77 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $15,630.26 | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | LEA-wide Schoolwide | Low Income | All Schools | $4,743,084.48 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $432,799.74 | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $133,883.92 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $12,518.88 | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $49,825.00 | |
| 3 | 3.3 | AVID Program Implementation | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $4,653.80 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $366,713.72 | |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $9,753,878.17 | $11,923,198.31 |

| 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 | Professional Development for Academic Achievement | No | $83,795.40 | $94,805.70 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | No | $931,543.91 | $1,629,864.58 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | No | $1,165,044.72 | $2,006,841.26 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | No | $25,240.00 | $0.00 |
| 1 | 1.5 | English Learner Student Achievement | Yes | $57,495.78 | $88,071.92 |
| 1 | 1.6 | LTEL Support | Yes | $19,217.62 | $27,578.09 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | $13,327.34 | $14,954.97 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | No | $3,691,816.60 | $2,922,009.46 |
| 2 | 2.2 | Track and Record Daily Student Participation | No | $1,991,784.48 | $2,522,243.23 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | $678,598.74 | $1,143,697.20 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | $76,491.66 | $129,312.09 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | No | $117,432.91 | $166,204.22 |
| 2 | 2.6 | Increasing Diversity and Inclusion | No | $60,400.00 | $42,216.67 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | $10,140.98 | $11,810.26 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | No | $12,061.00 | $14,611.90 |
| 3 | 3.1 | College Preparation | No | $216,508.98 | $288,678.93 |
| 3 | 3.2 | Career Preparation (CTE) | Yes | $36,820.00 | $32,555.00 |
| 3 | 3.3 | AVID Program Implementation | Yes | $4,007.80 | $2,718.00 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | $267,112.21 | $290,954.79 |
| 3 | 3.5 | Transition Plans | No | $62,838.46 | $88,436.08 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | No | $216,372.24 | $369,837.44 |
| 3 | 3.7 | Dual Enrollment Options | No | $15,827.34 | $35,796.52 |

## 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,263,923 | $1,091,917.39 | $1,607,872.17 | ($515,954.78) | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.5 | English Learner Student Achievement | Yes | $57,495.78 | $88,071.92 | | |
| 1 | 1.6 | LTEL Support | Yes | $19,217.62 | $27,578.09 | | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | $13,327.34 | $14,954.97 | | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | $608,011.48 | $1,013,028.55 | | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | $76,459.18 | $126,305.59 | | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | $10,140.98 | $11,810.26 | | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | $36,145.00 | $32,450.00 | | |
| 3 | 3.3 | AVID Program Implementation | Yes | $4,007.80 | $2,718.00 | | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | $267,112.21 | $290,954.79 | | |

**2021-22 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $15,307,509 | $1,263,923 | 0 | 8.26% | $1,607,872.17 | 0.00% | 10.50% | $0.00 | 0.00% |

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary
## Purpose

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

# Requirements and Instructions

*General Information* – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

# Engaging Educational Partners

# Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**
**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**
**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

*Actions*: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

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

## Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year***: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

***Required Descriptions:***

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

# For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

# Calculations in the Action Tables

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

**Contributing Actions Table**
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  o 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)

  o 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 (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o 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)

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  o 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)

  o 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)

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

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

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

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

California Department of Education
January 2022

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy North Bay

CDS Code: 17 640550129601

School Year: 2022-23

LEA contact information:

Dr. Richie Romero

Executive Director

rromero@calca.connectionsacademy.org

949-467-1667

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

# Budget Overview for the 2022-23 School Year



**Projected Revenue by Fund Source**

All federal funds, $232,216, 10%

All local funds, $500, 0%

All other state funds, $212,200, 9%

Total LCFF funds $1,827,603 80%

All Other LCFF funds, $1,654,628, 73%

LCFF supplemental & concentration grants, $172,975, 8%

*This chart shows the total general purpose revenue California Connections Academy North Bay 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 California Connections Academy North Bay is $2,272,519, of which $1,827,603 is Local Control Funding Formula (LCFF), $212,200 is

other state funds, $500 is local funds, and $232,216 is federal funds.  Of the $1,827,603 in LCFF Funds, $172,975 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.

## Budgeted Expenditures in the LCAP

- $ 1,850,000
- $ 1,800,000
- $ 1,750,000
- $ 1,700,000
- $ 1,650,000
- $ 1,600,000

Total Budgeted General Fund Expenditures, $1,703,082

Total Budgeted Expenditures in the LCAP $1,832,935

This chart provides a quick summary of how much California Connections Academy North Bay plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Connections Academy North Bay plans to spend $1,703,082 for the 2022-23 school year. Of that amount, $$1,832,935 is tied to actions/services in the LCAP and $-129,853 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All General Fund Budget Expenditures are included in the LCAP, however the school does incur other expenses, some of which may use restricted funding such as Special Education and federal funds. Examples include the following broad categories:
- -General administrative and operational expenses such as state reporting, enrollment, records, insurance, audits, dues, board expenses, taxes, banking, and database support.
- -Oversight and fees for the school's authorizer and SELPA.
- -Costs for staff support such as staff recruiting, payroll, pension reporting, HR services, hardware, software, and travel.
- -Facility costs such as rent, utilities, maintenance, janitorial, furniture and equipment, postage, and

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

In 2022-23, California Connections Academy North Bay is projecting it will receive $172,975 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy North Bay must describe how it intends to increase or improve services for high needs students in the LCAP. California

Connections Academy North Bay plans to spend $610,975 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

# Update on Increased or Improved Services for High Needs Students in 2021-22

## Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $152,361
- Actual Expenditures for High Needs Students in LCAP: $222,441
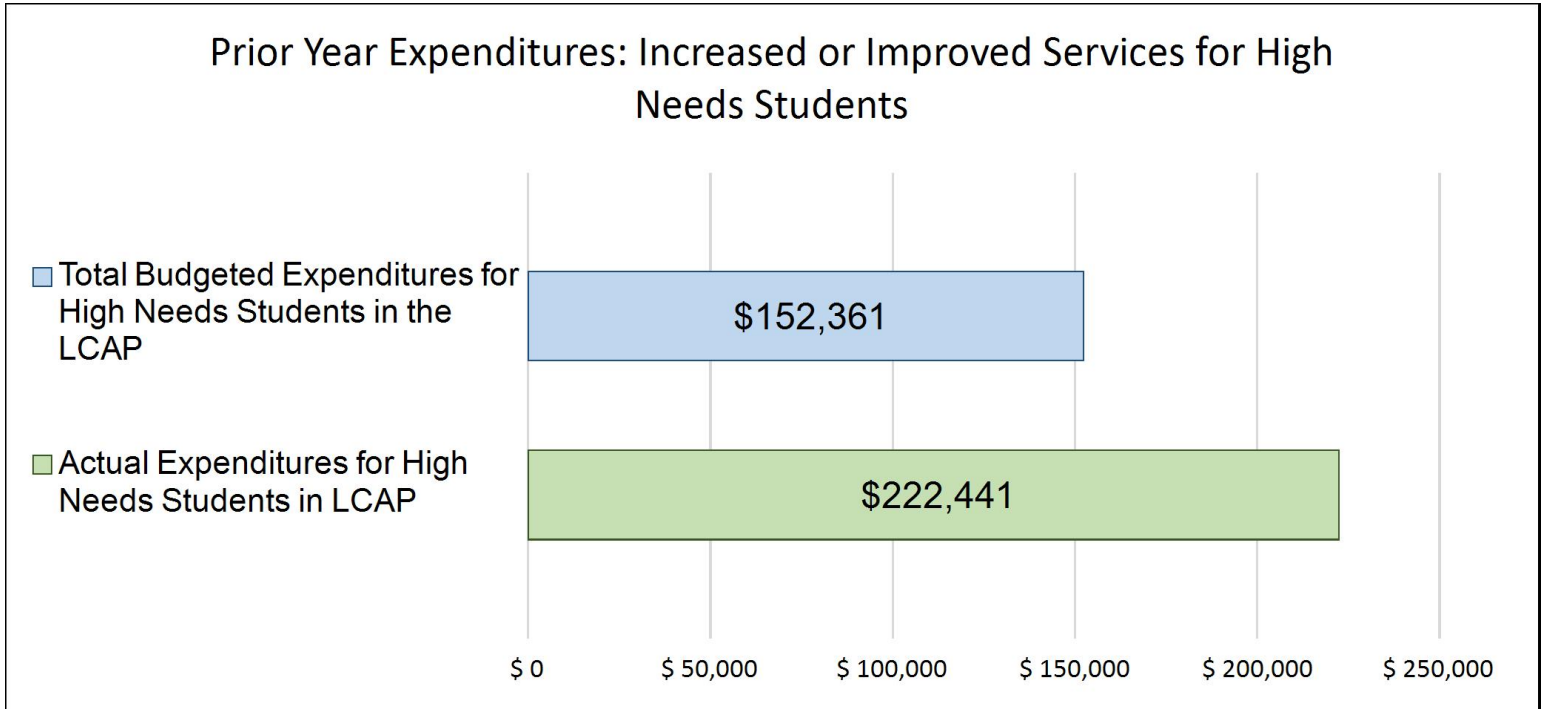
This chart compares what California Connections Academy North Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Connections Academy North Bay estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, California Connections Academy North Bay's LCAP budgeted $152,361 for planned actions to increase or improve services for high needs students. California Connections Academy North Bay actually spent $222,441 for actions to increase or improve services for high needs students in 2021-22.

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| California Connections Academy North Bay | Dr. Richie Romero<br>Executive Director | rromero@calca.connectionsacademy.org<br>951-394-0022 |

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

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

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

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

California Connections Academy does not receive concentration grant funding.

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

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

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

California Connections Academy is currently in the planning stages for the implementation of these funds. The organization anticipates expenditures to begin in the 2022-2023 school year. The organization is focused on a safe return to in-person activities and is using the funds needed to ensure all in-person activities are in full alignment of all California Department of Public Health guidelines. The challenges have been numerous, mostly stemming from the impact of the COVID-19 virus. Successes include initial positive student achievement outcomes, including increases to graduation rates.

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

California Connections Academy is focused on the safety of all students, staff, and community.  As a result, the organization is spending the funds needed to ensure a safe return to in-person events.  In addition, the organization is investing resources into a scaling up of technology resources to ensure that students can engage fully with the instructional program.  Also, California Connections Academy is investing resources to mitigate learning loss, both through additional time for student learning and also increased focused staff professional development.

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

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction

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

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

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

- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

# Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| California Connections Academy North Bay | Dr. Richie Romero<br>Executive Director | rromero@calca.connectionsacademy.org<br>949-467-1667 |

# Plan Summary [2022-23]

## General Information

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

California Connections Academy North Bay serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Middletown Unified School District, and enrolls students in seven counties: Lake, Colusa, Glenn, Mendocino, Napa, Sonoma and Yolo. In 2014, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the California Connections Academy family and California Connections Academy North Bay will be run in the same model as the other 5 schools.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy North Bay is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school, which is governed and operated by an independent Board of Directors made up of a mix of educators, parents and community representatives, contracts with Pearson Virtual Schools for curriculum, technology, and support services. California Connections Academy North Bay's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality curriculum that combines the best in print and technology and which is designed to meet all state standards.
Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations which are unique to the California Connections Academy North Bay program and which have an effect on the performance metrics described in this LCAP include:
- A public charter school of choice, which parents choose for a wide variety of reasons
- The school serves all grade levels, TK-12, which is different from most traditional public schools
- A high mobility rate which results in a large population of new students each year
- A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate
- A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families chose a virtual charter school program to serve a unique need for a particular period of time, e.g. medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

# Reflections: Successes

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

The 2020-2021 and 2021-2022 school years have been among the most unique.  While functionally, our programmatic delivery has not changed throughout the pandemic, we have made concerted efforts to assist students to be as actively engaged as possible while navigating all of the different difficulties the pandemic has brought to families.  Our normal expectation is that students have a synchronous voice to voice communication once every two weeks with our staff.  The nature of this communication ranges from academic to social emotional support.  This contact requirement can be adapted to increased frequency if the student needs it with some students being contacted weekly, and others even daily.  The students in this increased contact frequency group are members of such student groups as foster, English learners and low income students.  The biweekly contact rate started at a baseline of almost 83% in 2019-2020 and increased throughout 2020-2021 to 94.9%. We are continuing our efforts and seeing growth throughout  2021-2022 as well.   In an effort, to further support staff to make these biweekly contacts even more effective, we embarked on whole staff social emotional training in 2021-2022 and are continuing with this effective process and training in 2022-2023.

# Reflections: Identified Need

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

Our graduation rates remain below the 68% threshold. We are actively working to refine our methods to help students make up deficient credits. We have expanded our credit recovery program known as Project Success. We have also expanded our summer school offerings. We have focus groups actively working to find other ways to help students find success. In terms of math achievement, we continue to have refinement needs in this area. Initial i-Ready data is encouraging, however math growth is lagging behind reading growth. We will continue to work on articulation between elementary, middle and high school, as well as avail ourselves to increased professional development opportunities. We are also looking to invest in online instructional tools to help students better understand and engage with the topics being taught.

# LCAP Highlights

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

California Connections Academy viewed the release of the new LCAP template as an opportunity to better align school planning efforts. The three goal areas in this LCAP are aligned to the main pillars of the school organization, academics, engagement and post secondary preparation. The goals and associated actions have been refined through the LCAP process and with engagement of stakeholders. In an effort to make the LCAP even more accessible to staff, a one page summary referred to as the School Enhancement Target (SET) has been developed. The progress monitoring of the SET also informs the LCAP bringing the annual planning processes full circle.

# 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.

## *Support for Identified Schools*

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

## *Monitoring and Evaluating Effectiveness*

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

# Engaging Educational Partners

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

California Connections Academy, has the unique opportunity to take full advantage of existing involvement processes. Stakeholder feedback, especially from parents and students, has always been very important to the organization. One very important method is through the use of various surveys. These surveys are distributed each year as a means of soliciting and gathering stakeholder input. Some questions specifically ask stakeholders to identify areas of need and to receive their input for school improvement. Open ended written comments are also solicited, which are then reviewed along with the compiled overall results.

In addition to the surveys, various meetings are also held to solicit stakeholder input. These are summarized below:

School Advisory Committee
The role of the School Advisory Committee is to review the effectiveness of current school programs, policies, and procedures. In addition, the Committee reviews student performance data and plays an integral part in providing valuable feedback on how to improve student achievement. In addition to its role in developing the school's LCAP, the Advisory Committee includes various Title 1 stakeholders and reviews the effectiveness of the Title 1 program and also participates in the WASC process. Efforts are made to include representation from all stakeholder groups in the Committee. For example, Committee members include parents, teachers from different grade levels, administrators, school support staff and board members. In addition, parents of students from specific demographic subgroups, such as Special Education, English Language Learners, and Socio-Economically disadvantaged are encouraged to participate in the Committee. School Advisory Committee meetings are held two to three times per year, usually in the fall, mid-year and then in the spring. Meeting agendas include review of school performance, a description of LCAP and the state priorities, and opportunities for specific suggestions and feedback. Detailed explanations of the state accountability system and the School Dashboard are provided. Meetings are offered virtually so that stakeholders can participate from any location and do not need to travel to the school office. The meetings are recorded and are available for review at any time. Input given by stakeholders at these meetings is documented and addressed either immediately during the meeting, or as a follow up at a future meeting. It may also be incorporated into the LCAP when appropriate.

Brown Bag Staff Meetings
School leadership holds regular monthly meetings where all staff members are invited, including teachers, administrators and support staff. Various topics are discussed, including school improvement. These are sessions designed to inform staff of current events and dates that are pertinent to them. In addition, participants are encouraged to ask questions that are important to them. Each year, LCAP information and discussion is included, along with information on the state priorities and the charter goals.

Charter School Board Meetings
The Board of Directors for the school meets nine times per year. These meetings are open to the public. In addition to the board members and administrative staff, school district personnel from our sponsoring district are invited and attend the meetings on occasion. On a regular cycle, the Board addresses school improvement and, in partnership with school administration, sets school goals for the year. Beginning mid-

way through the year, the LCAP is a regular item on the board agendas so that board members, district staff and other members of the public can become informed about the LCAP and provide input.

Authorizing District Input
The authorizing district conducts annual oversight reviews to evaluate the school's performance and achievements as well as areas of growth. The authorizing district staff has opportunities to provide input on the school's program and performance during the annual district oversight process. This input can then be incorporated into the annual LCAP as needed. The school also provides an update to the authorizing district Board of Trustees annually, usually sometime near the end of the school year when the highlights from the previous year can be included. This is typically done via a presentation at a public board meeting, allowing district Board members as well as members of the public to have opportunities to provide input to the school leadership.

WASC Accreditation Focus Group Meetings
During years that the school is engaged in the WASC accreditation process, the input required as part of WASC is used to inform the LCAP. During those years, groups meet to discuss school performance and school improvement. Multiple staff members are directly involved with the accreditation process, and other stakeholders are involved through meetings, surveys and other methods.

Executive Leadership Team Meetings
These meetings are held weekly and include representation from the educational leadership at all grade levels, the Special Education (Student Services) department, the Counseling department, and the Business Services department. These representatives are able to articulate the areas of need for their particular departments. LCAP goals are created and refined by the Executive Leadership Team, using stakeholder input. Because there is representation from all areas of the school, including business services, the actions and expenditures required to implement the LCAP can be discussed and agreed upon. In addition, during annual multi-day Leadership Retreats, the LCAP goals, priorities and actions are discussed in depth as a part of the annual school improvement planning cycle.

Back to school 'All Staff' Meetings
In addition to the ongoing and regular feedback that all staff can make via their departments and/or supervisors, there are additional opportunities for staff input into school improvement at the beginning of the year and end of the year "all staff" meetings. These meetings may be in person or conducted virtually, but in either case, staff input is documented and addressed.

A summary of the feedback provided by specific educational partners.

The main elements of feedback provided by stakeholder groups were the following:
- Simplifying the readability of the document
- Increased inclusion of socialization activities, mental health and social emotional supports
- Further improving graduation rate
- Further improving math academic achievement

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

- The Executive Leadership Team influenced the change to the goals of the LCAP. Taking six goals and aligning them more succinctly into three goals.
- The School Advisory Committee's feedback led to the inclusion of actions surrounding increased socialization activities, mental health and social emotional supports.
- The Executive Leadership Team, the School Advisory Committee, and CalCA High School staff led to the inclusion of actions and metrics to better address the graduation realities.
- The Executive Leadership Team, the School Advisory Committee, and CalCA Teachers led to the inclusion of actions for increased instructional professional development and additional instructional delivery tools.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. |

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| The median percent progress towards Typical Growth in Reading as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Reading was 80% | In 2020-2021 the median percent progress towards Typical Growth in Reading was 100% | | | The desired outcome for 2022-2023 the median percent progress towards Typical Growth in Reading will be 100% |
| The median percent progress towards Typical Growth in Math as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Math was 71% | In 2020-2021, the median percent progress towards Typical Growth in Math was 86% | | | The desired outcome for 2022-2023, the median percent progress towards Typical Growth in Math will be 87.2% |
| Increase English Learner reclassification rates | No baseline (2020-2021) | In 2021-2022 the RFEP rate was 20% | | | The desired outcome for 2022-2023 is an RFEP rate of 28% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Professional Development for Academic Achievement | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE. | $19,458.00 | No |
| **1.2** | Diagnostic Assessments and MTSS Academic Interventions | Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning. | $260,857.95 | No |
| **1.3** | Teacher Collaboration for Academic Achievement | PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas. | $318,185.51 | No |
| **1.4** | Synchronous and Asynchronous Instructional Tools | Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery. | $5,119.13 | No |
| **1.5** | English Learner Student Achievement | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency. | $14,073.98 | Yes |
| **1.6** | LTEL Support | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification. | $4,384.92 | Yes |
| **1.7** | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by | $2,344.54 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | teachers, and consideration for modifications to graduation requirements. | | |

# Goal Analysis [2021-22]

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

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

Our overall implementation of the planned actions and services was completed as described. Specifically, the implementation of our diagnostic assessments three times per school year have been successful. We will continue to enhance our PLCs use of the data to determine the best strategies and methods to implement best practices for re-teaching and intervention as needed for all students in all areas.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

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

There were increases in both iReady Reading and Math median percent progress toward Typical Growth. We will continue to utilize the high-engagement online instructional tools. In regards to out English Learner reclassification rate, we will increase our efforts to engage and address our English Learners at all levels to ensure progress toward English language proficiency. We will work to see growth in this area as we progress yearly.

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

We will continue utilizing PLC groups to include various interventions to support and engage all student groups with significant focus on our English Learner and Foster Youth groups.

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

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 2 | All stakeholder groups will demonstrate active engagement in the school program. |

| An explanation of why the LEA has developed this goal. |
|---|
| In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Maintain a high rate of biweekly contacts | In 2019-2020, the average biweekly contact rate was 82.7% | In 2020-2021, the average biweekly contact rate was 94.9% | | | The desired outcome for 2022-2023 is an average biweekly contact rate of 95.41% |
| Decrease chronic absenteeism | The 2020-2021 chronic absenteeism rate after month 7 was 6.44% | The 2021-2022 chronic absenteeism rate after month 7 was 6.95% | | | The desired outcome for 2022-2023 month 7 chronic absenteeism rate will be less than 5% |
| Maintain a low suspension rate | The 2019-2020 suspension rate was 0% | The 2020-2021 suspension rate was 0% | | | The desired outcome for 2022-2023 is 0% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus. All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops. | $493,830.52 | No Yes |
| 2.2 | Track and Record Daily Student Participation | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily. | $383,243.84 | No |
| 2.3 | Framework of Tiered Re-engagement Strategies for Students | When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism. | $85,629.50 | Yes |
| 2.4 | Learning Coach Engagement Support | The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including | $20,087.50 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish. | | |
| 2.5 | Social Emotional / Mental Health Supports | Staff will be trained in and asked to engage in social emotional supports for all students.  In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields. | $25,732.25 | No |
| 2.6 | Increasing Diversity and Inclusion | Our school is committed to the increasing diversity and inclusion for our entire school community.  We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices. | $82.50 | No |
| 2.7 | Foster and Homeless Youth Engagement Support | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process.  The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.  Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.  The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | $1,877.83 | Yes |
| 2.8 | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience. | $15,500.00 | No |

# Goal Analysis [2021-22]

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

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

Overall implementation of the planned actions and services was completed as described. In particular, the implementation of bi weekly contact continues to be very successful, including the in person and virtual engagement. In addition, we will continue to utilize and enhance the tiers of interventions set up to assist students in finding ways to engage fully with our school program.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs.

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

Our high rate of bi weekly contact has increased significantly. The additional school engagement supports across all grade levels and student groups have been significant. While this is encouraging, our slight rise in chronic absenteeism indicates that our re engagement efforts need to be evaluated further.

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

Our chronic absenteeism increased slightly. Further development and refinement by school staff is necessary in utilizing engagement strategies to lessen instances of chronic absenteeism. Actions and services geared toward improving our chronic absenteeism will be reviewed during the LCAP year.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | All students will graduate with the knowledge and skills needed for college and careers. |

| An explanation of why the LEA has developed this goal. |
|---|
| As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school.  Our immediate focus within this goal is to increase the overall graduation rate.  To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Increase the course pass rates within our in house credit recovery program known as Project Success | In 2019-2020, the average course pass rate was 75.3% | In 2020-2021, the average course pass rate was 87.8% | | | The desired outcome for 2022-2023 is an average course pass rate of 89% |
| Increase summer school course pass rates | In the summer of 2020, the course pass rates was 77% | In the summer of 2021, the course pass rates was 72% | | | The desired outcome for the summer of 2022 is 74.8% |
| Increase graduation rates | The 2019-2020 grad rate was 63.4% | The 2020-2021 grad rate was 58.8% | | | The desired outcome for the 2022-2023 grad rate is 68% |
| Increase the percentage of students completing a-g requirements. | In 2019-2020, the percentage of students completing a-g requirements was 26.3% | In 2020-2021, the percentage of students completing a-g requirements was 34.3% | | | The desired outcome for the 2022-2023 school year is 40.9% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College Preparation | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.  Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses. | $47,540.65 | No |
| 3.2 | Career Preparation (CTE) | Develop and implement formal Career Technical Education Pathways. | $7,416.25 | Yes |
| 3.3 | AVID Program Implementation | Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations. | $698.07 | Yes |
| 3.4 | Credit Recovery and Summer Intervention | Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.  Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8. | $51,766.91 | Yes |
| 3.5 | Transition Plans | Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living. | $14,061.34 | No |
| 3.6 | Graduation Rate Progress Monitoring | Implement an Early Warning and Response System known as the Rainbow List.  The Rainbow List color codes high school students based on their degree of credit deficiency.  With a clear focus on | $58,804.15 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students' level of need, varied intervention and support can be targeted. | | |
| **3.7** | Dual Enrollment Options | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options. | $2,239.54 | No |

# Goal Analysis [2021-22]

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

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

Overall, Implementation of the planned actions and services was completed as described. However, there are still considerations for continuing to improve the four year cohort graduation rate as it continues to remain below the 68% threshold. We will continue to work on new and existing initiatives over the next few years so the positive effects may take a few years to be seen.

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

The primary differences between actual and budgeted expenditures can be explained as follows:
1. Actual salaries plus benefits are reported vs. budgeted amounts for salaries for administrators and individual staff members.
2. Costs for the actual use of certain programs, such as summer school credit recovery, are included but can be varied from budget based on student need.

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

While our a-g completion rate is showing growth, our graduation rate is below the federal expectation of 68%. We will increase our focus on credit recovery programs and dual enrollment options for all students.

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

Graduation rate goals have not been met, therefore, the additional actions and services will continue with some additional services being added. An increased pass rate in our credit recovery program is favorable. However, there was a decrease in our in-house summer school pass rate, so additional review is needed.

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

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

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $170,829 | |

**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 |
|---|---|---|---|
| 10.45% | 0.00% | $0.00 | 10.45% |

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

## Required Descriptions

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

Goal 1: Actions 1 - 4 focused on schoolwide academic achievement.  We continue to work towards improving academic achievement for both unduplicated students and other students groups, especially when looking at math performance data and assessing the academic needs of various student groups.  These actions support unduplicated students because these actions are designed to refine instructional practices throughout the entire school.  Unduplicated students are encouraged and supported in accessing the broad course of study available within our school, and as a result, we are seeking to refine practices schoolwide to ensure that no matter what course an unduplicated student chooses to enroll in, the teacher is fully supported.

Goal 2: Actions 1 - 6, and 8 focused on engagement.  We continue to have the need to reduce chronic absenteeism for both unduplicated students and other student groups.  When a student is not engaging fully within our school, we provide individualized support to meet their needs and ensure maximum engagement with our program.  This means that no matter the student group, each student is supported to their level of need.  All unduplicated students that encounter difficulties with engagement will receive the individualized support when they need it.  We have found over the past several years that the homeroom model of support is very effective for at-risk students who do not have as much support in their home environment.

Goal 3: Actions 1, 2, 5 - 7 focused on post-secondary outcomes.  Graduation rates continue to be a focus of program enhancements.  Almost all student groups, including unduplicated students, need assistance in order for the school to reach the federal required threshold for graduation rate.   Maximizing graduation rates is foundational to our students' and overall school level success.  When students begin to show the warning signs of becoming a non-graduate, individualized intervention is provided.  All students from all student groups, including unduplicated students, will receive the support they need to remedy credit deficiencies whenever they need it.

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

Since the school expects to have approximately 52%  of students identified as unduplicated, services provided to all students will also support this population under a "schoolwide" model. The school will not be eligible to receive any concentration funds.The increase in funds to be received in 2022-23 is due mostly to an additional increase in these student populations rather than an increased percentage of eligible students. Therefore, as supplemental funds increase, the services provided to the unduplicated student population are increased by a proportional amount to provide these supportive services to an increased number of students.  The types of services that are specifically designed to help support the unduplicated pupils include the following:

1. Continue to improve and add services for English Language Learner students, in particular by adding further support for synchronous lessons, increase participation in the credit based courses for high school ELL students and develop procedures to address LTEL students and monitor RFEP student.

2. Support provided in several areas, including math intervention, high school staffing, and liaisons dedicated to homeless and foster youth support. A homeroom model implemented across the school provides additional support and the school has changed its staffing model accordingly, with specific teachers assigned to the most at risk students.

3. AVID program expansion continues, including AVID professional development, an AVID Coordinator, a credit bearing AVID course and AVID tutoring services.

4. Credit recovery options for at-risk students, including additional funds for the summer school program which will be used for students who are at the highest risk of not graduating on time and summer intervention programs for K-8 students. In addition, the Project Success program targets students in their last two years of high school who have gotten off track for graduation and provides additional support to help them make up credits through that program.

5. Additional support for access to a wide selection of a-g coursework, which should help to increase the percentage of students who can graduate with all the UC a-g requirements met.

6. Enhanced support for Learning Coaches so that they are able to better support and engage students, especially students considered "at risk".

7. Continued development of a formal Career Technical Education Pathways program, including partnerships with colleges and businesses, plus a partnership with at least one Community College for Dual Enrollment courses.

8. Enhanced internal assessments to closely monitor at risk students, determining where they start and end the school year and measuring individual student growth within each academic year.

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.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | N/A | |
| Staff-to-student ratio of certificated staff providing direct services to students | 22 | |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,570,306.80 | $136,272.08 | | $126,356.00 | $1,832,934.88 | $1,157,896.60 | $675,038.28 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Development for Academic Achievement | All | $10,378.50 | | | $9,079.50 | $19,458.00 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | All | $222,886.51 | | | $37,971.44 | $260,857.95 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | All | $276,766.44 | $41,419.07 | | | $318,185.51 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | All | | | | $5,119.13 | $5,119.13 |
| 1 | 1.5 | English Learner Student Achievement | English Learners | $14,073.98 | | | | $14,073.98 |
| 1 | 1.6 | LTEL Support | English Learners | $4,384.92 | | | | $4,384.92 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Foster Youth | $2,344.54 | | | | $2,344.54 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | All Low Income | $463,668.64 | $30,161.88 | | | $493,830.52 |
| 2 | 2.2 | Track and Record Daily Student Participation | All | $355,221.62 | $27,612.72 | | $409.50 | $383,243.84 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | English Learners Foster Youth Low Income | $64,919.96 | $20,709.54 | | | $85,629.50 |

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| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.4 | Learning Coach Engagement Support | All | $20,082.59 | | | $4.91 | $20,087.50 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | All | $14,647.34 | $2,562.51 | | $8,522.40 | $25,732.25 |
| 2 | 2.6 | Increasing Diversity and Inclusion | All | | | | $82.50 | $82.50 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Foster Youth | $1,877.83 | | | | $1,877.83 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | All | $15,500.00 | | | | $15,500.00 |
| 3 | 3.1 | College Preparation | All | $27,293.09 | | | $20,247.56 | $47,540.65 |
| 3 | 3.2 | Career Preparation (CTE) | English Learners Foster Youth Low Income | $7,240.00 | | | $176.25 | $7,416.25 |
| 3 | 3.3 | AVID Program Implementation | English Learners Foster Youth Low Income | $698.07 | | | | $698.07 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | English Learners Foster Youth Low Income | $51,766.91 | | | | $51,766.91 |
| 3 | 3.5 | Transition Plans | Students with Disabilities | $7,158.16 | $6,903.18 | | | $14,061.34 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | All | $7,158.16 | $6,903.18 | | $44,742.81 | $58,804.15 |
| 3 | 3.7 | Dual Enrollment Options | All | $2,239.54 | | | | $2,239.54 |

## 2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $1,635,354 | $170,829 | 10.45% | 0.00% | 10.45% | $610,974.85 | 0.00% | 37.36 % | **Total:** | $610,974.85 |
| | | | | | | | | **LEA-wide Total:** | $463,668.64 |
| | | | | | | | | **Limited Total:** | $22,681.27 |
| | | | | | | | | **Schoolwide Total:** | $588,293.58 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.5 | English Learner Student Achievement | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $14,073.98 | |
| 1 | 1.6 | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $4,384.92 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $2,344.54 | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | LEA-wide Schoolwide | Low Income | All Schools | $463,668.64 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $64,919.96 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $1,877.83 | |

| 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 | 3.2 | Career Preparation (CTE) | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $7,240.00 | |
| 3 | 3.3 | AVID Program Implementation | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $698.07 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $51,766.91 | |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $1,330,732.09 | $1,629,726.75 |

| 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 | Professional Development for Academic Achievement | No | $12,569.31 | $10,265.80 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | No | $139,731.59 | $244,479.69 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | No | $173,776.31 | $299,380.36 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | No | $3,786.00 | $0.00 |
| 1 | 1.5 | English Learner Student Achievement | Yes | $8,624.37 | $13,210.79 |
| 1 | 1.6 | LTEL Support | Yes | $2,882.64 | $4,136.71 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | $1,999.10 | $2,243.24 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | No | $453,304.94 | $302,625.89 |
| 2 | 2.2 | Track and Record Daily Student Participation | No | $271,674.12 | $341,672.41 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | $101,789.81 | $171,554.58 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.4 | Learning Coach Engagement Support | No | $11,473.75 | $19,396.81 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | No | $17,614.94 | $22,628.28 |
| 2 | 2.6 | Increasing Diversity and Inclusion | No | $1,560.00 | $82.50 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | $1,521.15 | $1,771.54 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | No | $5,459.15 | $602.49 |
| 3 | 3.1 | College Preparation | No | $32,476.35 | $43,301.84 |
| 3 | 3.2 | Career Preparation (CTE) | Yes | $6,686.25 | $5,510.25 |
| 3 | 3.3 | AVID Program Implementation | Yes | $601.17 | $407.70 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | $38,945.43 | $43,222.47 |
| 3 | 3.5 | Transition Plans | No | $9,425.77 | $13,265.41 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | No | $32,455.84 | $55,475.62 |
| 3 | 3.7 | Dual Enrollment Options | No | $2,374.10 | $34,492.37 |

## 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $147,072 | $152,360.58 | $222,441.23 | ($70,080.65) | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.5 | English Learner Student Achievement | Yes | $8,624.37 | $13,210.79 | | |
| 1 | 1.6 | LTEL Support | Yes | $2,882.64 | $4,136.71 | | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | $1,999.10 | $2,243.24 | | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | $91,201.72 | $151,954.28 | | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | $1,521.15 | $1,771.54 | | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | $6,585.00 | $5,494.50 | | |
| 3 | 3.3 | AVID Program Implementation | Yes | $601.17 | $407.70 | | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | $38,945.43 | $43,222.47 | | |

**2021-22 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $1,631,154 | $147,072 | | 9.02% | $222,441.23 | 0.00% | 13.64% | $0.00 | 0.00% |

# Instructions

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[Engaging Educational Partners](#)

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[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](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary
# Purpose

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

# Requirements and Instructions

*General Information* – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

# Engaging Educational Partners

# Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**
**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**
**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

*Actions*: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

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

## Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year***: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

***Required Descriptions:***

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

# For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

# Calculations in the Action Tables

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

**Contributing Actions Table**
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   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)

    o   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

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

California Department of Education
January 2022

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy Southern California

CDS Code: 30 66464 0106765

School Year: 2022-23

LEA contact information:

Dr. Richie Romero

Executive Director

rromero@calca.connectionsacademy.org

(949) 461-1667

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

# Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

All federal funds, $4,926,680 , 8%

All local funds, $10,000 , 0%

All other state funds, $5,356,948 , 8%

Total LCFF funds $53,575,960 84 %

All Other LCFF funds, $49,010,172 , 77%

LCFF supplemental & concentration grants, $4,565,788 , 7%

This chart shows the total general purpose revenue California Connections Academy Southern California 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 California Connections Academy Southern California is $63,869,588, of which $5,3575,960 is Local Control Funding Formula (LCFF),

$5,356,948 is other state funds, $10,000 is local funds, and $4,926,680 is federal funds.  Of the $5,3575,960 in LCFF Funds, $4,565,788 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.

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| Total Budgeted General Fund Expenditures, $47,637,001 | Total Budgeted Expenditures in the LCAP $39,796,738 |

This chart provides a quick summary of how much California Connections Academy Southern California plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Connections Academy Southern California plans to spend $47,637,001 for the 2022-23 school year. Of that amount, $39,796,738 is tied to actions/services in the LCAP and $7,840,263 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The school has significant administrative and operating costs which are not included in the LCAP goals and actions. These include the following broad categories:

- -General administrative and operational expenses such as state reporting, enrollment, records, insurance, audits, dues, board expenses, taxes, banking, and database support.
- -Oversight and fees for the school's authorizer and SELPA.
- -Costs for staff support such as staff recruiting, payroll, pension reporting, HR services, hardware, software, and travel.
- -Facility costs such as rent, utilities, maintenance, janitorial, furniture and equipment, postage, and supplies.
- -Special Education costs to operate the Special Education program and provide services to students, including administrative and consulting costs, plus contracts with third party vendors to provide related services to students beyond what school staff can provide.
- -Cost to administer state required testing, including the purchase of technology, rental of facilities, travel costs and supplies.

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

In 2022-23, California Connections Academy Southern California is projecting it will receive $4,565,788 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy Southern California must describe how it intends to increase or improve services for high needs students in the LCAP.  California Connections Academy Southern California plans to spend $13,612,794 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

# Update on Increased or Improved Services for High Needs Students in 2021-22

## Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $3,375,440

☐ Actual Expenditures for High Needs Students in LCAP — $4,920,636

$ 0    $ 1,000,000   $ 2,000,000   $ 3,000,000   $ 4,000,000   $ 5,000,000   $ 6,000,000

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

The text description of the above chart is as follows: In 2021-22, California Connections Academy Southern California's LCAP budgeted $3,375,440 for planned actions to increase or improve services for high needs students. California Connections Academy Southern California actually spent $4,920,636 for actions to increase or improve services for high needs students in 2021-22.

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| California Connections Academy Southern California | Dr. Richie Romero<br>Executive Director | rromero@calca.connectionsacademy.org<br>951-394-0022 |

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

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

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

California Connections Academy does not receive concentration grant funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Each year, California Connections Academy engages its educational partners in meaningful feedback opportunities to assist in the development of plans, such as the LCAP. Since March of 2020, this engagement has also included feedback opportunities to assist in the development of plans to utilize the relief funds provided to assist in the mitigation of the effect of the COVID-19 Pandemic. The following is a list of engagement opportunities:

- Parent Engagement Surveys - Spring of each school year
- Staff Engagement Surveys - Fall and Spring of each school year
- School Advisory Committee Meetings - Fall, Winter, Spring of each school year
- ESSER III School Community Survey - 10-4-21
- ESSER III Staff Survey - 9-30-21
- ESSER III Student Survey - 10-4-21
- School Level Educational Partner Input - Ongoing

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

California Connections Academy is currently in the planning stages for the implementation of these funds.  The organization anticipates expenditures to begin in the 2022-2023 school year.  The organization is focused on a safe return to in-person activities and is using the funds needed to ensure all in-person activities are in full alignment of all California Department of Public Health guidelines.  The challenges have been numerous, mostly stemming from the impact of the COVID-19 virus.  Successes include initial positive student achievement outcomes, including increases to graduation rates.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

California Connections Academy is focused on the safety of all students, staff, and community.  As a result, the organization is spending the funds needed to ensure a safe return to in-person events.  In addition, the organization is investing resources into a scaling up of technology resources to ensure that students can engage fully with the instructional program.  Also, California Connections Academy is investing resources to mitigate learning loss, both through additional time for student learning and also increased focused staff professional development.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:
- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP

- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

# Local Control Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| California Connections Academy Southern California | Dr. Richie Romero<br>Executive Director | rromero@calca.connectionsacademy.org<br>(949) 461-1667 |

# Plan Summary [2022-23]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Connections Academy Southern California serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Capistrano Unified School District, and enrolls students in five counties: Orange, Los Angeles, Riverside, San Bernardino and San Diego. In 2004, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the California Connections Academy family and California Connections Academy Southern California will be run in the same model as the other 5 schools.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Southern California is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school, which is governed and operated by an independent Board of Directors made up of a mix of educators, parents and community representatives, contracts with Pearson Virtual Schools for curriculum, technology, and support services. California Connections Academy Southern California's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality curriculum that combines the best in print and technology and which is designed to meet all state standards.
Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations which are unique to the California Connections Academy Southern California program and which have an effect on the performance metrics described in this LCAP include:
- A public charter school of choice, which parents choose for a wide variety of reasons
- The school serves all grade levels, TK-12, which is different from most traditional public schools
- A high mobility rate which results in a large population of new students each year
- A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate
- A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families chose a virtual charter school program to serve a unique need for a particular period of time, e.g. medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

# Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2020-2021 and 2021-2022 school years have been among the most unique. While functionally, our programmatic delivery has not changed throughout the pandemic, we have made concerted efforts to assist students to be as actively engaged as possible while navigating all of the different difficulties the pandemic has brought to families. Our normal expectation is that students have a synchronous voice to voice communication once every two weeks with our staff. The nature of this communication ranges from academic to social emotional support. This contact requirement can be adapted to increased frequency if the student needs it with some students being contacted weekly, and others even daily. The students in this increased contact frequency group are members of such student groups as foster, English learners and low income students. The biweekly contact rate started at a baseline of almost 83% in 2019-2020 and increased throughout 2020-2021 to 94.9%. We are continuing our efforts and seeing growth throughout 2021-2022 as well. In an effort, to further support staff to make these biweekly contacts even more effective, we embarked on whole staff social emotional training in 2021-2022 and are continuing with this effective process and training in 2022-2023.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our graduation rate is above the 68% threshold. While this is encouraging, we continue to actively work to refine our methods to help students make up deficient credits. We have expanded our credit recovery program known as Project Success.  We have also expanded our summer school offerings.  We have focus groups actively working to find other ways to help students find success.  In terms of math achievement, we continue to have refinement needs in this area.  Initial i-Ready data is encouraging, however math growth is lagging behind reading growth.  We will continue to work on articulation between elementary, middle and high school, as well as avail ourselves to increased professional development opportunities.  We are also looking to invest in online instructional tools to help students better understand and engage with the topics being taught.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

California Connections Academy viewed the release of the new LCAP template as an opportunity to better align school planning efforts.  The three goal areas in this LCAP are aligned to the main pillars of the school organization, academics, engagement and post secondary preparation.  The goals and associated actions have been refined through the LCAP process and with engagement of stakeholders.  In an effort to make the LCAP even more accessible to staff, a one page summary referred to as the School Enhancement Target (SET) has been developed.  The progress monitoring of the SET also informs the LCAP bringing the annual planning processes full circle.

# 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 and how this engagement was considered before finalizing the LCAP.

California Connections Academy, has the unique opportunity to take full advantage of existing involvement processes. Stakeholder feedback, especially from parents and students, has always been very important to the organization. One very important method is through the use of various surveys. These surveys are distributed each year as a means of soliciting and gathering stakeholder input. Some questions specifically ask stakeholders to identify areas of need and to receive their input for school improvement. Open ended written comments are also solicited, which are then reviewed along with the compiled overall results.

In addition to the surveys, various meetings are also held to solicit stakeholder input. These are summarized below:

School Advisory Committee
The role of the School Advisory Committee is to review the effectiveness of current school programs, policies, and procedures. In addition, the Committee reviews student performance data and plays an integral part in providing valuable feedback on how to improve student achievement. In addition to its role in developing the school's LCAP, the Advisory Committee includes various Title 1 stakeholders and reviews the effectiveness of the Title 1 program and also participates in the WASC process. Efforts are made to include representation from all stakeholder groups in the Committee. For example, Committee members include parents, teachers from different grade levels, administrators, school support staff and board members. In addition, parents of students from specific demographic subgroups, such as Special Education, English Language Learners, and Socio-Economically disadvantaged are encouraged to participate in the Committee. School Advisory Committee meetings are held two to three times per year, usually in the fall, mid-year and then in the spring. Meeting agendas include review of school performance, a description of LCAP and the state priorities, and opportunities for specific suggestions and feedback. Detailed explanations of the state accountability system and the School Dashboard are provided. Meetings are offered virtually so that stakeholders can participate from any location and do not need to travel to the school office. The meetings are recorded and are available for review at any time. Input given by stakeholders at these meetings is documented and addressed either immediately during the meeting, or as a follow up at a future meeting. It may also be incorporated into the LCAP when appropriate.

Brown Bag Staff Meetings
School leadership holds regular monthly meetings where all staff members are invited, including teachers, administrators and support staff. Various topics are discussed, including school improvement. These are sessions designed to inform staff of current events and dates that are pertinent to them. In addition, participants are encouraged to ask questions that are important to them. Each year, LCAP information and discussion is included, along with information on the state priorities and the charter goals.

Charter School Board Meetings
The Board of Directors for the school meets nine times per year. These meetings are open to the public. In addition to the board members and administrative staff, school district personnel from our sponsoring district are invited and attend the meetings on occasion. On a regular cycle, the Board addresses school improvement and, in partnership with school administration, sets school goals for the year. Beginning mid-

way through the year, the LCAP is a regular item on the board agendas so that board members, district staff and other members of the public can become informed about the LCAP and provide input.

Authorizing District Input
The authorizing district conducts annual oversight reviews to evaluate the school's performance and achievements as well as areas of growth. The authorizing district staff has opportunities to provide input on the school's program and performance during the annual district oversight process. This input can then be incorporated into the annual LCAP as needed. The school also provides an update to the authorizing district Board of Trustees annually, usually sometime near the end of the school year when the highlights from the previous year can be included. This is typically done via a presentation at a public board meeting, allowing district Board members as well as members of the public to have opportunities to provide input to the school leadership.

WASC Accreditation Focus Group Meetings
During years that the school is engaged in the WASC accreditation process, the input required as part of WASC is used to inform the LCAP. During those years, groups meet to discuss school performance and school improvement. Multiple staff members are directly involved with the accreditation process, and other stakeholders are involved through meetings, surveys and other methods.

Executive Leadership Team Meetings
These meetings are held weekly and include representation from the educational leadership at all grade levels, the Special Education (Student Services) department, the Counseling department, and the Business Services department. These representatives are able to articulate the areas of need for their particular departments. LCAP goals are created and refined by the Executive Leadership Team, using stakeholder input. Because there is representation from all areas of the school, including business services, the actions and expenditures required to implement the LCAP can be discussed and agreed upon. In addition, during annual multi-day Leadership Retreats, the LCAP goals, priorities and actions are discussed in depth as a part of the annual school improvement planning cycle.

Back to school 'All Staff' Meetings
In addition to the ongoing and regular feedback that all staff can make via their departments and/or supervisors, there are additional opportunities for staff input into school improvement at the beginning of the year and end of the year "all staff" meetings. These meetings may be in person or conducted virtually, but in either case, staff input is documented and addressed.

A summary of the feedback provided by specific educational partners.

The main elements of feedback provided by stakeholder groups were the following:
- Simplifying the readability of the document
- Increased inclusion of socialization activities, mental health and social emotional supports
- Further improving graduation rate
- Further improving math academic achievement

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

- The Executive Leadership Team influenced the change to the goals of the LCAP. Taking six goals and aligning them more succinctly into three goals.
- The School Advisory Committee's feedback led to the inclusion of actions surrounding increased socialization activities, mental health and social emotional supports.
- The Executive Leadership Team, the School Advisory Committee, and CalCA High School staff led to the inclusion of actions and metrics to better address the graduation realities.
- The Executive Leadership Team, the School Advisory Committee, and CalCA Teachers led to the inclusion of actions for increased instructional professional development and additional instructional delivery tools.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| **1** | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. |

| An explanation of why the LEA has developed this goal. |
|---|
| As an educational organization, student success is our highest priority.  The actions associated with this goal are designed to help every student reach their highest academic potential.  All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| The median percent progress towards Typical Growth in Reading as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Reading was 80% | In 2020-2021, the median percent progress towards Typical Growth in Reading was 100% | | | The desired outcome for 2022-2023, the median percent progress towards Typical Growth in Reading will be  100% |
| The median percent progress towards Typical Growth in Math as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Math was 71% | In 2020-2021 the median percent progress towards Typical Growth in Math was 86% | | | The desired outcome for 2022-2023, the median percent progress towards Typical Growth in Math will be 87.2% |
| Increase English Learner reclassification rates | In 2020-2021 the RFEP rate was 12.3% | In 2021-2022 the RFEP rate was 8.61% | | | The desired outcome for 2022-2023 is an RFEP rate of 17.8% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Professional Development for Academic Achievement | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE. | $583,134.00 | No |
| **1.2** | Diagnostic Assessments and MTSS Academic Interventions | Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning. | $5,304,111.84 | No |
| **1.3** | Teacher Collaboration for Academic Achievement | PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas. | $6,503,223.70 | No |
| **1.4** | Synchronous and Asynchronous Instructional Tools | Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery. | $104,089.06 | No |
| **1.5** | English Learner Student Achievement | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency. | $286,171.02 | Yes |
| **1.6** | LTEL Support | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification. | $89,159.96 | Yes |
| **1.7** | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by | $47,672.31 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       | teachers, and consideration for modifications to graduation requirements. |             |              |

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Our overall implementation of the planned actions and services was completed as described. Specifically, the implementation of our diagnostic assessments three times per school year have been successful. We will continue to enhance our PLCs use of the data to determine the best strategies and methods to implement best practices for re-teaching and intervention as needed for all students in all areas.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

An explanation of how effective the specific actions were in making progress toward the goal.

There were increases in both iReady Reading and Math median percent progress toward Typical Growth. We will continue to utilize the high-engagement online instructional tools. However, there was a decrease in our English Learner reclassification rates. We will increase our efforts to engage and address our English Learners at all levels to ensure progress toward English language proficiency. We will work to see growth in this area as we progress yearly.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue utilizing PLC groups to include various interventions to support and engage all student groups with significant focus on our English Learner and Foster Youth groups.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | All stakeholder groups will demonstrate active engagement in the school program. |

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another.  Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond.  All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Maintain a high rate of biweekly contacts | In 2019-2020, the average biweekly contact rate was 82.7% | In 2020-2021, the average biweekly contact rate was 94.9% | | | The desired outcome for 2022-2023 is an average biweekly contact rate of 95.41%. |
| Decrease chronic absenteeism | The 2020-2021 chronic absenteeism rate after month 7 was 6.44% | The 2021-2022 chronic absenteeism rate after month 7 was 6.95% | | | The desired outcome for 2022-2023 month 7 chronic absenteeism rate will be less than 5%. |
| Maintain a low suspension rate | The 2019-2020 suspension rate was 0% | The 2020-2021 suspension rate was 0% | | | The desired outcome for 2022-2023 is 0% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment.  The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus.  All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops. | $10,976,597.24 | No<br>Yes |
| **2.2** | Track and Record Daily Student Participation | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily. | $8,709,340.00 | No |
| **2.3** | Framework of Tiered Re-engagement Strategies for Students | When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program.  School staff will also utilize these strategies to lessen instances of chronic absenteeism. | $1,741,133.12 | Yes |
| **2.4** | Learning Coach Engagement Support | The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including | $408,445.89 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish. | | |
| 2.5 | Social Emotional / Mental Health Supports | Staff will be trained in and asked to engage in social emotional supports for all students.  In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields. | $523,222.43 | No |
| 2.6 | Increasing Diversity and Inclusion | Our school is committed to the increasing diversity and inclusion for our entire school community.  We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices. | $551,677.50 | No |
| 2.7 | Foster and Homeless Youth Engagement Support | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process.  The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.  Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.  The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | $38,182.58 | Yes |
| 2.8 | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience. | $154,000.00 | No |

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall implementation of the planned actions and services was completed as described. In particular, the implementation of bi weekly contact continues to be very successful, including the in person and virtual engagement. In addition, we will continue to utilize and enhance the tiers of interventions set up to assist students in finding ways to engage fully with our school program.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs.

An explanation of how effective the specific actions were in making progress toward the goal.

Our high rate of bi weekly contact has increased significantly. The additional school engagement supports across all grade levels and student groups have been significant. While this is encouraging, our slight rise in chronic absenteeism indicates that our re engagement efforts need to be evaluated further.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our chronic absenteeism increased slightly. Further development and refinement by school staff is necessary in utilizing engagement strategies to lessen instances of chronic absenteeism. Actions and services geared toward improving our chronic absenteeism will be reviewed during the LCAP year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 3 | All students will graduate with the knowledge and skills needed for college and careers. |

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Increase the course pass rates within our in house credit recovery program known as Project Success | In 2019-2020, the average course pass rate was 75.3% | In 2020-2021 the average course pass rate was 87.8% | | | The desired outcome for 2022-2023 is an average course pass rate of 89% |
| Increase summer school course pass rates | In the summer of 2020, the course pass rates was 77% | In the summer of 2021 the course pass rates was 72% | | | The desired outcome for the summer of 2022 is 74.8%. |
| Increase graduation rates | The 2019-2020 grad rate was 67.2% | The 2020-2021 grad rate was 75.1% | | | The desired outcome for the 2022-2023 grad rate is 77.6% |
| Increase the percentage of students completing a-g requirements. | In 2019-2020, the percentage of students completing a-g requirements was 17.1% | In 2020-2021, the percentage of students completing a-g requirements was 21.4% | | | The desired outcome for the 2022-2023 school year is 29.26% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College Preparation | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.  Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses. | $966,659.88 | No |
| 3.2 | Career Preparation (CTE) | Develop and implement formal Career Technical Education Pathways. | $164,527.75 | Yes |
| 3.3 | AVID Program Implementation | Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations. | $14,194.09 | Yes |
| 3.4 | Credit Recovery and Summer Intervention | Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.  Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8. | $1,104,060.81 | Yes |
| 3.5 | Transition Plans | Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living. | $285,913.86 | No |
| 3.6 | Graduation Rate Progress Monitoring | Implement an Early Warning and Response System known as the Rainbow List.  The Rainbow List color codes high school students based on their degree of credit deficiency.  With a clear focus on | $1,195,684.43 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students' level of need, varied intervention and support can be targeted. | | |
| 3.7 | Dual Enrollment Options | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options. | $45,537.31 | No |

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, Implementation of the planned actions and services was completed as described. There are still considerations for continuing to improve the four year cohort graduation rate through continued graduation progress monitoring. We will continue to work on new and existing initiatives over the next few years in order to monitor progression.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The primary differences between actual and budgeted expenditures can be explained as follows:
1. Actual salaries plus benefits are reported vs. budgeted amounts for salaries for administrators and individual staff members.
2. Costs for the actual use of certain programs, such as summer school credit recovery, are included but can be varied from budget based on student need.

An explanation of how effective the specific actions were in making progress toward the goal.

Our graduation rate is above federal expectations. This is encouraging and we will continue to utilize the credit recovery programs, AVID, and dual enrollment options to meet the needs of our students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Graduation rate goals have been met, therefore, the additional actions and services will continue with some additional services being added. An increased pass rate in our credit recovery program is favorable. However, there was a decrease in our in-house summer school pass rate, so additional review is needed.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $4,513,696 | 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 |
|---|---|---|---|
| 9.32% | 0.00% | $0.00 | 9.32% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: Actions 1 - 4 focused on schoolwide academic achievement. We continue to work towards improving academic achievement for both unduplicated students and other students groups, especially when looking at math performance data and assessing the academic needs of various student groups. These actions support unduplicated students because these actions are designed to refine instructional practices throughout the entire school. Unduplicated students are encouraged and supported in accessing the broad course of study available within our school, and as a result, we are seeking to refine practices schoolwide to ensure that no matter what course an unduplicated student chooses to enroll in, the teacher is fully supported.

Goal 2: Actions 1 - 6, and 8 focused on engagement. We continue to have the need to reduce chronic absenteeism for both unduplicated students and other student groups. When a student is not engaging fully within our school, we provide individualized support to meet their needs and ensure maximum engagement with our program. This means that no matter the student group, each student is supported to their level of need. All unduplicated students that encounter difficulties with engagement will receive the individualized support when they need it. We have found over the past several years that the homeroom model of support is very effective for at-risk students who do not have as much support in their home environment.

Goal 3: Actions 1, 2, 5 - 7 focused on post-secondary outcomes. Graduation rates continue to be a focus of program enhancements. Almost all student groups, including unduplicated students, need assistance in order for the school to reach the federal required threshold for graduation rate. Maximizing graduation rates is foundational to our students' and overall school level success. When students begin to show the warning signs of becoming a non-graduate, individualized intervention is provided. All students from all student groups, including unduplicated students, will receive the support they need to remedy credit deficiencies whenever they need it.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Since the school expects to have approximately 46.5% of students identified as unduplicated, services provided to all students will also support this population under a "schoolwide" model. The school will not be eligible to receive any concentration funds. .The increase in funds to be received in 2022-23 is due solely to an additional increase in these student populations rather than an increased percentage of eligible students. Therefore, as supplemental funds increase, the services provided to the unduplicated student population are increased by a proportional amount to provide these supportive services to an increased number of students. The types of services that are specifically designed to help support the unduplicated pupils include the following:

1. Continue to improve and add services for English Language Learner students, in particular by adding further support for synchronous lessons, increase participation in the credit based courses for high school ELL students and develop procedures to address LTEL students and monitor RFEP student.

2. Support provided in several areas, including math intervention, high school staffing, and liaisons dedicated to homeless and foster youth support. A homeroom model implemented across the school provides additional support and the school has changed its staffing model accordingly, with specific teachers assigned to the most at risk students.

3. AVID program expansion continues, including AVID professional development, an AVID Coordinator, a credit bearing AVID course and AVID tutoring services.

4. Credit recovery options for at-risk students, including additional funds for the summer school program which will be used for students who are at the highest risk of not graduating on time and summer intervention programs for K-8 students. In addition, the Project Success program targets students in their last two years of high school who have gotten off track for graduation and provides additional support to help them make up credits through that program.

5. Additional support for access to a wide selection of a-g coursework, which should help to increase the percentage of students who can graduate with all the UC a-g requirements met.

6. Enhanced support for Learning Coaches so that they are able to better support and engage students, especially students considered "at risk".

7. Continued development of a formal Career Technical Education Pathways program, including partnerships with colleges and businesses, plus a partnership with at least one Community College for Dual Enrollment courses.
8. Enhanced internal assessments to closely monitor at risk students, determining where they start and end the school year and measuring individual student growth within each academic year.

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.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | N/A | |
| Staff-to-student ratio of certificated staff providing direct services to students | 22 | |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $34,143,833.94 | $2,990,146.30 | | $2,662,758.54 | $39,796,738.78 | $23,543,897.67 | $16,252,841.11 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Development for Academic Achievement | All | $314,147.90 | | | $268,986.10 | $583,134.00 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | All | $4,532,025.80 | | | $772,086.04 | $5,304,111.84 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | All | $5,661,035.87 | $842,187.83 | | | $6,503,223.70 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | All | | | | $104,089.06 | $104,089.06 |
| 1 | 1.5 | English Learner Student Achievement | English Learners | $286,171.02 | | | | $286,171.02 |
| 1 | 1.6 | LTEL Support | English Learners | $89,159.96 | | | | $89,159.96 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Foster Youth | $47,672.31 | | | | $47,672.31 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | All Low Income | $10,144,024.88 | $832,572.36 | | | $10,976,597.24 |
| 2 | 2.2 | Track and Record Daily Student Participation | All | $8,139,554.95 | $561,458.55 | | $8,326.50 | $8,709,340.00 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | English Learners Foster Youth Low Income | $1,320,039.21 | $421,093.91 | | | $1,741,133.12 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.4 | Learning Coach Engagement Support | English Learners Foster Youth Low Income | $408,345.97 | | | $99.92 | $408,445.89 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | All | $297,829.26 | $52,104.37 | | $173,288.80 | $523,222.43 |
| 2 | 2.6 | Increasing Diversity and Inclusion | All | $550,000.00 | | | $1,677.50 | $551,677.50 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Foster Youth | $38,182.58 | | | | $38,182.58 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | All | $154,000.00 | | | | $154,000.00 |
| 3 | 3.1 | College Preparation | All | $545,809.58 | | | $420,850.30 | $966,659.88 |
| 3 | 3.2 | Career Preparation (CTE) | English Learners Foster Youth Low Income | $160,944.00 | | | $3,583.75 | $164,527.75 |
| 3 | 3.3 | AVID Program Implementation | English Learners Foster Youth Low Income | $14,194.09 | | | | $14,194.09 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | English Learners Foster Youth Low Income | $1,104,060.81 | | | | $1,104,060.81 |
| 3 | 3.5 | Transition Plans | Students with Disabilities | $145,549.22 | $140,364.64 | | | $285,913.86 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | All | $145,549.22 | $140,364.64 | | $909,770.57 | $1,195,684.43 |
| 3 | 3.7 | Dual Enrollment Options | All | $45,537.31 | | | | $45,537.31 |

## 2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $48,440,600 | $4,513,696 | 9.32% | 0.00% | 9.32% | $13,612,794.83 | 0.00% | 28.10 % | **Total:** | $13,612,794.83 |
| | | | | | | | | **LEA-wide Total:** | $10,144,024.88 |
| | | | | | | | | **Limited Total:** | $461,185.87 |
| | | | | | | | | **Schoolwide Total:** | $13,151,608.96 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.5 | English Learner Student Achievement | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $286,171.02 | |
| 1 | 1.6 | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $89,159.96 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $47,672.31 | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | LEA-wide Schoolwide | Low Income | All Schools | $10,144,024.88 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $1,320,039.21 | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $408,345.97 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $38,182.58 | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $160,944.00 | |
| 3 | 3.3 | AVID Program Implementation | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $14,194.09 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $1,104,060.81 | |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $29,602,934.78 | $36,321,994.99 |

| 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 | Professional Development for Academic Achievement | No | $255,575.97 | $281,774.40 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | No | $2,841,208.92 | $4,971,086.96 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | No | $3,551,933.59 | $6,121,428.33 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | No | $76,982.00 | 0.00 |
| 1 | 1.5 | English Learner Student Achievement | Yes | $175,362.12 | $268,619.35 |
| 1 | 1.6 | LTEL Support | Yes | $58,613.73 | $84,113.17 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | $40,648.39 | $45,612.65 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | No | $10,690,089.78 | $8,601,248.78 |
| 2 | 2.2 | Track and Record Daily Student Participation | No | $6,034,810.80 | $7,679,291.11 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | $2,069,726.14 | $3,488,276.47 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | $233,299.57 | $394,401.87 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | No | $358,170.37 | $506,175.53 |
| 2 | 2.6 | Increasing Diversity and Inclusion | No | $581,720.00 | $460,010.83 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | $30,929.98 | $36,021.30 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | No | $59,336.05 | $55,348.77 |
| 3 | 3.1 | College Preparation | No | $660,352.40 | $880,470.74 |
| 3 | 3.2 | Career Preparation (CTE) | Yes | $159,053.75 | $116,994.50 |
| 3 | 3.3 | AVID Program Implementation | Yes | $12,223.79 | $8,289.90 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | $813,031.45 | $886,336.87 |
| 3 | 3.5 | Transition Plans | No | $191,657.28 | $269,730.06 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | No | $659,935.31 | $1,128,004.18 |
| 3 | 3.7 | Dual Enrollment Options | No | $48,273.39 | $38,759.22 |

## 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $3,961,444 | $3,375,439.97 | $4,920,636.59 | ($1,545,196.62) | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.5 | English Learner Student Achievement | Yes | $175,362.12 | $268,619.35 | | |
| 1 | 1.6 | LTEL Support | Yes | $58,613.73 | $84,113.17 | | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | $40,648.39 | $45,612.65 | | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | $1,854,435.00 | $3,089,737.06 | | |
| 2 | 2.4 | Learning Coach Engagement Support | Yes | $233,200.51 | $385,232.04 | | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | $30,929.98 | $36,021.30 | | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | $156,995.00 | $116,674.25 | | |
| 3 | 3.3 | AVID Program Implementation | Yes | $12,223.79 | $8,289.90 | | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | $813,031.45 | $886,336.87 | | |

**2021-22 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $46,741,611 | $3,961,444 | 0 | 8.48% | $4,920,636.59 | 0.00% | 10.53% | $0.00 | 0.00% |

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary
## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

# Requirements and Instructions

*General Information* – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

*Reflections: Successes* – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

*Reflections: Identified Need* – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

*LCAP Highlights* – Identify and briefly summarize the key features of this year's LCAP.

*Comprehensive Support and Improvement* – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

# Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

**Focus Goal(s)**
**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**
**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**
**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the progress exemplified by the related metrics.

**Required Goals**
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

*Actions*: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year***: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

***LCFF Carryover — Dollar:*** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

***Total Percentage to Increase or Improve Services for the Coming School Year:*** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

# For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

*Unduplicated Percentage > 55 percent:* For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

*Unduplicated Percentage < 55 percent:* For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

**Contributing Actions Annual Update Table**
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

DATE: June 28, 2022
TO: California Online Public Schools Board of Directors
FROM: Leslie Dombek, Director of Student Achievement
RE: Universal TK Plan Overview

## California Connections Academy Schools

Consisting of:
California Connections Academy Central Coast
California Connections Academy Central Valley
California Connections Academy Monterey Bay
California Connections Academy North Bay
California Connections Academy Northern California
California Connections Academy Southern California

Relating to

# Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

Presented to the Board of Directors in Regular Meeting on June 28, 2022

**BACKGROUND**

### Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support,

child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

## PURPOSE

**Universal Transitional Kindergarten Template Purpose**
LEAs will be required to answer the required data questions in an online survey that will be issued by the CDE after July 1, 2022

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.

## PLAN

## Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022.

1. *Contact Name and Title of the Individual Self-Certifying the Statement Above:*
   - Leslie Dombek, Director of Student Achievement, ldombek@calca.connectionsacadmey.org
   - Richie Romero, Executive Director, rromero@calca.connectionsacademy.org

2. *Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]*

   a. Yes

   b. (No)

*3.     What is the LEA's vision for UPK? [open response]*

California Connections Academy will follow the TK eligibility requirements by fiscal year as outlined in the table below. Beginning in 2022-2023, we have updated our age eligibility requirements to meet the requirements of the CDE. Meaning, children who Turn five between September 2, 2022 and February 2, 2023 will be eligible for Transitional Kindergarten during the 2022-20223 school year. We will continue to update the required dates in subsequent years.

In addition, we will be looking to increase our Transitional Kindergarten teaching staff in direct correlation to our enrollment needs at this grade level. We will evaluate our Transitional Kindergarten staffing needs based on student enrollment in upcoming years as the eligibility dates change for our students.

During the current implementation period of this plan through 2025-2026, we will seek professional development opportunities for our Transitional Kindergarten staff. We will also review potential Transitional Kindergarten curriculum to supplement and/or enhance the current curriculum being used.

**Table: TK Eligibility**

| Type of Requirement | 2021–22 | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|---|---|---|---|---|---|
| **Eligibility** | Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year | Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year | Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year | Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year | Turn four by September 1 |

# 2022/2023 Budget Assumptions



## BUDGET HIGHLIGHTS

- Serving grades TK-12
- Marketing 9/30/22 goal of 8,656 students
- Projected Net Income of $10,451,209
- Projected Ending Fund Balance of $22,723,890
- This consolidated budget and the individual school budgets were prepared before the state budget was finalized and are subject to revision based on the state budget

## ENROLLMENT



|  | Average | Funded | Total |
|---|---|---|---|
| ■ 9-12 | 3772 | 3710 | 5196 |
| ■ 6-8 | 2074 | 2040 | 2857 |
| ■ K-5 | 2495 | 2454 | 3439 |
| *Total* | *8341* | *8204* | *11492* |

## REVENUE

| Total Budgeted Revenue | $105,152,924 |
|---|---|



### Revenue Sources

- LCFF / State - 27.77%
- LCFF / State EPA - 10.58%
- LCFF / Local - 45.69%
- Lottery - 1.55%
- Special Education - State- 5.58%
- ERMHS - 0.41%
- A-G Completion Improvement Grant - 0.21%
- Educator Effectiveness Block Grant - 0.27%
- Universal TK Grant - 0.29%
- Mandated Cost Reimbursement- 0.22%
- ESSER - 5.16%
- E-Rate Funds- 0.02%
- Federal Funding - IDEA- 0.88%
- Federal Funding - Title I- 1.11%
- Federal Funding - Title II- 0.18%
- Federal Funding - Title IV- 0.07%
- Interest- 0.02%

**Instructional FTE 375 + Administration FTE 54 = Total Staffing FTE 429**
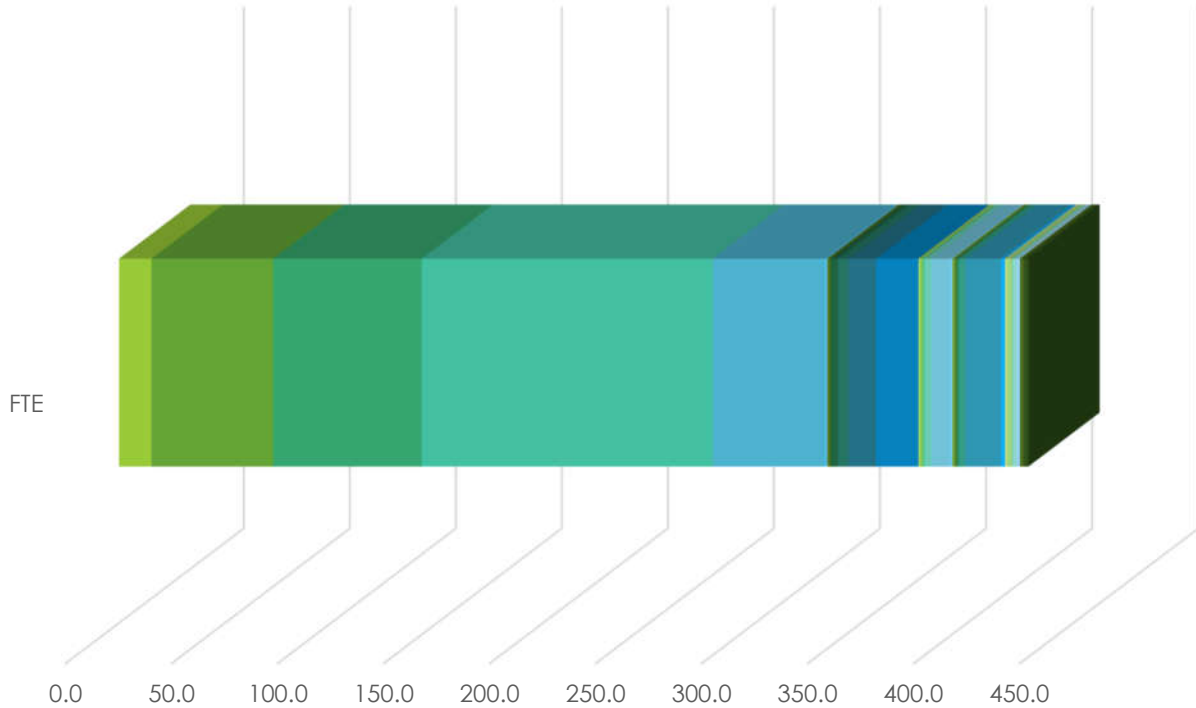


- Elementary Teachers (K)  15.3 FTE
- Elementary Teachers (1-5)  57.4 FTE
- Middle School Teachers (6-8)  70.0 FTE
- Secondary Teachers (9-12)  137.2 FTE
- Special Population Teachers  53.1 FTE
- Licensed Certified Social Worker 1.0 FTE
- Manager of Psychology Services 1.0 FTE
- School Psychologist 1.0 FTE
- ELL Teacher  3.0 FTE
- Family Relationship Coordinator  5.0 FTE
- Middle School Advisory Teachers  13.0 FTE
- High School Counselors  20.0 FTE
- Executive Director  1.0 FTE
- Director of Student Achievement  1.0 FTE
- Assistant Director of Student Achievement 1.0 FTE
- Principal  3.0 FTE
- Assistant Principal/Site Administrators  9.0 FTE
- Director of Counseling Services  1.0 FTE
- Manager of Counseling Services  1.0 FTE
- Director of Student Services  1.0 FTE
- Sr Manager of Student Services  1.0 FTE
- Manager of Student Services  3.0 FTE
- Administrative Assistants - Statewide  16.8 FTE
- SEIS Coordinator  2.0 FTE
- Mgr of School Outreach  1.0 FTE
- Assistant Director of Business Services  2.0 FTE
- Director of Finance  1.0 FTE
- Sr. Director of Business Services  1.0 FTE
- Mgr of School Office  1.0 FTE
- School Enrollment Team Lead  1.0 FTE
- School Executive Assistants/Admin Assistant (Specialized)  2.0 FTE
- Registrar  2.0 FTE

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# 2022/2023 Budget Assumptions

- The proposed staffing ratios are as follows:
  - 31:1 for Elementary (K)
  - 34:1 for Elementary (1-5)
  - 29.2 for Middle (6-8)
  - 27.1:1 for Secondary (9-12)
  - 22.6:1 for Special Education
  - 160:1 for Middle School Advisory Teachers
  - 189:1 for High School Counselors
- The budget assumes a 6% Merit increase
- There are 267 Career Ladder points.
- The staff compensation costs are prorated across all six CalCA schools, using the following ratios based on relative enrollment:
  - Southern California    60.50%
  - Central Valley          8.09%
  - Northern California    21.47%
  - North Bay              2.10%
  - Central Coast          1.25%
  - Monterey Bay           6.58%
- Effective rates include:
  - 25.5% Benefits
  - 2% Certified and 9% Non-Certified Employer Tax
  - 19.10% CalSTRS Pension for eligible employees

## OPERATING EXPENSES

- Pearson Virtual products and services are calculated using the budgeted enrollment for each school, and staff metrics as defined in the Statement of Agreement between the CalCA schools and Pearson. These fees for 2022-23 are listed in the associated fee schedule.
- Substitute teaching services will be offered at $300/day and invoiced as incurred.
- The Direct Course Instruction rate remains $2.75 per student per day per course. This service is optional to partner school customers.
- Other school operating expenses are included, such as Special Education direct services for students, Board expenses, Facility and office operating expenses, other curriculum and services used by the schools, oversight and other fees, and state testing related costs. These operating costs are based on past years as well as the projections for the upcoming year.
- Many operating costs are also allocated to each school based on the relative enrollment per school, which is tracked carefully throughout the year.
- Many operating costs are aligned with LCAP goals and actions, as described in the LCAP.  Some are related to additional federal revenue received for pandemic relief.

# California Connections Academy - Consolidated
## Revenue and Expense Statement 2022-2023

| | Shared | General 22-23 Budget | EPA 22-23 Budget | ESSER Funding 21-22 Budget | Title I 21-22 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close 21-22 Forecast) |
|---|---|---|---|---|---|---|---|---|---|---|
| Board Approved 9/30 Enrollment | 8,656 | 8,656 | | | | | | | 8,656 | 7,700 |
| Average Enrollment | 8,341 | 8,341 | | | | | | | 8,341 | 7,683 |
| Funded Enrollment (P-2 ADA) | 8,204 | 8,204 | | | | | | | 8,204 | 7,581 |
| **Revenue** | | | | | | | | | | |
| **State Funding** | | | | | | | | | | |
| A-G Completion Improvement Grant | | 222,665 | | | | | | | 222,665 | |
| ERMHS | | 435,689 | - | - | - | - | - | - | 435,689 | 362,156 |
| Educator Effectiveness Block Grant | | 285,935 | - | - | - | - | - | - | 285,935 | |
| LCFF / General Purpose Block Grant - State | | 29,195,760 | - | - | - | - | - | - | 29,195,760 | 27,138,035 |
| LCFF / General Purpose Block Grant - State EPA | | | 11,123,013 | - | - | - | - | - | 11,123,013 | 6,970,813 |
| Lottery | | 1,632,501 | - | - | - | - | - | - | 1,632,501 | 1,485,426 |
| Mandated Cost Reimbursement | | 226,169 | - | - | - | - | - | - | 226,169 | 195,388 |
| Prior Year Adjustments - Other State Revenues | | - | - | - | - | - | - | - | - | - |
| Prior Year Adjustments - State Aid | | - | - | - | - | - | - | - | - | - |
| Prop 39 Clean Energy Funds | | - | - | - | - | - | - | - | - | 61,328 |
| Special Education Dispute Prevention | | - | - | - | - | - | - | - | - | 79,999 |
| Special Education Learning Recovery | | - | - | - | - | - | - | - | - | 359,995 |
| Special Education Pass through funds - State | | 5,865,520 | - | - | - | - | - | - | 5,865,520 | 4,889,218 |
| Universal TK Grant | | 302,503 | - | - | - | - | - | - | 302,503 | - |
| **Total State Funding** | | **38,166,743** | **11,123,013** | **-** | **-** | **-** | **-** | **-** | **49,289,756** | **41,542,358** |
| **Federal & Other Programs Funding** | | | | | | | | | | |
| ESSER Funding | | - | - | 5,422,202 | - | - | - | - | 5,422,202 | 3,079,482 |
| E-Rate Funds | | 18,300 | - | - | - | - | - | - | 18,300 | 16,700 |
| Federal Funding - IDEA | | - | - | - | - | - | 922,450 | - | 922,450 | 878,500 |
| Federal Funding - Title I | | - | - | - | 1,168,800 | - | - | - | 1,168,800 | 1,112,255 |
| Federal Funding - Title II | | - | - | - | - | 191,000 | - | - | 191,000 | 168,200 |
| Federal Funding - Title IV | | - | - | - | - | - | - | 78,200 | 78,200 | 80,000 |
| **Total Federal & Other Programs Funding** | | **18,300** | **-** | **5,422,202** | **1,168,800** | **191,000** | **922,450** | **78,200** | **7,800,952** | **5,335,137** |
| **Local Funding** | | | | | | | | | | |
| LCFF / General Purpose Block Grant - Local | | 48,041,516 | - | - | - | - | - | - | 48,041,516 | 41,437,882 |
| **Total Local Funding** | | **48,041,516** | **-** | **-** | **-** | **-** | **-** | **-** | **48,041,516** | **41,437,882** |
| **Other Funding** | | | | | | | | | | |
| Interest | | 20,700 | - | - | - | - | - | - | 20,700 | 36,200 |
| Miscellaneous | | - | - | - | - | - | - | - | - | 7,501 |
| **Total Other Funding** | | **20,700** | **-** | **-** | **-** | **-** | **-** | **-** | **20,700** | **43,701** |
| **Total Revenue** | | **86,247,259** | **11,123,013** | **5,422,202** | **1,168,800** | **191,000** | **922,450** | **78,200** | **105,152,924** | **88,359,078** |
| **Total Fee-Based Expenses** | | **34,067,561** | **-** | **3,301,712** | **-** | **-** | **-** | **-** | **37,369,273** | **32,872,600** |
| **COMPENSATION:** | | | | | | | | | | |
| **Administrative Compensation** | | | | | | | | | | |
| Salaries - Administration | | 6,375,788 | - | - | - | - | - | - | 6,375,788 | 3,871,395 |
| Benefits - Administration | | - | - | - | - | - | - | - | - | 948,492 |
| Taxes - Administration | | - | - | - | - | - | - | - | - | 165,234 |
| Pension - Administration | | - | - | - | - | - | - | - | - | 355,311 |
| **Total Administrative Compensation** | | **6,375,788** | **-** | **-** | **-** | **-** | **-** | **-** | **6,375,788** | **5,340,432** |
| **Instructional Compensation** | | | | | | | | | | |
| Salaries - Teachers | | 24,631,392 | 9,113,401 | 327,665 | 1,168,800 | 81,496 | 922,450 | 73,560 | 36,318,765 | 21,320,713 |
| Benefits - Teachers | | - | - | - | - | - | - | - | - | 5,223,575 |
| Taxes - Teachers | | - | - | - | - | - | - | - | - | 472,223 |
| Pension - Teachers | | - | - | - | - | - | - | - | - | 3,737,638 |
| **Total Instructional Compensation** | | **24,631,392** | **9,113,401** | **327,665** | **1,168,800** | **81,496** | **922,450** | **73,560** | **36,318,765** | **30,754,148** |
| **Total Compensation Expense** | | **31,007,180** | **9,113,401** | **327,665** | **1,168,800** | **81,496** | **922,450** | **73,560** | **42,694,553** | **36,094,580** |
| **Enrollment/Unit Based Fees** | | | | | | | | | | |
| Accounting and Regulatory Reporting | No | 417,051 | - | - | - | - | - | - | 417,051 | 387,358 |
| Community Outreach | No | 625,000 | - | - | - | - | - | - | 625,000 | 625,000 |
| ConnexusTM Annual License (LMS) | No | 5,004,608 | - | - | - | - | - | - | 5,004,608 | 4,648,293 |
| Curriculum Postage | No | 379,209 | - | - | - | - | - | - | 379,209 | 344,157 |
| Direct Course Instruction Support | No | 250,929 | - | - | - | - | - | - | 250,929 | 202,936 |
| Educational Resource Center | No | 1,050,968 | - | - | - | - | - | - | 1,050,968 | 976,142 |
| Enrollment and Records Management | No | 459,647 | - | - | - | - | - | - | 459,647 | 417,160 |
| Facility Support Services | Yes | 30,000 | - | - | - | - | - | - | 30,000 | 30,001 |
| Hardware/Software - Employees | Yes | 257,310 | - | - | - | - | - | - | 257,310 | 245,400 |
| Human Resources Support | Yes | 536,063 | - | - | - | - | - | - | 536,063 | 511,250 |
| Internet Subsidy Payment Processing | No | 177,410 | - | - | - | - | - | - | 177,410 | 171,484 |
| School Curriculum Supplies | Yes | 187,509 | - | - | - | - | - | - | 187,509 | 180,000 |
| Short Term Substitute Teaching | Yes | - | - | - | - | - | - | - | - | 513,743 |
| Special Populations Consultative Services | No | 1,621,493 | - | - | - | - | - | - | 1,621,493 | 1,542,607 |
| Student Technology Assistance | No | 1,647,701 | - | 3,301,712 | - | - | - | - | 4,949,413 | 3,232,075 |
| Tangible and Intangible Instructional Materials | No | 11,694,897 | - | - | - | - | - | - | 11,694,897 | 10,586,675 |
| Technical Support and Repairs | No | 1,251,152 | - | - | - | - | - | - | 1,251,152 | 1,162,073 |
| Voice Over IP Services | Yes | 154,386 | - | - | - | - | - | - | 154,386 | 147,240 |
| **Total Enrollment/Unit Based Fees** | | **25,745,333** | **-** | **3,301,712** | **-** | **-** | **-** | **-** | **29,047,045** | **25,923,594** |
| **Revenue Based Fees** | | | | | | | | | | |
| Marketing Services | No | 979,086 | - | - | - | - | - | - | 979,086 | 817,530 |
| School Administration | No | 5,874,514 | - | - | - | - | - | - | 5,874,514 | 4,905,181 |
| Treasury Services | No | 1,468,628 | - | - | - | - | - | - | 1,468,628 | 1,226,295 |
| **Total Revenue Based Fees** | | **8,322,228** | **-** | **-** | **-** | **-** | **-** | **-** | **8,322,228** | **6,949,006** |

**California Connections Academy - Consolidated**
**Revenue and Expense Statement 2022-2023**

| | Shared | General 22-23 Budget | EPA 22-23 Budget | ESSER Funding 21-22 Budget | Title I 21-22 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close 21-22 Forecast) |
|---|---|---|---|---|---|---|---|---|---|---|
| **OTHER SCHOOL EXPENSES:** | | | | | | | | | | |
| **Assessment** | | | | | | | | | | |
| Student Testing & Assessment Facilities & Services | No | 505,333 | - | - | - | - | - | - | 505,333 | 466,993 |
| Student Testing & Assessment Travel | Yes | 428,749 | - | - | - | - | - | - | 428,749 | 396,875 |
| Student Testing Technology | No | 344,195 | - | - | - | - | - | - | 344,195 | 322,051 |
| **Total Assessment** | | **1,278,276** | **-** | **-** | **-** | **-** | **-** | **-** | **1,278,276** | **1,185,918** |
| **Authorizer Oversight** | | | | | | | | | | |
| District Administrative Fees | No | 20,000 | - | - | - | - | - | - | 20,000 | 20,000 |
| District Oversight | No | 883,603 | - | - | - | - | - | - | 883,603 | 755,467 |
| SELPA Admin Fee | No | 252,828 | - | - | - | - | - | - | 252,828 | 273,713 |
| STRS Reporting | Yes | 36,530 | - | - | - | - | - | - | 36,530 | 33,070 |
| **Total Authorizer Oversight** | | **1,192,961** | **-** | **-** | **-** | **-** | **-** | **-** | **1,192,961** | **1,082,251** |
| **Employee Related** | | | | | | | | | | |
| Staff Recruiting / Background Checks | Yes | 42,904 | - | - | - | - | - | - | 42,904 | 40,361 |
| Staff Training / Prof. Dvlpmt. | Yes | 559,161 | - | 382,304 | - | 109,504 | - | - | 1,050,969 | 983,099 |
| Team Building | Yes | 80,000 | - | - | - | - | - | - | 80,000 | 37,610 |
| Travel and Meals - Administration | Yes | 84,726 | - | - | - | - | - | - | 84,726 | 149,914 |
| Travel and Meals - Teachers | Yes | 161,629 | - | - | - | - | - | - | 161,629 | 79,373 |
| **Total Employee Related** | | **928,420** | **-** | **382,304** | **-** | **109,504** | **-** | **-** | **1,420,228** | **1,290,357** |
| **Facilities** | | | | | | | | | | |
| Copiers/Reproduction | Yes | 26,844 | - | - | - | - | - | - | 26,844 | 24,163 |
| Depreciation Expense | No | 3,000 | - | - | - | - | - | - | 3,000 | 2,167 |
| Equipment/Supplies | No | 159,983 | - | - | - | - | - | - | 159,983 | 149,914 |
| Expensed Furniture and Equipment | Yes | 251,064 | - | - | - | - | - | - | 251,064 | 234,231 |
| High Speed Internet | Yes | 58,084 | - | - | - | - | - | - | 58,084 | 54,090 |
| Maintenance & Repair | Yes | 70,736 | - | - | - | - | - | - | 70,736 | 65,596 |
| Office Postage | Yes | 37,681 | - | - | - | - | - | - | 37,681 | 34,973 |
| Office Supplies | Yes | 53,034 | - | - | - | - | - | 4,640 | 57,674 | 52,369 |
| Phone | Yes | 43,099 | - | - | - | - | - | - | 43,099 | 39,739 |
| Prop 39 Clean Energy Implementation | No | - | - | - | - | - | - | - | - | - |
| Rent | Yes | 408,589 | - | - | - | - | - | - | 408,589 | 469,458 |
| Rent Operating Expense | Yes | 45,621 | - | - | - | - | - | - | 45,621 | 47,653 |
| Rent Storage Unit | No | 25,691 | - | - | - | - | - | - | 25,691 | 22,757 |
| Utilities | Yes | 40,363 | - | - | - | - | - | - | 40,363 | 37,148 |
| **Total Facilities** | | **1,223,789** | **-** | **-** | **-** | **-** | **-** | **4,640** | **1,228,429** | **1,234,259** |
| **Governance** | | | | | | | | | | |
| Accreditation and Consulting | No | 8,650 | - | - | - | - | - | - | 8,650 | 8,194 |
| Banking fees | No | 20,044 | - | - | - | - | - | - | 20,044 | 17,868 |
| Board Expenses | Yes | 16,169 | - | - | - | - | - | - | 16,169 | 14,992 |
| Dues - School | No | 100,972 | - | - | - | - | - | - | 100,972 | 92,754 |
| Dues - Staff | Yes | 31,379 | - | - | - | - | - | - | 31,379 | 29,816 |
| Insurance - D&O | Yes | 12,911 | - | - | - | - | - | - | 12,911 | 11,683 |
| **Total Governance** | | **190,125** | **-** | **-** | **-** | **-** | **-** | **-** | **190,125** | **175,307** |
| **Internet Service Provider** | | | | | | | | | | |
| ISP Payment Reimbursement | No | 29,479 | - | 414,317 | - | - | - | - | 443,796 | 396,166 |
| **Total Internet Service Provider** | | **29,479** | **-** | **414,317** | **-** | **-** | **-** | **-** | **443,796** | **396,166** |
| **Instructional** | | | | | | | | | | |
| Other Curriculum | Yes | 98,057 | - | 496,841 | - | - | - | - | 594,898 | 293,359 |
| Summer School | Yes | 81,595 | - | 206,841 | - | - | - | - | 288,436 | 88,877 |
| **Total Instructional** | | **179,651** | **-** | **703,682** | **-** | **-** | **-** | **-** | **883,333** | **382,236** |
| **Professional Services** | | | | | | | | | | |
| AERIES | No | 61,521 | - | - | - | - | - | - | 61,521 | 56,701 |
| Financial Audit | Yes | 64,419 | - | - | - | - | - | - | 64,419 | 59,990 |
| Legal | Yes | 303,498 | - | - | - | - | - | - | 303,498 | 276,951 |
| Legal Special Education | Yes | 100,000 | - | - | - | - | - | - | 100,000 | - |
| Other School Contracted Services | Yes | 75,770 | - | - | - | - | - | - | 75,770 | 69,800 |
| Other School Expense | Yes | 6,472 | - | - | - | - | - | - | 6,472 | 6,049 |
| **Total Professional Services** | | **611,680** | **-** | **-** | **-** | **-** | **-** | **-** | **611,680** | **469,490** |
| **Student Related** | | | | | | | | | | |
| Graduation | No | 14,931 | - | 76,280 | - | - | - | - | 91,211 | 82,510 |
| SPED Related Services | No | 4,472,493 | 2,009,612 | 67,004 | - | - | - | - | 6,549,109 | 6,079,131 |
| Student Activities | No | 21,049 | - | 149,238 | - | - | - | - | 170,287 | 153,051 |
| **Total Student Related** | | **4,508,473** | **2,009,612** | **292,522** | **-** | **-** | **-** | **-** | **6,810,607** | **6,314,692** |
| **Taxes** | | | | | | | | | | |
| Sales and Use Tax | No | 578,454 | - | - | - | - | - | - | 578,454 | 489,729 |
| **Total Taxes** | | **578,454** | **-** | **-** | **-** | **-** | **-** | **-** | **578,454** | **489,729** |
| **Total Other Expenses** | | **10,721,309** | **2,009,612** | **1,792,825** | **-** | **109,504** | **-** | **4,640** | **14,637,890** | **13,020,407** |
| **CREDITS AND ADJUSTMENTS** | | | | | | | | | | |
| Contractual Service Credit | | - | - | - | - | - | - | - | - | (12,500) |
| **Total Adjustments and Credits** | | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **(12,500)** |
| **Total Program Expenses** | | **75,796,050** | **11,123,013** | **5,422,202** | **1,168,800** | **191,000** | **922,450** | **78,200** | **94,701,715** | **81,975,087** |
| Net | | **10,451,209** | - | - | - | - | - | - | **10,451,209** | 6,383,991 |
| Beginning Fund Balance | | 12,272,681 | - | - | - | - | - | - | 12,272,681 | 6,165,646 |
| Ending Fund Balance | | **22,723,890** | - | - | - | - | - | - | **22,723,890** | 12,549,638 |

# California Connections Academy 2022-2023 Budget
## Enrollment and Revenue

### Capistrano Connections Academy

| | | | |
|---|---|---|---|
| Marketing goal | 5,239 | ADM conversion | 96.32% |
| Attendance Factor | ADM | ADA | Turnover Factor |
| 98.60% | 5,046.33 | 4,975.70 | 25.98% |
| | | | 6817.52 |

| Grade | Grade Mix | Average Enrollment | Funded Enrollment | Total Enrollment |
|---|---|---|---|---|
| K | 5.86% | 295.9 | 291.71 | 399.7 |
| 1 | 4.88% | 246.2 | 242.78 | 332.6 |
| 2 | 4.54% | 229.1 | 225.85 | 309.5 |
| 3 | 4.70% | 237.3 | 233.93 | 320.5 |
| 4 | 4.99% | 251.6 | 248.08 | 339.9 |
| 5 | 4.47% | 225.4 | 222.24 | 304.5 |
| 6 | 7.20% | 363.5 | 358.37 | 491.0 |
| 7 | 8.34% | 420.8 | 414.91 | 568.5 |
| 8 | 9.34% | 471.1 | 464.51 | 636.4 |
| 9 | 10.64% | 536.8 | 529.30 | 725.2 |
| 10 | 11.57% | 583.7 | 575.52 | 788.6 |
| 11 | 11.79% | 595.0 | 586.66 | 803.8 |
| 12 | 11.69% | 590.1 | 581.85 | 797.2 |
| Total | 100.00% | 5,046.33 | 4,975.70 | 6,817.52 |

### California Connections Academy Central Valley

| | | | |
|---|---|---|---|
| Marketing goal | 703 | ADM conversion | 96.03% |
| Attendance Factor | ADM | ADA | Turnover Factor |
| 97.90% | 675.12 | 660.91 | 30.2% |
| | | | 967.50 |

| Grade | Grade Mix | Average Enrollment | Funded Enrollment | Total Enrollment |
|---|---|---|---|---|
| K | 5.46% | 36.87 | 36.10 | 52.8 |
| 1 | 5.63% | 38.01 | 37.21 | 54.5 |
| 2 | 4.58% | 30.95 | 30.30 | 44.4 |
| 3 | 5.84% | 39.45 | 38.62 | 56.5 |
| 4 | 5.18% | 34.97 | 34.23 | 50.1 |
| 5 | 5.89% | 39.79 | 38.95 | 57.0 |
| 6 | 6.54% | 44.18 | 43.25 | 63.3 |
| 7 | 10.08% | 68.06 | 66.62 | 97.5 |
| 8 | 7.99% | 53.95 | 52.81 | 77.3 |
| 9 | 10.45% | 70.55 | 69.06 | 101.1 |
| 10 | 10.71% | 72.34 | 70.82 | 103.7 |
| 11 | 12.21% | 82.46 | 80.73 | 118.2 |
| 12 | 9.41% | 63.54 | 62.20 | 91.1 |
| Total | 100.00% | 675.12 | 660.91 | 967.50 |

### California Connections Academy @ Ripon

| | | | |
|---|---|---|---|
| Marketing goal | 1865 | ADM conversion | 96.04% |
| Attendance Factor | ADM | ADA | Turnover Factor |
| 100.0% | 1,791.2 | 1,791.2 | 28.7% |
| | | | 2512.59 |

| Grade | Grade Mix | Average Enrollment | Funded Enrollment | Total Enrollment |
|---|---|---|---|---|
| K | 5.52% | 98.8 | 98.8 | 138.60 |
| 1 | 4.81% | 86.2 | 86.2 | 120.91 |
| 2 | 4.93% | 88.3 | 88.3 | 123.80 |
| 3 | 5.34% | 95.6 | 95.6 | 134.12 |
| 4 | 4.99% | 89.3 | 89.3 | 125.30 |
| 5 | 4.86% | 87.1 | 87.1 | 122.21 |
| 6 | 6.23% | 111.5 | 111.5 | 156.42 |
| 7 | 9.06% | 162.2 | 162.2 | 227.57 |
| 8 | 10.02% | 179.5 | 179.5 | 251.75 |
| 9 | 10.02% | 179.5 | 179.5 | 251.73 |
| 10 | 11.40% | 204.2 | 204.2 | 286.42 |
| 11 | 10.74% | 192.4 | 192.4 | 269.94 |
| 12 | 12.09% | 216.6 | 216.6 | 303.82 |
| Total | 100.0% | 1,791.2 | 1,791.2 | 2,512.6 |

### California Connections Academy North Bay

| | | | |
|---|---|---|---|
| Marketing goal | 181 | ADM conversion | 96.68% |
| Attendance Factor | ADM | ADA | Turnover Factor |
| 95.7% | 175.0 | 167.4 | 29.87% |
| | | | 249.53 |

| Grade | Grade Mix | Average Enrollment | Funded Enrollment | Total Enrollment |
|---|---|---|---|---|
| K | 8.2% | 14.3 | 13.7 | 20.4 |
| 1 | 4.3% | 7.6 | 7.3 | 10.8 |
| 2 | 3.5% | 6.1 | 5.8 | 8.7 |
| 3 | 5.4% | 9.5 | 9.1 | 13.5 |
| 4 | 4.6% | 8.0 | 7.6 | 11.4 |
| 5 | 5.4% | 9.4 | 9.0 | 13.4 |
| 6 | 5.0% | 8.8 | 8.4 | 12.5 |
| 7 | 9.8% | 17.1 | 16.3 | 24.4 |
| 8 | 6.9% | 12.1 | 11.6 | 17.2 |
| 9 | 6.0% | 10.5 | 10.1 | 15.0 |
| 10 | 8.3% | 14.5 | 13.9 | 20.7 |
| 11 | 14.5% | 25.5 | 24.3 | 36.3 |
| 12 | 18.1% | 31.7 | 30.4 | 45.3 |
| Total | 100.0% | 175.0 | 167.4 | 249.5 |

### California Connections Academy Central Coast

| | | | |
|---|---|---|---|
| Marketing goal | 108 | .DM conversio | 96.53% |
| Attendance Factor | ADM | ADA | Turnover Factor |
| 100.0% | 104.2 | 104.2 | 32.1% |
| | | | 153.51 |

| Grade | Grade Mix | Average Enrollment | Funded Enrollment | Total Enrollment |
|---|---|---|---|---|
| K | 4.4% | 4.6 | 4.6 | 6.8 |
| 1 | 8.0% | 8.4 | 8.4 | 12.3 |
| 2 | 5.6% | 5.8 | 5.8 | 8.6 |
| 3 | 3.2% | 3.4 | 3.4 | 5.0 |
| 4 | 4.5% | 4.7 | 4.7 | 7.0 |
| 5 | 6.4% | 6.7 | 6.7 | 9.8 |
| 6 | 3.2% | 3.4 | 3.4 | 5.0 |
| 7 | 11.1% | 11.6 | 11.6 | 17.1 |
| 8 | 11.3% | 11.8 | 11.8 | 17.3 |
| 9 | 13.2% | 13.8 | 13.8 | 20.3 |
| 10 | 9.2% | 9.6 | 9.6 | 14.1 |
| 11 | 9.6% | 10.0 | 10.0 | 14.7 |
| 12 | 10.0% | 10.5 | 10.5 | 15.4 |
| Total | 100.0% | 104.2 | 104.2 | 153.5 |

### California Connections Academy Monterey Bay

| | | | |
|---|---|---|---|
| Marketing goal | 560 | .DM conversio | 98.05% |
| Attendance Factor | ADM | ADA | Turnover Factor |
| 91.8% | 549.1 | 504.0 | 30.5% |
| | | | 790.51 |

| Grade | Grade Mix | Average Enrollment | Funded Enrollment | Total Enrollment |
|---|---|---|---|---|
| K | 4.3% | 23.5 | 21.6 | 33.9 |
| 1 | 5.0% | 27.2 | 25.0 | 39.2 |
| 2 | 3.7% | 20.5 | 18.8 | 29.5 |
| 3 | 4.4% | 24.0 | 22.0 | 34.5 |
| 4 | 4.7% | 25.5 | 23.4 | 36.8 |
| 5 | 6.3% | 34.8 | 31.9 | 50.1 |
| 6 | 7.2% | 39.8 | 36.5 | 57.3 |
| 7 | 8.5% | 46.5 | 42.7 | 67.0 |
| 8 | 8.7% | 47.9 | 44.0 | 69.0 |
| 9 | 9.7% | 53.4 | 49.0 | 76.9 |
| 10 | 12.9% | 70.8 | 65.0 | 101.9 |
| 11 | 11.1% | 61.1 | 56.1 | 88.0 |
| 12 | 13.5% | 74.0 | 67.9 | 106.5 |
| Total | 100.0% | 549.1 | 504.0 | 790.5 |

### Enrollment Counts by School

| | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB |
|---|---|---|---|---|---|---|
| FRPM Eligible/EL/FY Unduplicated Pupil Count | 2,157.3 (47%) | 368.4 (59%) | 667.9 (44%) | 83.6 (52%) | 37.2 (40%) | 133.0 (31%) |
| PY P2 | 4,631.33 | 621.67 | 1,522.79 | 159.91 | 92.82 | 435.93 |
| PY K-8 P2 | 2,530.14 | 357.21 | 847.87 | 83.56 | 54.09 | 232.92 |
| PY 9-12 P2 | 2,101.19 | 264.46 | 674.92 | 76.35 | 38.73 | 203.01 |
| Revised SPED Rolling ADA | 4,975.7 | 660.9 | 1,791.2 | 167.4 | 104.2 | 504.0 |
| PY P1 | 4,707.78 | 641.02 | 1,557.62 | 165.43 | 89.25 | 458.46 |

### Revenue

| | Funding Rates | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|
| **General Purpose Block Grant** | | | | | | | | |
| K-3 | 8,624 | 8,574,587 | 1,226,587 | 3,181,190 | 309,148 | 191,762 | 753,844 | |
| 4-6 | 8,754 | 7,254,316 | 1,019,303 | 2,520,826 | 218,693 | 129,255 | 804,551 | |
| 7-8 | 9,013 | 7,926,179 | 1,076,491 | 3,079,816 | 251,456 | 210,808 | 781,365 | |
| 9-12 | 10,445 | 23,744,885 | 2,953,943 | 8,279,543 | 821,776 | 458,111 | 2,486,090 | |
| Total | | 47,499,967 | 6,276,324 | 17,061,375 | 1,601,073 | 989,936 | 4,825,850 | |
| K-3 Add-On | 897 | 891,860 | 127,580 | 330,882 | 32,155 | 19,946 | 78,409 | |
| 9-12 Add-On | 272 | 618,345 | 76,924 | 215,609 | 21,400 | 11,930 | 64,741 | |
| High Needs Supplement | 20% | $ 4,565,787.64 | $ 947,561.86 | $ 1,544,561.98 | $ 172,974.82 | $ 81,990.13 | $ 303,108.95 | |
| Total LCFF Funding Target | | 10,767.53 | 11,239.56 | 10,692.35 | 10,917.24 | 10,588.04 | 10,459.92 | |
| Funding-16-17 Rates (adjusted for COLA) | | 3,429.82 | 588.62 | 1,464.69 | - | - | - | |
| Cap Closing Increment | | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | |
| 20-21 Funding per ADA | | 10,767.53 | 11,239.56 | 10,692.35 | 10,917.24 | 10,588.04 | 10,459.92 | |
| Final LCFF | | 53,575,960 | 7,428,390 | 19,152,428 | 1,827,603 | 1,103,801 | 5,272,108 | |
| State Portion | | 12,559,988 | 4,247,135 | 8,905,016 | 1,094,825 | 239,678 | 2,149,117 | |
| EPA | | 995,140 | 2,710,139 | 7,262,598 | 33,481 | 20,850 | 100,806 | |
| Local Portion | | 40,020,832 | 471,116 | 2,984,814 | 699,297 | 843,273 | 3,022,185 | |
| Categorical | | 0 | - | - | - | - | - | |
| **Lottery Fund Revenue** | 199 | 990,164 | 131,522 | 356,454 | 33,314 | 20,746 | 100,302 | |
| **Special Education Revenue** | 715 | 3,557,624 | 472,554 | 1,280,728 | 119,695 | 74,539 | 360,381 | |
| **One time Discretionary Grant** | 0 | - | - | - | - | - | - | |
| **Mandated Cost Reimbursement** | | 141,000 | 18,000 | 46,000 | 5,000 | 2,727 | 13,442 | |
| K-8 | 17 | 43,000 | 6,023 | 14,295 | 1,409 | 912 | 3,927 | |
| 9-12 | 47 | 98,000 | 12,395 | 31,634 | 3,579 | 1,815 | 9,515 | |
| **State Testing Reimbursement** | | 0 | 0 | 0 | 0 | 0 | 0 | |
| **Federal Funding - Title I** | | 757,000 | 148,800 | 225,000 | 38,000 | - | - | |
| Per Pupil | | 152 | 225 | 126 | 227 | - | - | |
| **Federal Funding - Title II-A** | | 124,500 | 22,500 | 38,000 | 6,000 | - | - | |
| Per Pupil | | 25 | 34 | 21 | 36 | - | - | |
| **Federal Funding - IDEA** | | 568,050 | 81,800 | 186,500 | 24,400 | 9,450 | 52,250 | |
| Per Pupil | | 114 | 124 | 104 | 146 | 90.65 | 103.66 | |
| **Federal Funding - Title IV** | | 44,000 | 10,000 | 14,200 | 10,000 | - | - | |
| Per Pupil | | 9 | 15 | 8 | 60 | - | - | |
| **ESSER III** | | 3,421,730 | 591,804 | 1,255,253 | 153,416 | - | - | |
| Per Pupil | | 688 | 895 | 701 | 916 | - | - | |
| **E-Rate** | | 11,400 | 1,500 | 4,300 | 400 | 100 | 600 | |
| **ERMHS** | | 257,613 | 32,697 | 103,852 | 6,075 | 1,517 | 33,934 | |
| **A-G Completion Improvement Grant** | | 116,494 | 50,000 | 41,383 | 6,357 | 1,297 | 7,135 | |
| **Educator Effectiveness Block Grant** | | 178,142 | 25,427 | 59,690 | 16,320 | 3,178 | 3,178 | |
| **Universal TK Grant** | | 115,911 | 53,803 | 55,846 | 25,440 | 25,280 | 26,223 | |
| **Interest** | | 10,000 | 1,200 | 8,000 | 500 | 500 | 500 | |
| **Total Revenue** | | 63,869,587 | 9,069,997 | 22,827,633 | 2,272,518 | 1,243,135 | 5,870,053 | 105,152,924 |

**California Connections Academy**

EPA Funding

| | EPA |
|---|---|
| **Funding** | $11,123,013 |
| | |
| **Expenses** | |
| SPED | |
| Student Testing | |
| **Instructional Staff** | 11,123,013.00 |
| **Total Expenses** | **$11,123,013** |

# California Connections Academy 2022-2023 Budget
## Staffing Model

### Enrollment Plan

| Grade | Combined | Capo | CenCA | CalCAR | CalCAN | CenCoast | CalMB |
|---|---|---|---|---|---|---|---|
| | | 98.6% | 97.9% | 100.0% | 95.7% | 100.0% | 91.8% |
| | | Capo | CenCA | CalCAR | CalCAN | CenCoast | CalMB |
| Kindergarten | 474 | 296 | 37 | 99 | 14 | 5 | 24 |
| First | 414 | 246 | 38 | 86 | 8 | 8 | 27 |
| Second | 381 | 229 | 31 | 88 | 6 | 6 | 20 |
| Third | 409 | 237 | 39 | 96 | 9 | 3 | 24 |
| Fourth | 414 | 252 | 35 | 89 | 8 | 5 | 26 |
| Fifth | 403 | 225 | 40 | 87 | 9 | 7 | 35 |
| Sixth | 571 | 363 | 44 | 112 | 9 | 3 | 40 |
| Seventh | 726 | 421 | 68 | 162 | 17 | 12 | 47 |
| Eighth | 776 | 471 | 54 | 179 | 12 | 12 | 48 |
| Ninth | 865 | 537 | 71 | 179 | 11 | 14 | 53 |
| Tenth | 955 | 584 | 72 | 204 | 15 | 10 | 71 |
| Eleventh | 966 | 595 | 82 | 192 | 25 | 10 | 61 |
| Twelfth | 986 | 590 | 64 | 217 | 32 | 10 | 74 |
| **Average Enrollment** | 8,341 | 5,046 | 675 | 1,791 | 175 | 104 | 549 |
| **Funded Enrollment** | 8,204 | 4,976 | 661 | 1,791 | 167 | 104 | 504 |
| **Percent Allocation** | 100% | 61% | 8% | 21% | 2.10% | 1% | 7% |

### Total Population

| | | |
|---|---|---|
| Kindergarten | 474 | 6% |
| Elementary (1-5) | 2,021 | 24% |
| Middle (6-8) | 2,074 | 25% |
| Secondary (9-12) | 3,773 | 45% |
| **Total Regular FTE** | 8,341 | 100% |

### Special Population

| Category | % | Factor | Total FTE |
|---|---|---|---|
| IEP | 13.70% | 100.0% | 1,143 |
| IEP-Alt Asses. | 0.70% | 100.0% | 58 |
| 504 | 3.40% | 0.0% | 0 |
| Gifted | 0.90% | 0.0% | 0 |
| ELL | 5.98% | 0.0% | 0 |
| **Total** | 14.400% | | 1,201 |

### Merit Increase

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,808,039 |
| Admin (merit only) | 6.0% | 533,091 |
| | | 2,341,130 |

### Merit Increase (Net of Benefits & Taxes)

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,233,315 |
| Admin (merit only) | 6.0% | 353,978 |
| | | 1,587,293 |

**Compensation Met...**
Hourly Staff
Work From Home Stipend Admin
Interim Stipend

**New Staff - Salary A...**
Avg - Existing
Adj. New Staff

**Compensation...**
School is Bonus to Base

Career Ladder Points
Career Ladder Point %

Summer (# of FTE)
Salary Alignment
Work From Home Stipend Teacher

**Prior Year iNaCA FTE**
FTE

### Staffing

| | Ratios 21-22 | Ratios 22-23 General Fund | Ratios 22-23 Combined | 21-22 Approved | 22-23 General Fund | 22-23 EPA | 22-23 'CARES ESSER II | 22-23 Title I | 22-23 Title II | 22-23 Title IV | 22-23 IDEA-B | 22-23 Combined | New | Average 21-22 Salaries | Average 22-23 Salaries | Total General Fund 22-23 Salaries | Total Grant 22-23 Salaries |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Instructional Staff** | | | | | | | | | | | | | | | | | |
| Elementary Teachers (K) | 34.0 | 31 | 31.0 | 11.8 | 15.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 15.3 | 3.5 | 56,425 | 59,811 | 910,359 | - |
| Elementary Teachers (1-5) | 34.0 | 114 | 34.0 | 54.2 | 15.7 | 38.6 | 1.1 | 1.5 | 0.6 | 0.0 | 0.0 | 57.4 | 3.3 | 56,425 | 59,811 | 932,900 | 2,498,387 |
| Middle School Teachers (6-8) | 29.2 | 75 | 29.2 | 68.0 | 26.7 | 40.7 | 2.6 | 0.0 | 0.0 | 0.0 | 0.0 | 70.0 | 2.0 | 56,812 | 60,221 | 1,602,889 | 2,611,180 |
| Secondary Teachers (9-12) | 27.70 | 42 | 27.10 | 132.8 | 87.9 | 47.1 | 0.0 | 1.8 | 0.3 | 0.0 | 0.0 | 137.2 | 4.4 | 56,626 | 60,024 | 5,273,551 | 2,956,995 |
| Adjuncts | | 0% | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 27,000 | 27,000 | - | - |
| Special Population Teachers | 23.2 | 28 | 22.6 | 51.0 | 43.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 10.0 | 53.1 | 2.1 | 59,328 | 62,888 | 2,710,434 | 629,229 |
| School Psychologist | 1.0 | | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 90,000 | 95,400 | 23,563 | 71,837 |
| ELL Teacher | | | 3 | 3.0 | 1.9 | 0.0 | 0.0 | 1.1 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 60,510 | 64,140 | 120,584 | 71,837 |
| Family Relationship Coor/Learning Coach | 5.0 | | 5 | 5.0 | 4.4 | 0.0 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 | 5.0 | 0.0 | 58,411 | 61,916 | 271,191 | 38,388 |
| Middle School Advisory Teachers | 170 | 394 | 160 | 12.0 | 5.3 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 13.0 | 1.0 | 59,727 | 63,311 | 332,485 | 486,906 |
| High School Counselors | 200 | 197 | 189 | 19.0 | 19.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.8 | 0.0 | 20.0 | 1.0 | 60,100 | 63,706 | 1,220,286 | 50,177 |
| **Subtotal Instructional Staff** | | | | 357.8 | 220.4 | 126.4 | 3.7 | 12.8 | 0.9 | 0.8 | 10.0 | 375.0 | 17.2 | 57,389 | 60,832 | 13,398,241 | 9,414,937 |
| | | | | | | | | | | | | | | | | | |
| Advisory /Counselor Ratio | | | 178 | | | | | | | | | | | | | | |
| Student/Teacher Ratio (Less Counselors) | | | 23.5 | | | | | | | | | | | | | | |
| Student/Teacher Ratio | | 24.1 | 22.2 | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 1,960,877 | - |
| **Subtotal Instructional Wages** | | | | | | | | | | | | | | | | 15,359,118 | 9,414,937 |
| | | | | | | | | | | | | | | | | | |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 3,934,894 | 2,382,490 |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 2,947,313 | 1,784,532 |
| Taxes | | | | 2.0% | 2.0% | | | | | | | | | | | 308,619 | 186,862 |
| **Total Instructional Expense** | | | | | | | | | | | | | | | - | 22,549,944 | 13,768,821 |
| **Administration** | | | | | | | | | | | | | | | | | |
| Executive Director | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Assistant Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Principal | | | 3.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Assistant Principal/Site Administrator I | 750 | 695 | 750 | 4.0 | 5.0 | | | | | | | 5.0 | 1.0 | | | | |
| Assistant Principal/Site Administrator II | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Assistant Principal/Site Administrator III | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Counseling Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Manager of Counseling Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Student Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Sr Manager of Student Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Manager of Student Services | | | 2.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Manager of Psychology Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Social Worker | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants General | 350 | 350 | 350 | 3.0 | 3.8 | | | | | | | 3.8 | 0.8 | | | | |
| Administrative Assistants Statewide | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Administrative Assistants Specialized | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Administrative Assistants Enrollment | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Administrative Assistants Finance | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants Records | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Administrative Assistants State Reporting | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants Attendance | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| SEIS Coordinator | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Mgr of School Outreach | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Assistant Director of Business Services | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Director of Finance | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Sr. Director of Business Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| School Enrollment Team Lead | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| School Executive Assistants | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Registrar | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Senior Manager of State Attendance | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| **Subtotal Administration** | | | | 52.0 | 53.8 | | | | | | | 53.8 | 1.8 | | | 4,420,279 | - |
| **Total Staff** | | | | 409.80 | 274.2 | 126.4 | 3.7 | 12.8 | 0.9 | 0.8 | 10.0 | 428.9 | 19.1 | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 88,140 | |
| **Subtotal Administrative Wages** | | | | | | | | | | | | | | | | 4,508,419 | - |
| | | | | | | | | | | | | | | | | | |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 1,149,647 | - |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 504,962 | - |
| Taxes | | | | 6.0% | 6.0% | | | | | | | | | | | 212,760 | - |
| **Total Administrative Expense** | | | | | | | | | | | | | | | | 6,375,788 | - |
| **Total Compensation Expense** | | | | | | | | | | | | | | | | 28,925,732 | 13,768,821 |

# California Connections Academy Schools - 2022-2023
## Shared Expense Arrangement

| | | | | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Total ADM | | | | 5,046 | 675 | 1,791 | 175 | 104 | 549 | 8,341 |
| Allocation % | | | | 61% | 8% | 21% | 2% | 1% | 7% | 100% |

### Compensation Expense

| | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Administrative Services** | | | | | | | | | | |
| General | Yes | 410.49 | per budgeted ADM | 2,071,481 | 277,133 | 735,286 | 71,835 | 42,794 | 225,397 | 3,423,925 |
| SPED | Yes | 21.42 | per budgeted ADM | 108,117 | 14,464 | 38,377 | 3,749 | 2,234 | 11,764 | 178,705 |
| Counseling | Yes | 32.75 | per budgeted ADM | 165,259 | 22,109 | 58,660 | 5,731 | 3,414 | 17,982 | 273,154 |
| Classified | Yes | 299.72 | per budgeted ADM | 1,512,507 | 202,351 | 536,874 | 52,451 | 31,246 | 164,575 | 2,500,004 |
| **Total Administrative Expense** | | | | 3,857,364 | 516,058 | 1,369,196 | 133,765 | 79,688 | 419,718 | 6,375,788 |
| | | | | | | | | | | |
| **Instructional Services** | | | | | | | | | | |
| General | Yes | 2,012.65 | per ADM | 15,835,886 | 168,725 | 130,993 | 523,281 | 351,607 | 1,858,464 | 18,868,957 |
| SPED | Yes | 476.38 | per ADM | 2,403,972 | 321,616 | 853,306 | 83,365 | 49,663 | 261,575 | 3,973,496 |
| Counseling | Yes | 214.48 | per ADM | 1,082,311 | 144,797 | 384,174 | 37,532 | 22,359 | 117,766 | 1,788,939 |
| EPA | Yes | - | per ADM | 995,140 | 2,010,139 | 5,952,986 | 33,481 | 20,850 | 100,806 | 9,113,401 |
| CARES  ESSER II | Yes | - | per ADM | 238,075 | 41,235 | 39,734 | 8,622 | - | - | 327,665 |
| Title Teachers I, II, IV | Yes | - | per ADM | 849,486 | 171,337 | 251,739 | 51,294 | - | - | 1,323,856 |
| IDEA-B Teachers | Yes | - | per ADM | 568,050 | 81,800 | 186,500 | 24,400 | 9,450 | 52,250 | 922,450 |
| **Total Instructional Expense** | | | | 21,972,921 | 2,939,649 | 7,799,431 | 761,974 | 453,928 | 2,390,861 | 36,318,765 |
| **Total Compensation Expense** | | | | 25,830,285 | 3,455,706 | 9,168,628 | 895,740 | 533,616 | 2,810,579 | 42,694,553 |
| | | | | | | | | | | - |

### Non-Compensation Expense

| | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Enrollment/Unit Based Fees** | | | | | | | | | | |
| Educational Resource Center | No | - | N/A | - | - | - | - | - | - | - |
| ConnexusTM Annual License (LMS | No | - | N/A | - | - | - | - | - | - | - |
| Technical Support and Repairs | No | - | N/A | - | - | - | - | - | - | - |
| Accounting and Regulatory Report | No | - | N/A | - | - | - | - | - | - | - |
| Direct Course Instruction Support | No | - | per ADM | - | - | - | - | - | - | - |
| Short Term Substitute Teaching | Yes | - | per ADM | - | - | - | - | - | - | - |
| Hardware/Software - Employees | Yes | - | per STAFF | 155,673 | 20,827 | 55,257 | 5,398 | 3,216 | 16,939 | 257,310 |
| Voice Over IP Services | Yes | 18.51 | N/A | 93,404 | 12,496 | 33,154 | 3,239 | 1,930 | 10,163 | 154,386 |
| Human Resources Support | Yes | 64.27 | per ADM | 324,319 | 43,389 | 115,119 | 11,247 | 6,700 | 35,289 | 536,063 |
| School Curriculum Supplies | Yes | 22.48 | per ADM | 113,443 | 15,177 | 40,267 | 3,934 | 2,344 | 12,344 | 187,509 |
| Facility Support Services | Yes | 3.60 | per budgeted ADM | 18,150 | 2,428 | 6,442 | 629 | 375 | 1,975 | 30,000 |
| Student Technology Assistance | No | - | N/A | - | - | - | - | - | - | - |
| Internet Subsidy Payment Process | No | - | N/A | - | - | - | - | - | - | - |
| Enrollment and Records Managem | No | - | N/A | - | - | - | - | - | - | - |
| Curriculum Postage | No | - | N/A | - | - | - | - | - | - | - |
| Tangible and Intangible Instruction | No | - | N/A | - | - | - | - | - | - | - |
| Special Populations Consultative S | No | - | N/A | - | - | - | - | - | - | - |
| Community Outreach | No | - | N/A | - | - | - | - | - | - | - |
| | | | | | | | | | | |
| **Revenue Based Fees** | | | | | | | | | | |
| Treasury Services | No | - | N/A | - | - | - | - | - | - | - |
| Marketing Services | No | - | N/A | - | - | - | - | - | - | - |
| School Administration | No | - | N/A | - | - | - | - | - | - | - |
| | | | | | | | | | | |
| **Pass-Through Expenses** | | | | | | | | | | |
| Office Supplies | Yes | 6.91 | per ADM | 34,893 | 4,668 | 12,385 | 1,210 | 721 | 3,797 | 57,674 |
| SPED Related Services | No | - | per ADM | - | - | - | - | - | - | - |
| Expensed Furniture and Equipmen | Yes | 30.10 | per budgeted ADM | 151,894 | 20,321 | 53,916 | 5,267 | 3,138 | 16,528 | 251,064 |
| Copiers/Reproduction | Yes | 3.22 | per ADM | 16,240 | 2,173 | 5,765 | 563 | 336 | 1,767 | 26,844 |
| Office Postage | Yes | 4.52 | per ADM | 22,797 | 3,050 | 8,092 | 791 | 471 | 2,481 | 37,681 |
| ISP Payment Reimbursement | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Fa | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Tra | Yes | 51.40 | per ADM | 259,394 | 34,703 | 92,074 | 8,995 | 5,359 | 28,224 | 428,749 |
| Student Testing Technology | No | - | N/A | - | - | - | - | - | - | - |
| Staff Recruiting / Background Che | Yes | 5.14 | per ADM | 25,957 | 3,473 | 9,214 | 900 | 536 | 2,824 | 42,904 |
| Staff Training / Prof. Dvlpmt. | Yes | 126.00 | per ADM | 635,838 | 85,066 | 225,695 | 22,050 | 13,135 | 69,185 | 1,050,969 |
| Travel and Meals - Administration | Yes | 10.16 | per ADM | 51,259 | 6,858 | 18,195 | 1,778 | 1,059 | 5,577 | 84,726 |
| Travel and Meals - Teachers | Yes | 19.38 | per ADM | 97,786 | 13,082 | 34,710 | 3,391 | 2,020 | 10,640 | 161,629 |
| Team Building | Yes | 9.59 | per ADM | 48,400 | 6,475 | 17,180 | 1,678 | 1,000 | 5,266 | 80,000 |
| Maintenance & Repair | Yes | 8.48 | per budgeted ADM | 42,795 | 5,725 | 15,190 | 1,484 | 884 | 4,657 | 70,736 |
| High Speed Internet | Yes | 6.96 | per ADM | 35,141 | 4,701 | 12,474 | 1,219 | 726 | 3,824 | 58,084 |
| Phone | Yes | 5.17 | per ADM | 26,075 | 3,488 | 9,256 | 904 | 539 | 2,837 | 43,099 |
| Rent | Yes | 48.99 | per budgeted ADM | 247,197 | 33,071 | 87,744 | 8,572 | 5,107 | 26,897 | 408,589 |
| Rent Operating Expense | Yes | 5.47 | per budgeted ADM | 27,601 | 3,693 | 9,797 | 957 | 570 | 3,003 | 45,621 |
| Rent Storage Unit | No | - | N/A | - | - | - | - | - | - | - |
| Utilities | Yes | 4.84 | per budgeted ADM | 24,420 | 3,267 | 8,668 | 847 | 504 | 2,657 | 40,363 |
| | | | | | | | | | | |
| **Other School Expenses** | | | | | | | | | | |
| Banking fees | No | - | N/A | - | - | - | - | - | - | - |
| Financial Audit | Yes | 7.72 | N/A | 38,974 | 5,214 | 13,834 | 1,352 | 805 | 4,241 | 64,419 |
| District Oversight | No | - | N/A | - | - | - | - | - | - | - |
| STRS Reporting | Yes | 4.38 | per ADM | 22,101 | 2,957 | 7,845 | 766 | 457 | 2,405 | 36,530 |
| District Administrative Fees | No | - | N/A | - | - | - | - | - | - | - |
| Student Activities | No | - | N/A | - | - | - | - | - | - | - |
| Graduation | No | - | N/A | - | - | - | - | - | - | - |
| Board Expenses | Yes | 1.94 | N/A | 9,782 | 1,309 | 3,472 | 339 | 202 | 1,064 | 16,169 |
| Dues - Staff | Yes | 3.76 | per ADM | 18,985 | 2,540 | 6,739 | 658 | 392 | 2,066 | 31,379 |
| Dues - School | No | - | N/A | - | - | - | - | - | - | - |
| Other School Expense | Yes | 0.78 | N/A | 3,915 | 524 | 1,390 | 136 | 81 | 426 | 6,472 |
| Other Curriculum | Yes | 71.32 | N/A | 359,914 | 48,151 | 127,754 | 12,481 | 7,435 | 39,162 | 594,898 |
| Prop 39 Clean Energy Implementa | No | - | N/A | - | - | - | - | - | - | - |
| Other School Contracted Services | Yes | 9.08 | N/A | 45,841 | 6,133 | 16,272 | 1,590 | 947 | 4,988 | 75,770 |
| Accreditation and Consulting | No | - | per ADM | - | - | - | - | - | - | - |
| Insurance - D&O | Yes | 1.55 | N/A | 7,811 | 1,045 | 2,773 | 271 | 161 | 850 | 12,911 |
| AERIES | No | - | per ADM | - | - | - | - | - | - | - |
| Summer School | Yes | 34.58 | per ADM | 174,504 | 23,346 | 61,941 | 6,051 | 3,605 | 18,988 | 288,436 |
| Legal | Yes | 36.39 | N/A | 183,617 | 24,565 | 65,176 | 6,367 | 3,793 | 19,979 | 303,498 |
| Legal Special Education | Yes | 11.99 | N/A | 60,500 | 8,094 | 21,475 | 2,098 | 1,250 | 6,583 | 100,000 |
| **Total Non-Compensation Expense** | | | | 3,378,622 | 452,009 | 1,199,264 | 117,163 | 69,797 | 367,626 | 5,584,482 |
| **Grand Total Shared Expense** | | | | 29,208,906 | 3,907,715 | 10,367,892 | 1,012,903 | 603,413 | 3,178,204 | 48,279,035 |

# California Connections Academy
## Fee Schedule
## 2022-2023 Budget

| Fee | CapoCA Factor | CenCA Factor | CalCAR Factor | CalCAN Factor | CenCoast Factor | CalMB Factor | Notes | Taxable? (Yes/No) |
|---|---|---|---|---|---|---|---|---|
| Educational Resource Center | $126.00 | $126.00 | $126.00 | $126.00 | $126.00 | $126.00 | per each enrolled student, calculated as an average over the school year | No |
| Connexus™ Annual License (EMS) | $600.00 | $600.00 | $600.00 | $600.00 | $600.00 | $600.00 | per each enrolled student, calculated as an average over the school year | No |
| Technical Support and Repairs | $150.00 | $150.00 | $150.00 | $150.00 | $150.00 | $150.00 | per each enrolled student, calculated as an average over the school year | No |
| Accounting and Regulatory Reporting | $50.00 | $50.00 | $50.00 | $50.00 | $50.00 | $50.00 | per each enrolled student, calculated as an average over the school year | No |
| Direct Course Instruction Support | $2.75 | $2.75 | $2.75 | $2.75 | $2.75 | $2.75 | per student day; based on enrollment at a point in time each month in a Pearson Online Academy supported course | No |
| Short Term Substitute Teaching Services | $300.00 | $300.00 | $300.00 | $300.00 | $300.00 | $300.00 | per day, if service is provided by a teacher employed by the EMO Partner | No |
| Hardware/Software - Employees | $600.00 | $600.00 | $600.00 | $600.00 | $600.00 | $600.00 | per each staff member employed at the end of the year | Yes |
| Voice Over IP Services | $360.00 | $360.00 | $360.00 | $360.00 | $360.00 | $360.00 | per each staff member employed at the end of the year | No |
| Human Resources Support | $1,250.00 | $1,250.00 | $1,250.00 | $1,250.00 | $1,250.00 | $1,250.00 | per each staff member employed at the end of the year | No |
| School Curriculum Supplies | $500.00 | $500.00 | $500.00 | $500.00 | $500.00 | $500.00 | per each teacher employed at the end of the school year | Yes |
| Facility Support Services | $15,000.00 | $15,000.00 | $15,000.00 | $15,000.00 | $15,000.00 | $15,000.00 | per each school office location | No |
| Student Technology Assistance* | $575.00 | $575.00 | $575.00 | $575.00 | $575.00 | $575.00 | per each laptop computer provided by CA at any time during the school year*** | Yes |
| Internet Subsidy Payment Processing | $25.00 | $25.00 | $25.00 | $25.00 | $25.00 | $25.00 | per each household receiving an Internet Subsidy Payment at any time during the school year | No |
| Enrollment and Records Management | $40.00 | $40.00 | $40.00 | $40.00 | $40.00 | $40.00 | per each student enrolled at any time during the school year | No |
| Curriculum Postage | $33.00 | $33.00 | $33.00 | $33.00 | $33.00 | $33.00 | per each student enrolled at any time during the school year | No |
| Intangible Instructional Materials - Kindergarten* | $443.00 | $443.00 | $443.00 | $443.00 | $443.00 | $443.00 | per each Kindergarten student enrolled at any time during the school year | No |
| Tangible Instructional Materials - Kindergarten* | $157.00 | $157.00 | $157.00 | $157.00 | $157.00 | $157.00 | per each Kindergarten student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 1st-5th Grade* | $704.00 | $704.00 | $704.00 | $704.00 | $704.00 | $704.00 | per each 1st - 5th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 1st-5th Grade* | $246.00 | $246.00 | $246.00 | $246.00 | $246.00 | $246.00 | per each 1st - 5th grade student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 6th-12th Grade* | $795.00 | $795.00 | $795.00 | $795.00 | $795.00 | $795.00 | per each 6th - 12th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 6th-12th Grade* | $280.00 | $280.00 | $280.00 | $280.00 | $280.00 | $280.00 | per each 6th - 12th grade student enrolled at any time during the school year | Yes |
| Treasury Services | 1.50% | 1.50% | 1.50% | 1.50% | 1.50% | 1.50% | of all revenue from governmental sources, excluding any special education revenue | No |
| Marketing Services | 1.00% | 1.00% | 1.00% | 1.00% | 1.00% | 1.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| School Administration | 6.00% | 6.00% | 6.00% | 6.00% | 6.00% | 6.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| Special Populations Consultative Services | $150.00 | $150.00 | $150.00 | $150.00 | $150.00 | $150.00 | per each IEP student per month | No |
| Employee Benefits | 25.50% | 25.50% | 25.50% | 25.50% | 25.50% | 25.50% | per actual gross wages and bonus accrual for administration and teachers | No |
| Community Outreach | 550,000.00 | 25,000.00 | 50,000.00 | - | - | - | board approved budget for school's contribution toward outreach effort | - |

**Expenses Reimbursed to Connections Academy at Cost**

- Employee Wages and Taxes
- Employer Contribution to State Pension Plan
- Taxes for certified employees
- Office Supplies
- Expensed Furniture and Equipment
- Copiers/Reproduction
- Office Postage
- ISP Payment Reimbursement
- Student Testing & Assessment
- Staff Recruiting
- Staff Training / Professional Development
- Travel and Conferences - Teachers
- Travel and Conferences - Administration
- Team Building
- Maintenance & Repair
- High Speed Internet
- Phone
- Rent
- Rent Operating Expense
- Rent - Storage Unit
- Utilities
- Building Safety Program
- Contract School Staff

**Expenses Paid by the School by Contractual Obligation**

- Banking fees
- Fiscal Consulting
- Financial Audit
- District Oversight
- STRS Reporting
- Outside Administrative Services
- Student Activities
- Graduation
- Staff Activities
- Board Expenses
- Dues
- Insurance - D&O
- Other Curriculum Supplies
- Summer School
- Legal
- Any other expenses for services not contracted to Connections Academy of California, LLC

**\* Items under Student Technology Assistance and Tangible and Intangible Instructional Materials are provided to the school and its students for use during the school year. They remain the property of Connections Academy and/or its vendors.**

**\*\* Total computers provided by CA are calculated by combining the sum of all computers assigned to a household as counted on the first school day of September plus each computer shipped thereafter at any time during the school year, excluding computers shipped for the following reasons:**
- **Reshipment for replacement or repair**
- **Student Supplemental Technical Equipment**
- **Computers Approved for Special Education Students**

## Taxable Fees

| | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB |
|---|---|---|---|---|---|---|
| Tax Rate | 7.75% | 8.50% | 7.75% | 7.75% | 7.75% | 7.75% |
| | | | | | | |
| Hardware/Software - Employees | 12,065 | 1,770 | 4,282 | 418 | 249 | 1,313 |
| School Curriculum Supplies | 8,792 | 1,290 | 3,121 | 305 | 182 | 957 |
| Student Technology Assistance* | 154,112 | 60,306 | 137,670 | 13,406 | 4,431 | 18,975 |
| Tangible Instructional Materials - Kindergarten* | 3,600 | 492 | 1,202 | 174 | 56 | 287 |
| Tangible Instructional Materials - 1st-5th Grade* | 22,678 | 3,830 | 8,513 | 773 | 553 | 2,517 |
| Tangible Instructional Materials - 6th-12th Grade* | 77,273 | 10,831 | 27,036 | 2,608 | 1,532 | 8,540 |
| | | | | | | |
| **Total Tax Liability** | **278,520** | **78,519** | **181,825** | **17,684** | **7,003** | **32,587** |

# California Connections Academy Central Coast
## Revenue and Expense Statement 2022-2023

| | General Fund 22-23 Budget | EPA 22-23 Budget | ESSER Funding 21-22 Budget | Title I 22-23 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close) 21-22 Forecast |
|---|---|---|---|---|---|---|---|---|---|
| Board Approved 9/30 Enrollment | 108 | | | | | | | 108 | |
| Average Enrollment | 104 | | | | | | | 104 | 96 |
| Funded Enrollment (P-2 ADA) | 104 | | | | | | | 104 | 93 |
| | | | | | | | | | |
| **Revenue** | | | | | | | | | |
| | | | | | | | | | |
| **State Funding** | | | | | | | | | |
| A-G Completion Improvement Grant | 1,297 | - | - | - | - | - | - | 1,297 | - |
| ERMHS | 1,517 | - | - | - | - | - | - | 1,517 | 1,237 |
| Educator Effectiveness Block Grant | 3,178 | - | - | - | - | - | - | 3,178 | - |
| LCFF / General Purpose Block Grant - State | 239,678 | - | - | - | - | - | - | 239,678 | 374,143 |
| LCFF / General Purpose Block Grant - State EPA | - | 20,850 | - | - | - | - | - | 20,850 | 18,564 |
| Lottery | 20,746 | - | - | - | - | - | - | 20,746 | 18,472 |
| Mandated Cost Reimbursement | 2,727 | - | - | - | - | - | - | 2,727 | 1,143 |
| Special Education Dispute Prevention | - | - | - | - | - | - | - | - | 495 |
| Special Education Learning Recovery | - | - | - | - | - | - | - | - | 2,229 |
| Special Education Pass through funds - State | 74,539 | - | - | - | - | - | - | 74,539 | 60,800 |
| Universal TK Grant | 25,280 | - | - | - | - | - | - | 25,280 | - |
| **Total State Funding** | **368,962** | **20,850** | **-** | **-** | **-** | **-** | **-** | **389,812** | **477,083** |
| | | | | | | | | | |
| **Federal & Other Programs Funding** | | | | | | | | | |
| ESSER Funding | - | - | - | - | - | - | - | - | - |
| E-Rate Funds | 100 | - | - | - | - | - | - | 100 | 100 |
| Federal Funding - IDEA | - | - | - | - | - | 9,450 | - | 9,450 | 9,000 |
| **Total Federal & Other Programs Funding** | **100** | **-** | | **-** | **-** | **9,450** | **-** | **9,550** | **9,100** |
| | | | | | | | | | |
| **Local Funding** | | | | | | | | | |
| LCFF / General Purpose Block Grant - Local | 843,273 | - | - | - | - | - | - | 843,273 | 528,025 |
| **Total Local Funding** | **843,273** | **-** | **-** | **-** | **-** | **-** | **-** | **843,273** | **528,025** |
| | | | | | | | | | |
| **Other Funding** | | | | | | | | | |
| Interest | 500 | - | - | - | - | - | - | 500 | 2,000 |
| **Total Other Funding** | **500** | **-** | | **-** | **-** | **-** | **-** | **500** | **2,000** |
| | | | | | | | | | |
| **Total Revenue** | **1,212,835** | **20,850** | | **-** | **-** | **9,450** | **-** | **1,243,135** | **1,016,208** |
| | | | | | | | | | |
| **Compensation Expense** | | | | | | | | | |
| | | | | | | | | | |
| **Administrative Compensation** | | | | | | | | | |
| Salaries - Administration | 79,688 | - | - | - | - | - | - | 79,688 | 46,454 |
| Benefits - Administration | - | - | - | - | - | - | - | - | 11,381 |
| Pension - Administration | - | - | - | - | - | - | - | - | 4,263 |
| Taxes - Administration | - | - | - | - | - | - | - | - | 2,067 |
| **Total Administrative Compensation** | **79,688** | **-** | **-** | **-** | **-** | **-** | **-** | **79,688** | **64,165** |
| | | | | | | | | | |
| **Instructional Compensation** | | | | | | | | | |
| Salaries - Teachers | 423,628 | 20,850 | - | - | - | 9,450 | - | 453,928 | 288,895 |
| Benefits - Teachers | - | - | - | - | - | - | - | - | 66,447 |
| Pension - Teachers | - | - | - | - | - | - | - | - | 47,188 |
| Taxes - Teachers | - | - | - | - | - | - | - | - | 5,978 |
| **Total Instructional Staff Compensation** | **423,628** | **20,850** | **-** | **-** | **-** | **9,450** | **-** | **453,928** | **408,508** |
| | | | | | | | | | |
| **Total Compensation Expense** | **503,316** | **20,850** | | **-** | **-** | **9,450** | **-** | **533,616** | **472,673** |
| | | | | | | | | | |
| **Enrollment/Unit Based Fees** | | | | | | | | | |
| Accounting and Regulatory Reporting | 5,212 | - | - | - | - | - | - | 5,212 | 4,808 |
| ConnexusTM Annual License (LMS) | 62,550 | - | - | - | - | - | - | 62,550 | 57,698 |
| Curriculum Postage | 5,066 | - | - | - | - | - | - | 5,066 | 4,653 |
| Direct Course Instruction Support | 1,610 | - | - | - | - | - | - | 1,610 | 990 |
| Educational Resource Center | 13,135 | - | - | - | - | - | - | 13,135 | 12,117 |
| Enrollment and Records Management | 6,140 | - | - | - | - | - | - | 6,140 | 5,640 |
| Facility Support Services | 375 | - | - | - | - | - | - | 375 | 360 |
| Hardware/Software - Employees | 3,216 | - | - | - | - | - | - | 3,216 | 3,241 |
| Human Resources Support | 6,700 | - | - | - | - | - | - | 6,700 | 6,751 |
| Internet Subsidy Payment Processing | 1,376 | - | - | - | - | - | - | 1,376 | 2,193 |
| School Curriculum Supplies | 2,344 | - | - | - | - | - | - | 2,344 | 2,377 |
| Short Term Substitute Teaching | - | - | - | - | - | - | - | - | 10,555 |
| Special Populations Consultative Services | 20,266 | - | - | - | - | - | - | 20,266 | 13,840 |
| Student Technology Assistance | 57,173 | - | - | - | - | - | - | 57,173 | 39,856 |
| Tangible and Intangible Instructional Materials | 156,443 | - | - | - | - | - | - | 156,443 | 144,325 |
| Technical Support and Repairs | 15,637 | - | - | - | - | - | - | 15,637 | 14,425 |
| Voice Over IP Services | 1,930 | - | - | - | - | - | - | 1,930 | 1,944 |
| **Total Enrollment/Unit Based Fees** | **359,174** | **-** | | **-** | **-** | **-** | **-** | **359,174** | **325,773** |
| | | | | | | | | | |
| **Revenue Based Fees** | | | | | | | | | |
| Marketing Services | 11,571 | - | - | - | - | - | - | 11,571 | 9,404 |
| School Administration | 69,428 | - | - | - | - | - | - | 69,428 | 56,427 |
| Treasury Services | 17,357 | - | - | - | - | - | - | 17,357 | 14,107 |
| **Total Revenue Based Fees** | **98,356** | **-** | | **-** | **-** | **-** | **-** | **98,356** | **79,938** |
| | | | | | | | | | |
| **Total Fee-Based Expenses** | **457,530** | **-** | | **-** | **-** | **-** | **-** | **457,530** | **405,711** |

# California Connections Academy Central Coast
## Revenue and Expense Statement 2022-2023

| | General Fund 22-23 Budget | EPA 22-23 Budget | ESSER Funding 21-22 Budget | Title I 22-23 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close) 21-22 Forecast |
|---|---|---|---|---|---|---|---|---|---|
| **OTHER SCHOOL EXPENSES:** | | | | | | | | | |
| | | | | | | | | | |
| **Assessment** | | | | | | | | | |
| Student Testing & Assessment Facilities & Services | 4,362 | - | - | - | - | - | - | 4,362 | 4,023 |
| Student Testing & Assessment Travel | 5,359 | - | - | - | - | - | - | 5,359 | 4,854 |
| Student Testing Technology | 1,951 | - | - | - | - | - | - | 1,951 | 1,800 |
| **Total Assessment** | **11,672** | **-** | **-** | **-** | **-** | **-** | **-** | **11,672** | **10,678** |
| | | | | | | | | | |
| **Authorizer Oversight** | | | | | | | | | |
| District Oversight | 11,038 | - | - | - | - | - | - | 11,038 | 9,207 |
| SELPA Admin Fee | 2,993 | - | - | - | - | - | - | 2,993 | 2,486 |
| STRS Reporting | 457 | - | - | - | - | - | - | 457 | 390 |
| **Total Authorizer Oversight** | **14,487** | **-** | **-** | **-** | **-** | **-** | **-** | **14,487** | **12,083** |
| | | | | | | | | | |
| **Employee Related** | | | | | | | | | |
| Staff Recruiting / Background Checks | 536 | - | - | - | - | - | - | 536 | 394 |
| Staff Training / Prof. Dvlpmt. | 13,135 | - | - | - | - | - | - | 13,135 | 8,405 |
| Team Building | 1,000 | - | - | - | - | - | - | 1,000 | 452 |
| Travel and Meals - Administration | 1,059 | - | - | - | - | - | - | 1,059 | 1,495 |
| Travel and Meals - Teachers | 2,020 | - | - | - | - | - | - | 2,020 | 945 |
| **Total Employee Related** | **17,751** | **-** | **-** | **-** | **-** | **-** | **-** | **17,751** | **11,690** |
| | | | | | | | | | |
| **Facilities** | | | | | | | | | |
| Copiers/Reproduction | 336 | - | - | - | - | - | - | 336 | 284 |
| Equipment/Supplies | 1,787 | - | - | - | - | - | - | 1,787 | 1,648 |
| Expensed Furniture and Equipment | 3,138 | - | - | - | - | - | - | 3,138 | 1,520 |
| High Speed Internet | 726 | - | - | - | - | - | - | 726 | 655 |
| Maintenance & Repair | 884 | - | - | - | - | - | - | 884 | 771 |
| Office Postage | 471 | - | - | - | - | - | - | 471 | 413 |
| Office Supplies | 721 | - | - | - | - | - | - | 721 | 566 |
| Phone | 539 | - | - | - | - | - | - | 539 | 477 |
| Rent | 5,107 | - | - | - | - | - | - | 5,107 | 5,633 |
| Rent Operating Expense | 570 | - | - | - | - | - | - | 570 | 573 |
| Rent Storage Unit | 362 | - | - | - | - | - | - | 362 | 334 |
| Utilities | 504 | - | - | - | - | - | - | 504 | 593 |
| **Total Facilities** | **15,144** | **-** | **-** | **-** | **-** | **-** | **-** | **15,144** | **13,466** |
| | | | | | | | | | |
| **Governance** | | | | | | | | | |
| Accreditation and Consulting | 1,403 | - | - | - | - | - | - | 1,403 | 1,294 |
| Banking fees | 1,626 | - | - | - | - | - | - | 1,626 | 1,500 |
| Board Expenses | 202 | - | - | - | - | - | - | 202 | 180 |
| Dues - School | 789 | - | - | - | - | - | - | 789 | 728 |
| Dues - Staff | 392 | - | - | - | - | - | - | 392 | 350 |
| Insurance - D&O | 161 | - | - | - | - | - | - | 161 | 140 |
| **Total Governance** | **4,574** | **-** | **-** | **-** | **-** | **-** | **-** | **4,574** | **4,192** |
| | | | | | | | | | |
| **Internet Service Provider** | | | | | | | | | |
| ISP Payment Reimbursement | 4,692 | - | - | - | - | - | - | 4,692 | 4,328 |
| **Total Internet Service Provider** | **4,692** | **-** | **-** | **-** | **-** | **-** | **-** | **4,692** | **4,328** |
| | | | | | | | | | |
| **Instructional** | | | | | | | | | |
| Other Curriculum | 7,435 | - | - | - | - | - | - | 7,435 | 2,400 |
| Summer School | 3,605 | - | - | - | - | - | - | 3,605 | 2,424 |
| **Total Instructional** | **11,040** | **-** | **-** | **-** | **-** | **-** | **-** | **11,040** | **4,824** |
| | | | | | | | | | |
| **Professional Services** | | | | | | | | | |
| AERIES | 754 | - | - | - | - | - | - | 754 | 696 |
| Financial Audit | 805 | - | - | - | - | - | - | 805 | 665 |
| Legal | 3,793 | - | - | - | - | - | - | 3,793 | 1,540 |
| Legal Special Education | 1,250 | - | - | - | - | - | - | 1,250 | 1,541 |
| Other School Contracted Services | 947 | - | - | - | - | - | - | 947 | 617 |
| Other School Expense | 81 | - | - | - | - | - | - | 81 | 73 |
| **Total Professional Services** | **7,631** | **-** | **-** | **-** | **-** | **-** | **-** | **7,631** | **5,131** |
| | | | | | | | | | |
| **Student Related** | | | | | | | | | |
| Graduation | 4,336 | - | - | - | - | - | - | 4,336 | 4,000 |
| SPED Related Services | 68,506 | - | - | - | - | - | - | 68,506 | 63,192 |
| Student Activities | 12,715 | - | - | - | - | - | - | 12,715 | 11,729 |
| **Total Student Related** | **85,557** | **-** | **-** | **-** | **-** | **-** | **-** | **85,557** | **78,921** |
| | | | | | | | | | |
| **Taxes** | | | | | | | | | |
| Sales and Use Tax | 7,003 | - | - | - | - | - | - | 7,003 | 6,286 |
| **Total Taxes** | **7,003** | **-** | **-** | **-** | **-** | **-** | **-** | **7,003** | **6,286** |
| | | | | | | | | | |
| **Total Other Expenses** | **179,551** | **-** | | **-** | **-** | **-** | **-** | **179,551** | **151,599** |
| | | | | | | | | | |
| **CREDITS AND ADJUSTMENTS** | | | | | | | | | |
| Contractual Service Credit | - | - | - | - | - | - | - | - | (12,500) |
| **Total Adjustments and Credits** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **(12,500)** |
| ` | | | | | | | | | |
| **Total Program Expenses** | **1,140,397** | **20,850** | **-** | **-** | **-** | **9,450** | **-** | **1,170,697** | **1,017,483** |
| | | | | | | | | | |
| | | | | | | | | | |
| **Net** | **72,438** | **-** | **-** | **-** | **-** | **-** | **-** | **72,438** | **(1,275)** |
| Beginning Fund Balance | 8,964 | - | - | - | - | - | - | 8,964 | 10,240 |
| Ending Fund Balance | 81,402 | - | - | - | - | - | - | 81,402 | 8,964 |
| | | | | | | | | 6.95% | 0.88% |

| | | |
|---|---|---|
| "Teacher Compensation" (incl. direct spec. ed) > 40% of ADA revenue * | | 48.24% |
| Instructional Expenses > 80% of total revenue | | 86.72% |

# CalCA Central Coast 2022-2023 Budget
## Enrollment and Revenue

| | | California Connections Academy Central Coast | | |
|---|---|---|---|---|
| | **Marketing goal** | **108** | **ADM conversion** | **96.53%** |
| | **Attendance Factor** | **ADM** | **ADA** | **Turnover Factor** |
| | **100.0%** | **104.2** | **104.2** | **32.1%** |
| | | | | **153.51** |
| Grade | **Grade Mix** | **Average Enrollment** | **Funded Enrollment** | **Total Enrollment** |
| K | 4.4% | 4.6 | 4.6 | 6.8 |
| 1 | 8.0% | 8.4 | 8.4 | 12.3 |
| 2 | 5.6% | 5.8 | 5.8 | 8.6 |
| 3 | 3.2% | 3.4 | 3.4 | 5.0 |
| 4 | 4.5% | 4.7 | 4.7 | 7.0 |
| 5 | 6.4% | 6.7 | 6.7 | 9.8 |
| 6 | 3.2% | 3.4 | 3.4 | 5.0 |
| 7 | 11.1% | 11.6 | 11.6 | 17.1 |
| 8 | 11.3% | 11.8 | 11.8 | 17.3 |
| 9 | 13.2% | 13.8 | 13.8 | 20.3 |
| 10 | 9.2% | 9.6 | 9.6 | 14.1 |
| 11 | 9.6% | 10.0 | 10.0 | 14.7 |
| 12 | 10.0% | 10.5 | 10.5 | 15.4 |
| **Total** | **100.0%** | **104.2** | **104.2** | **153.5** |

| | | | |
|---|---|---|---|
| FRPM Eligible/EL/FY Unduplicated Pupil Count | | 37.2 | 40% |
| PY P2 | | 92.82 | |
| PY K-8 P2 | | 54.09 | |
| PY 9-12 P2 | | 38.73 | |
| Revised SPED Rolling ADA | | 104.2 | |
| PY P1 | | 89.25 | |

| General Purpose Block Grant | Funding Rates | CenCoast |
|---|---|---|
| K-3 | *8,624* | 191,762 |
| 4-6 | *8,754* | 129,255 |
| 7-8 | *9,013* | 210,808 |
| 9-12 | *10,445* | 458,111 |
| Total | | 989,936 |

| | | | |
|---|---|---|---|
| **K-3 Add-On** | *897* | | 19,946 |
| **9-12 Add-On** | *272* | | 11,930 |
| **High Needs Supplement** | *20%* | $ | 81,990.13 |
| | | | |
| **Total LCFF Funding Target** | | | 10,588.04 |
| Funding-16-17 Rates (adjusted for COLA) | | | - |
| **Cap Closing Increment** | | | 100.00% |
| 20-21 Funding per ADA | | | 10,588.04 |
| **Final LCFF** | | | 1,103,801 |
| State Portion | | | 239,678 |
| EPA | | | 20,850 |
| Local Portion | | | 843,273 |
| Categorical | | | - |
| | | | |
| **Lottery Fund Revenue** | 199 | | **20,746** |
| | | | |
| **Special Education Revenue** | 715 | | **74,539** |
| | | | |
| **One time Discretionary Grant** | 0 | | **-** |
| | | | |
| **Mandated Cost Reimbursement** | | | **2,727** |
| K-8 | 17 | | 912 |
| 9-12 | 47 | | 1,815 |
| | | | |
| **State Testing Reimbursement** | | | **0** |
| | | | |
| **Federal Funding - Title I** | | | **-** |
| Per Pupil | | | - |
| | | | |
| **Federal Funding - Title II-A** | | | **-** |
| Per Pupil | | | - |
| | | | |
| **Federal Funding - IDEA** | | | **9,450** |
| Per Pupil | | | 90.65 |
| | | | |
| **Federal Funding - Title IV** | | | **-** |
| Per Pupil | | | - |
| | | | |
| **ESSER III** | | | **-** |
| Per Pupil | | | - |
| | | | |
| **E-Rate** | | | **100** |
| | | | |
| **ERMHS** | | | **1,517** |
| | | | |
| **A-G Completion Improvement Grant** | | | **1,297** |
| | | | |
| **Educator Effectiveness Block Grant** | | | **3,178** |
| | | | |
| **Universal TK Grant** | | | **25,280** |
| | | | |
| **Interest** | | | **500** |
| | | | |
| **Total Revenue** | | | **1,243,135** |

**California Connections Academy Central Coast**

Title & IDEA-B Funding Projection

| | Title I | Title II | IDEA - B |
|---|---|---|---|
| **Funding** | $0 | $0 | $9,450 |
| **Expenses** | | | |
| Office Supplies | - | - | - |
| Professional Development | - | - | - |
| Other Curriculum | - | - | - |
| Internet subsidies | - | - | - |
| Dues | - | - | - |
| Tuition Reimbursement | - | - | - |
| Equipment/Supplies | - | - | - |
| Technological Devices | - | - | - |
| Parent Activities | - | - | - |
| Special Education Direct Services | - | - | - |
| Travel (Family Engagement Activities) | - | - | - |
| Summer School | - | - | - |
| Instructional Staff | - | - | 9,450 |
| | - | - | - |
| **Total Expenses** | **$0** | **$0** | **$9,450** |

**California Connections Academy**
EPA Funding

|  | EPA |
|---|---|
| **Funding** | $11,123,013 |
|  |  |
| **Expenses** |  |
| SPED |  |
| Student Testing |  |
| **Instructional Staff** | 11,123,013.00 |
| **Total Expenses** | **$11,123,013** |

# California Connections Academy 2022-2023 Budget
## Staffing Model

### Enrollment Plan

| Grade | Combined | 98.6% Capo | 97.9% CenCA | 100.0% CalCAR | 95.7% CalCAN | 100.0% CenCoast | 91.8% CalMB |
|---|---|---|---|---|---|---|---|
| Kindergarten | 474 | 296 | 37 | 99 | 14 | 5 | 24 |
| First | 414 | 246 | 38 | 86 | 8 | 8 | 27 |
| Second | 381 | 229 | 31 | 88 | 6 | 6 | 20 |
| Third | 409 | 237 | 39 | 96 | 9 | 3 | 24 |
| Fourth | 414 | 252 | 35 | 89 | 8 | 5 | 26 |
| Fifth | 403 | 225 | 40 | 87 | 9 | 7 | 35 |
| Sixth | 571 | 363 | 44 | 112 | 9 | 3 | 40 |
| Seventh | 726 | 421 | 68 | 162 | 17 | 12 | 47 |
| Eighth | 776 | 471 | 54 | 179 | 12 | 12 | 48 |
| Ninth | 865 | 537 | 71 | 179 | 11 | 14 | 53 |
| Tenth | 955 | 584 | 72 | 204 | 15 | 10 | 71 |
| Eleventh | 966 | 595 | 82 | 192 | 25 | 10 | 61 |
| Twelfth | 986 | 590 | 64 | 217 | 32 | 10 | 74 |
| **Average Enrollment** | **8,341** | **5,046** | **675** | **1,791** | **175** | **104** | **549** |
| **Funded Enrollment** | **8,204** | **4,976** | **661** | **1,791** | **167** | **104** | **504** |
| **Percent Allocation** | **100%** | **61%** | **8%** | **21%** | **2.10%** | **1%** | **7%** |

### Total Population

| | | |
|---|---|---|
| Kindergarten | 474 | 6% |
| Elementary (1-5) | 2,021 | 24% |
| Middle (6-8) | 2,074 | 25% |
| Secondary (9-12) | 3,773 | 45% |
| **Total Regular FTE** | **8,341** | **100%** |

### Special Population

| Category | % | Factor | Total FTE |
|---|---|---|---|
| IEP | 13.70% | 100.0% | 1,143 |
| IEP-Alt Asses. | 0.70% | 100.0% | 58 |
| 504 | 3.40% | 0.0% | 0 |
| Gifted | 0.90% | 0.0% | 0 |
| ELL | 5.98% | 0.0% | 0 |
| **Total** | **14.400%** | | **1,201** |

### Merit Increase

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,808,039 |
| Admin (merit only) | 6.0% | 533,091 |
| | | 2,341,130 |

### Merit Increase (Net of Benefits & Taxes)

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,233,315 |
| Admin (merit only) | 6.0% | 353,978 |
| | | 1,587,293 |

### Compensation Met

Hourly Staff
Work From Home Stipend Admin
Interim Stipend

### New Staff - Salary

Avg - Existing
Adj. New Staff

### Compensation

School is Bonus to Base

Career Ladder Points
Career Ladder Point %

Summer (# of FTE)
Salary Alignment
Work From Home Stipend Teacher

### Prior Year iNaCA FTE

FTE

### Ratios / Staffing / Salaries, Benefits and Taxes

| Instructional Staff | 21-22 | 22-23 General Fund | 22-23 Combined | 21-22 Approved | 22-23 General Fund | 22-23 EPA | 22-23 'CARES ESSER II | 22-23 Title I | 22-23 Title II | 22-23 Title IV | 22-23 IDEA-B | 22-23 Combined | New | Average 21-22 Salaries | Average 22-23 Salaries | Total General Fund 22-23 Salaries | Total Grant 22-23 Salaries |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Elementary Teachers (K) | 34.0 | 31 | 31.0 | 11.8 | 15.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 15.3 | 3.5 | 56,425 | 59,811 | 910,359 | - |
| Elementary Teachers (1-5) | 34.0 | 114 | 34.0 | 54.2 | 15.7 | 38.6 | 1.1 | 1.5 | 0.6 | 0.0 | 0.0 | 57.4 | 3.3 | 56,425 | 59,811 | 932,900 | 2,498,387 |
| Middle School Teachers (6-8) | 29.2 | 75 | 29.2 | 68.0 | 26.7 | 40.7 | 2.6 | 0.0 | 0.0 | 0.0 | 0.0 | 70.0 | 2.0 | 56,812 | 60,221 | 1,602,889 | 2,611,180 |
| Secondary Teachers (9-12) | 27.70 | 42 | 27.10 | 132.8 | 87.9 | 47.1 | 0.0 | 1.8 | 0.3 | 0.0 | 0.0 | 137.2 | 4.4 | 56,626 | 60,024 | 5,273,551 | 2,956,995 |
| Adjuncts | | 0% | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 27,000 | 27,000 | - | - |
| Special Population Teachers | 23.2 | 28 | 22.6 | 51.0 | 43.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 10.0 | 53.1 | 2.1 | 59,328 | 62,888 | 2,710,434 | 629,229 |
| School Psychologist | 1.0 | | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 90,000 | 95,400 | 23,563 | 71,837 |
| ELL Teacher | | | 3 | 3.0 | 1.9 | 0.0 | 0.0 | 1.1 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 60,510 | 64,140 | 120,584 | 71,837 |
| Family Relationship Coor/Learning Coach | 5.0 | | 5 | 5.0 | 4.4 | 0.0 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 | 5.0 | 0.0 | 58,411 | 61,916 | 271,191 | 38,388 |
| Middle School Advisory Teachers | 170 | 394 | 160 | 12.0 | 5.3 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 13.0 | 1.0 | 59,727 | 63,311 | 332,485 | 486,906 |
| High School Counselors | 200 | 197 | 189 | 19.0 | 19.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.8 | 0.0 | 20.0 | 1.0 | 60,100 | 63,706 | 1,220,286 | 50,177 |
| **Subtotal Instructional Staff** | | | | **357.8** | **220.4** | **126.4** | **3.7** | **12.8** | **0.9** | **0.8** | **10.0** | **375.0** | **17.2** | **57,389** | **60,832** | **13,398,241** | **9,414,937** |
| | | | | | | | | | | | | | | | | | |
| Advisory /Counselor Ratio | | | 178 | | | | | | | | | | | | | | |
| Student/Teacher Ratio (Less Counselors) | | | 23.5 | | | | | | | | | | | | | | |
| Student/Teacher Ratio | | 24.1 | 22.2 | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 1,960,877 | - |
| **Subtotal Instructional Wages** | | | | | | | | | | | | | | | | **15,359,118** | **9,414,937** |
| | | | | | | | | | | | | | | | | | |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 3,934,894 | 2,382,490 |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 2,947,313 | 1,784,532 |
| Taxes | | | | 2.0% | 2.0% | | | | | | | | | | | 308,619 | 186,862 |
| **Total Instructional Expense** | | | | | | | | | | | | | | | **-** | **22,549,944** | **13,768,821** |

### Administration

| | 21-22 | 22-23 General Fund | 22-23 Combined | 21-22 Approved | 22-23 General Fund | 22-23 EPA | 22-23 'CARES ESSER II | 22-23 Title I | 22-23 Title II | 22-23 Title IV | 22-23 IDEA-B | 22-23 Combined | New | | | Total General Fund 22-23 Salaries | Total Grant 22-23 Salaries |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Executive Director | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Assistant Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Principal | | | 3.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Assistant Principal/Site Administrator I | 750 | 695 | 750 | 4.0 | 5.0 | | | | | | | 5.0 | 1.0 | | | | |
| Assistant Principal/Site Administrator II | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Assistant Principal/Site Administrator III | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Counseling Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Manager of Counseling Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Student Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Sr Manager of Student Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Manager of Student Services | | | 2.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Manager of Psychology Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Social Worker | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants General | 350 | 350 | 350 | 3.0 | 3.8 | | | | | | | 3.8 | 0.8 | | | | |
| Administrative Assistants Statewide | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Administrative Assistants Specialized | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Administrative Assistants Enrollment | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Administrative Assistants Finance | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants Records | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Administrative Assistants State Reporting | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants Attendance | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| SEIS Coordinator | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Mgr of School Outreach | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Assistant Director of Business Services | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Director of Finance | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Sr. Director of Business Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| School Enrollment Team Lead | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| School Executive Assistants | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Registrar | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Senior Manager of State Attendance | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| **Subtotal Administration** | | | | **52.0** | **53.8** | | | | | | | **53.8** | **1.8** | | | **4,420,279** | **-** |
| **Total Staff** | | | | **409.80** | **274.2** | **126.4** | **3.7** | **12.8** | **0.9** | **0.8** | **10.0** | **428.9** | **19.1** | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 88,140 | |
| **Subtotal Administrative Wages** | | | | | | | | | | | | | | | | **4,508,419** | **-** |
| | | | | | | | | | | | | | | | | | |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 1,149,647 | - |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 504,962 | - |
| Taxes | | | | 6.0% | 6.0% | | | | | | | | | | | 212,760 | - |
| **Total Administrative Expense** | | | | | | | | | | | | | | | | **6,375,788** | **-** |
| **Total Compensation Expense** | | | | | | | | | | | | | | | | **28,925,732** | **13,768,821** |

# California Connections Academy Schools - 2022-2023
## Shared Expense Arrangement

| | | | | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Total ADM | | | | 5,046 | 675 | 1,791 | 175 | 104 | 549 | 8,341 |
| Allocation % | | | | 61% | 8% | 21% | 2% | 1% | 7% | 100% |

| Compensation Expense | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
| **Administrative Services** | | | | | | | | | | |
| General | Yes | 410.49 | per budgeted ADM | 2,071,481 | 277,133 | 735,286 | 71,835 | 42,794 | 225,397 | 3,423,925 |
| SPED | Yes | 21.42 | per budgeted ADM | 108,117 | 14,464 | 38,377 | 3,749 | 2,234 | 11,764 | 178,705 |
| Counseling | Yes | 32.75 | per budgeted ADM | 165,259 | 22,109 | 58,660 | 5,731 | 3,414 | 17,982 | 273,154 |
| Classified | Yes | 299.72 | per budgeted ADM | 1,512,507 | 202,351 | 536,874 | 52,451 | 31,246 | 164,575 | 2,500,004 |
| **Total Administrative Expense** | | | | 3,857,364 | 516,058 | 1,369,196 | 133,765 | 79,688 | 419,718 | 6,375,788 |
| **Instructional Services** | | | | | | | | | | |
| General | Yes | 2,012.65 | per ADM | 15,835,886 | 168,725 | 130,993 | 523,281 | 351,607 | 1,858,464 | 18,868,957 |
| SPED | Yes | 476.38 | per ADM | 2,403,972 | 321,616 | 853,306 | 83,365 | 49,663 | 261,575 | 3,973,496 |
| Counseling | Yes | 214.48 | per ADM | 1,082,311 | 144,797 | 384,174 | 37,532 | 22,359 | 117,766 | 1,788,939 |
| EPA | Yes | - | per ADM | 995,140 | 2,010,139 | 5,952,986 | 33,481 | 20,850 | 100,806 | 9,113,401 |
| CARES  ESSER II | Yes | - | per ADM | 238,075 | 41,235 | 39,734 | 8,622 | - | - | 327,665 |
| Title Teachers I, II, IV | Yes | - | per ADM | 849,486 | 171,337 | 251,739 | 51,294 | - | - | 1,323,856 |
| IDEA-B Teachers | Yes | - | per ADM | 568,050 | 81,800 | 186,500 | 24,400 | 9,450 | 52,250 | 922,450 |
| **Total Instructional Expense** | | | | 21,972,921 | 2,939,649 | 7,799,431 | 761,974 | 453,928 | 2,390,861 | 36,318,765 |
| **Total Compensation Expense** | | | | 25,830,285 | 3,455,706 | 9,168,628 | 895,740 | 533,616 | 2,810,579 | 42,694,553 |
| | | | | | | | | | | - |

| Non-Compensation Expense | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
| **Enrollment/Unit Based Fees** | | | | | | | | | | |
| Educational Resource Center | No | - | N/A | - | - | - | - | - | - | - |
| ConnexusTM Annual License (LMS | No | - | N/A | - | - | - | - | - | - | - |
| Technical Support and Repairs | No | - | N/A | - | - | - | - | - | - | - |
| Accounting and Regulatory Report | No | - | N/A | - | - | - | - | - | - | - |
| Direct Course Instruction Support | No | - | per ADM | - | - | - | - | - | - | - |
| Short Term Substitute Teaching | Yes | - | per ADM | - | - | - | - | - | - | - |
| Hardware/Software - Employees | Yes | - | per STAFF | 155,673 | 20,827 | 55,257 | 5,398 | 3,216 | 16,939 | 257,310 |
| Voice Over IP Services | Yes | 18.51 | N/A | 93,404 | 12,496 | 33,154 | 3,239 | 1,930 | 10,163 | 154,386 |
| Human Resources Support | Yes | 64.27 | per ADM | 324,319 | 43,389 | 115,119 | 11,247 | 6,700 | 35,289 | 536,063 |
| School Curriculum Supplies | Yes | 22.48 | per ADM | 113,443 | 15,177 | 40,267 | 3,934 | 2,344 | 12,344 | 187,509 |
| Facility Support Services | Yes | 3.60 | per budgeted ADM | 18,150 | 2,428 | 6,442 | 629 | 375 | 1,975 | 30,000 |
| Student Technology Assistance | No | - | N/A | - | - | - | - | - | - | - |
| Internet Subsidy Payment Process | No | - | N/A | - | - | - | - | - | - | - |
| Enrollment and Records Managem | No | - | N/A | - | - | - | - | - | - | - |
| Curriculum Postage | No | - | N/A | - | - | - | - | - | - | - |
| Tangible and Intangible Instruction | No | - | N/A | - | - | - | - | - | - | - |
| Special Populations Consultative S | No | - | N/A | - | - | - | - | - | - | - |
| Community Outreach | No | - | N/A | - | - | - | - | - | - | - |
| **Revenue Based Fees** | | | | | | | | | | |
| Treasury Services | No | - | N/A | - | - | - | - | - | - | - |
| Marketing Services | No | - | N/A | - | - | - | - | - | - | - |
| School Administration | No | - | N/A | - | - | - | - | - | - | - |
| **Pass-Through Expenses** | | | | | | | | | | |
| Office Supplies | Yes | 6.91 | per ADM | 34,893 | 4,668 | 12,385 | 1,210 | 721 | 3,797 | 57,674 |
| SPED Related Services | No | - | per ADM | - | - | - | - | - | - | - |
| Expensed Furniture and Equipmen | Yes | 30.10 | per budgeted ADM | 151,894 | 20,321 | 53,916 | 5,267 | 3,138 | 16,528 | 251,064 |
| Copiers/Reproduction | Yes | 3.22 | per ADM | 16,240 | 2,173 | 5,765 | 563 | 336 | 1,767 | 26,844 |
| Office Postage | Yes | 4.52 | per ADM | 22,797 | 3,050 | 8,092 | 791 | 471 | 2,481 | 37,681 |
| ISP Payment Reimbursement | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Fa | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Tra | Yes | 51.40 | per ADM | 259,394 | 34,703 | 92,074 | 8,995 | 5,359 | 28,224 | 428,749 |
| Student Testing Technology | No | - | N/A | - | - | - | - | - | - | - |
| Staff Recruiting / Background Chec | Yes | 5.14 | per ADM | 25,957 | 3,473 | 9,214 | 900 | 536 | 2,824 | 42,904 |
| Staff Training / Prof. Dvlpmt. | Yes | 126.00 | per ADM | 635,838 | 85,066 | 225,695 | 22,050 | 13,135 | 69,185 | 1,050,969 |
| Travel and Meals - Administration | Yes | 10.16 | per ADM | 51,259 | 6,858 | 18,195 | 1,778 | 1,059 | 5,577 | 84,726 |
| Travel and Meals - Teachers | Yes | 19.38 | per ADM | 97,786 | 13,082 | 34,710 | 3,391 | 2,020 | 10,640 | 161,629 |
| Team Building | Yes | 9.59 | per ADM | 48,400 | 6,475 | 17,180 | 1,678 | 1,000 | 5,266 | 80,000 |
| Maintenance & Repair | Yes | 8.48 | per budgeted ADM | 42,795 | 5,725 | 15,190 | 1,484 | 884 | 4,657 | 70,736 |
| High Speed Internet | Yes | 6.96 | per ADM | 35,141 | 4,701 | 12,474 | 1,219 | 726 | 3,824 | 58,084 |
| Phone | Yes | 5.17 | per ADM | 26,075 | 3,488 | 9,256 | 904 | 539 | 2,837 | 43,099 |
| Rent | Yes | 48.99 | per budgeted ADM | 247,197 | 33,071 | 87,744 | 8,572 | 5,107 | 26,897 | 408,589 |
| Rent Operating Expense | Yes | 5.47 | per budgeted ADM | 27,601 | 3,693 | 9,797 | 957 | 570 | 3,003 | 45,621 |
| Rent Storage Unit | No | - | N/A | - | - | - | - | - | - | - |
| Utilities | Yes | 4.84 | per budgeted ADM | 24,420 | 3,267 | 8,668 | 847 | 504 | 2,657 | 40,363 |
| **Other School Expenses** | | | | | | | | | | |
| Banking fees | No | - | N/A | - | - | - | - | - | - | - |
| Financial Audit | Yes | 7.72 | N/A | 38,974 | 5,214 | 13,834 | 1,352 | 805 | 4,241 | 64,419 |
| District Oversight | No | - | N/A | - | - | - | - | - | - | - |
| STRS Reporting | Yes | 4.38 | per ADM | 22,101 | 2,957 | 7,845 | 766 | 457 | 2,405 | 36,530 |
| District Administrative Fees | No | - | N/A | - | - | - | - | - | - | - |
| Student Activities | No | - | N/A | - | - | - | - | - | - | - |
| Graduation | No | - | N/A | - | - | - | - | - | - | - |
| Board Expenses | Yes | 1.94 | N/A | 9,782 | 1,309 | 3,472 | 339 | 202 | 1,064 | 16,169 |
| Dues - Staff | Yes | 3.76 | per ADM | 18,985 | 2,540 | 6,739 | 658 | 392 | 2,066 | 31,379 |
| Dues - School | No | - | N/A | - | - | - | - | - | - | - |
| Other School Expense | Yes | 0.78 | N/A | 3,915 | 524 | 1,390 | 136 | 81 | 426 | 6,472 |
| Other Curriculum | Yes | 71.32 | N/A | 359,914 | 48,151 | 127,754 | 12,481 | 7,435 | 39,162 | 594,898 |
| Prop 39 Clean Energy Implementa | No | - | N/A | - | - | - | - | - | - | - |
| Other School Contracted Services | Yes | 9.08 | N/A | 45,841 | 6,133 | 16,272 | 1,590 | 947 | 4,988 | 75,770 |
| Accreditation and Consulting | No | - | per ADM | - | - | - | - | - | - | - |
| Insurance - D&O | Yes | 1.55 | N/A | 7,811 | 1,045 | 2,773 | 271 | 161 | 850 | 12,911 |
| AERIES | No | - | per ADM | - | - | - | - | - | - | - |
| Summer School | Yes | 34.58 | per ADM | 174,504 | 23,346 | 61,941 | 6,051 | 3,605 | 18,988 | 288,436 |
| Legal | Yes | 36.39 | N/A | 183,617 | 24,565 | 65,176 | 6,367 | 3,793 | 19,979 | 303,498 |
| Legal Special Education | Yes | 11.99 | N/A | 60,500 | 8,094 | 21,475 | 2,098 | 1,250 | 6,583 | 100,000 |
| **Total Non-Compensation Expense** | | | | 3,378,622 | 452,009 | 1,199,264 | 117,163 | 69,797 | 367,626 | 5,584,482 |
| **Grand Total Shared Expense** | | | | 29,208,906 | 3,907,715 | 10,367,892 | 1,012,903 | 603,413 | 3,178,204 | 48,279,035 |

# CalCA Central Coast
## Fee Schedule
## 2022-2023 Budget

| Fee | CenCoast Factor | Notes | Taxable? (Yes/No) |
|---|---|---|---|
| Educational Resource Center | $126.00 | per each enrolled student, calculated as an average over the school year | No |
| Connexus™ Annual License (EMS) | $600.00 | per each enrolled student, calculated as an average over the school year | No |
| Technical Support and Repairs | $150.00 | per each enrolled student, calculated as an average over the school year | No |
| Accounting and Regulatory Reporting | $50.00 | per each enrolled student, calculated as an average over the school year | No |
| Direct Course Instruction Support | $2.75 | per student day; based on enrollment at a point in time each month in a Pearson Online Academy supported course | No |
| Short Term Substitute Teaching Services | $300.00 | per day, if service is provided by a teacher employed by the EMO Partner | No |
| Hardware/Software - Employees | $600.00 | per each staff member employed at the end of the year | Yes |
| Voice Over IP Services | $360.00 | per each staff member employed at the end of the year | No |
| Human Resources Support | $1,250.00 | per each staff member employed at the end of the year | No |
| School Curriculum Supplies | $500.00 | per each teacher employed at the end of the school year | Yes |
| Facility Support Services | $15,000.00 | per each school office location | No |
| Student Technology Assistance* | $575.00 | per each laptop computer provided by CA at any time during the school year*** | Yes |
| Internet Subsidy Payment Processing | $25.00 | per each household receiving an Internet Subsidy Payment at any time during the school year | No |
| Enrollment and Records Management | $40.00 | per each student enrolled at any time during the school year | No |
| Curriculum Postage | $33.00 | per each student enrolled at any time during the school year | No |
| Intangible Instructional Materials - Kindergarten* | $443.00 | per each Kindergarten student enrolled at any time during the school year | No |
| Tangible Instructional Materials - Kindergarten* | $157.00 | per each Kindergarten student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 1st-5th Grade* | $704.00 | per each 1st - 5th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 1st-5th Grade* | $246.00 | per each 1st - 5th grade student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 6th-12th Grade* | $795.00 | per each 6th - 12th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 6th-12th Grade* | $280.00 | per each 6th - 12th grade student enrolled at any time during the school year | Yes |
| Treasury Services | 1.50% | of all revenue from governmental sources, excluding any special education revenue | No |
| Marketing Services | 1.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| School Administration | 6.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| Special Populations Consultative Services | $150.00 | per each IEP student per month | No |
| Employee Benefits | 25.50% | per actual gross wages and bonus accrual for administration and teachers | No |
| Community Outreach | - | board approved budget for school's contribution toward outreach effort | - |

| Expenses Reimbursed to Connections Academy at Cost | Expenses Paid by the School by Contractual Obligation |
|---|---|
| Employee Wages and Taxes | Banking fees |
| Employer Contribution to State Pension Plan | Fiscal Consulting |
| Taxes for certified employees | Financial Audit |
| Office Supplies | District Oversight |
| Expensed Furniture and Equipment | STRS Reporting |
| Copiers/Reproduction | Outside Administrative Services |
| Office Postage | Student Activities |
| ISP Payment Reimbursement | Graduation |
| Student Testing & Assessment | Staff Activities |
| Staff Recruiting | Board Expenses |
| Staff Training / Professional Development | Dues |
| Travel and Conferences - Teachers | Insurance - D&O |
| Travel and Conferences - Administration | Other Curriculum Supplies |
| Team Building | Summer School |
| Maintenance & Repair | Legal |
| High Speed Internet | Any other expenses for services not contracted to Connections Academy of California, LLC |
| Phone | |
| Rent | |
| Rent Operating Expense | |
| Rent - Storage Unit | |
| Utilities | |
| Building Safety Program | |
| Contract School Staff | |

**\* Items under Student Technology Assistance and Tangible and Intangible Instructional Materials are provided to the school and its students for use during the school year.
They remain the property of Connections Academy and/or its vendors.**

**\*\* Total computers provided by CA are calculated by combining the sum of all computers assigned to a household as counted on the first school day of September
plus each computer shipped thereafter at any time during the school year, excluding computers shipped for the following reasons:
\* Reshipment for replacement or repair
\* Student Supplemental Technical Equipment
\* Computers Approved for Special Education Students**

| | CenCoast |
|---|---|
| **Taxable Fees** | |
| **Tax Rate** | 7.75% |
| | |
| Hardware/Software - Employees | 249 |
| School Curriculum Supplies | 182 |
| Student Technology Assistance* | 4,431 |
| Tangible Instructional Materials - Kindergarten* | 56 |
| Tangible Instructional Materials - 1st-5th Grade* | 553 |
| Tangible Instructional Materials - 6th-12th Grade* | 1,532 |
| | |
| **Total Tax Liability** | **7,003** |

**California Connections Academy Central Valley**
**Revenue and Expense Statement 2022-2023**

| | General Fund 22-23 Budget | EPA 22-23 Budget | ESSER Funding 21-22 Budget | Title I 22-23 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close) 21-22 Forecast |
|---|---|---|---|---|---|---|---|---|---|
| Board Approved 9/30 Enrollment | 703 | | | | | | | 703 | |
| Average Enrollment | 675 | | | | | | | 675 | 647 |
| Funded Enrollment (P-2 ADA) | 661 | | | | | | | 661 | 622 |
| | | | | | | | | | |
| **Revenue** | | | | | | | | | |
| | | | | | | | | | |
| **State Funding** | | | | | | | | | |
| A-G Completion Improvement Grant | 50,000 | - | - | - | - | - | - | 50,000 | - |
| ERMHS | 32,697 | - | - | - | - | - | - | 32,697 | 28,175 |
| Educator Effectiveness Block Grant | 25,427 | - | - | - | - | - | - | 25,427 | - |
| LCFF / General Purpose Block Grant - State | 4,247,135 | - | - | - | - | - | - | 4,247,135 | 4,581,388 |
| LCFF / General Purpose Block Grant - State EPA | - | 2,710,139 | - | - | - | - | - | 2,710,139 | 1,720,326 |
| Lottery | 131,522 | - | - | - | - | - | - | 131,522 | 123,712 |
| Mandated Cost Reimbursement | 18,000 | - | - | - | - | - | - | 18,000 | 15,000 |
| Special Education Dispute Prevention | - | - | - | - | - | - | - | - | 9,783 |
| Special Education Learning Recovery | - | - | - | - | - | - | - | - | 44,024 |
| Special Education Pass through funds - State | 472,554 | - | - | - | - | - | - | 472,554 | 407,194 |
| Universal TK Grant | 53,803 | - | - | - | - | - | - | 53,803 | - |
| **Total State Funding** | **5,031,138** | **2,710,139** | **-** | **-** | **-** | **-** | **-** | **7,741,277** | **6,929,602** |
| | | | | | | | | | |
| **Federal & Other Programs Funding** | | | | | | | | | |
| ESSER Funding | - | - | 591,804 | - | - | - | - | 591,804 | 408,313 |
| E-Rate Funds | 1,500 | - | - | - | - | - | - | 1,500 | 1,400 |
| Federal Funding - IDEA | - | - | - | - | - | 81,800 | - | 81,800 | 77,875 |
| Federal Funding - Title I | - | - | - | 148,800 | - | - | - | 148,800 | 141,685 |
| Federal Funding - Title II | - | - | - | - | 22,500 | - | - | 22,500 | 19,000 |
| Federal Funding - Title IV | - | - | - | - | - | - | 10,000 | 10,000 | 10,000 |
| **Total Federal & Other Programs Funding** | **1,500** | **-** | **591,804** | **148,800** | **22,500** | **81,800** | **10,000** | **856,404** | **658,273** |
| | | | | | | | | | |
| **Local Funding** | | | | | | | | | |
| LCFF / General Purpose Block Grant - Local | 471,116 | - | - | - | - | - | - | 471,116 | 365,926 |
| **Total Local Funding** | **471,116** | **-** | **-** | **-** | **-** | **-** | **-** | **471,116** | **365,926** |
| | | | | | | | | | |
| **Other Funding** | | | | | | | | | |
| Interest | 1,200 | - | - | - | - | - | - | 1,200 | 1,200 |
| **Total Other Funding** | **1,200** | **-** | **-** | **-** | **-** | **-** | **-** | **1,200** | **1,200** |
| | | | | | | | | | |
| **Total Revenue** | **5,504,954** | **2,710,139** | **591,804** | **148,800** | **22,500** | **81,800** | **10,000** | **9,069,997** | **7,955,001** |
| | | | | | | | | | |
| **Compensation Expense** | | | | | | | | | |
| | | | | | | | | | |
| **Administrative Compensation** | | | | | | | | | |
| Salaries - Administration | 516,058 | - | - | - | - | - | - | 516,058 | 338,867 |
| Benefits - Administration | - | - | - | - | - | - | - | - | 83,022 |
| Pension - Administration | - | - | - | - | - | - | - | - | 31,101 |
| Taxes - Administration | - | - | - | - | - | - | - | - | 15,076 |
| **Total Administrative Compensation** | **516,058** | **-** | **-** | **-** | **-** | **-** | **-** | **516,058** | **468,067** |
| | | | | | | | | | |
| **Instructional Compensation** | | | | | | | | | |
| Salaries - Teachers | 635,138 | 2,010,139 | 41,235 | 148,800 | 12,942 | 81,800 | 9,595 | 2,939,649 | 1,783,036 |
| Benefits - Teachers | - | - | - | - | - | - | - | - | 438,044 |
| Pension - Teachers | - | - | - | - | - | - | - | - | 313,634 |
| Taxes - Teachers | - | - | - | - | - | - | - | - | 39,531 |
| **Total Instructional Staff Compensation** | **635,138** | **2,010,139** | **41,235** | **148,800** | **12,942** | **81,800** | **9,595** | **2,939,649** | **2,574,245** |
| | | | | | | | | | |
| **Total Compensation Expense** | **1,151,196** | **2,010,139** | **41,235** | **148,800** | **12,942** | **81,800** | **9,595** | **3,455,706** | **3,042,312** |
| | | | | | | | | | |
| **Enrollment/Unit Based Fees** | | | | | | | | | |
| Accounting and Regulatory Reporting | 33,756 | - | - | - | - | - | - | 33,756 | 32,367 |
| Community Outreach | 25,000 | - | - | - | - | - | - | 25,000 | 25,000 |
| ConnexusTM Annual License (LMS) | 405,074 | - | - | - | - | - | - | 405,074 | 388,404 |
| Curriculum Postage | 31,928 | - | - | - | - | - | - | 31,928 | 29,535 |
| Direct Course Instruction Support | 13,422 | - | - | - | - | - | - | 13,422 | 10,540 |
| Educational Resource Center | 85,066 | - | - | - | - | - | - | 85,066 | 81,565 |
| Enrollment and Records Management | 38,700 | - | - | - | - | - | - | 38,700 | 35,800 |
| Facility Support Services | 2,428 | - | - | - | - | - | - | 2,428 | 2,627 |
| Hardware/Software - Employees | 20,827 | - | - | - | - | - | - | 20,827 | 20,238 |
| Human Resources Support | 43,389 | - | - | - | - | - | - | 43,389 | 42,163 |
| Internet Subsidy Payment Processing | 15,314 | - | - | - | - | - | - | 15,314 | 15,663 |
| School Curriculum Supplies | 15,177 | - | - | - | - | - | - | 15,177 | 14,845 |
| Short Term Substitute Teaching | - | - | - | - | - | - | - | - | 44,958 |
| Special Populations Consultative Services | 131,244 | - | - | - | - | - | - | 131,244 | 153,744 |
| Student Technology Assistance | 346,916 | - | 362,567 | - | - | - | - | 709,483 | 276,978 |
| Tangible and Intangible Instructional Materials | 982,153 | - | - | - | - | - | - | 982,153 | 905,350 |
| Technical Support and Repairs | 101,269 | - | - | - | - | - | - | 101,269 | 97,101 |
| Voice Over IP Services | 12,496 | - | - | - | - | - | - | 12,496 | 12,143 |
| **Total Enrollment/Unit Based Fees** | **2,304,159** | **-** | **362,567** | **-** | **-** | **-** | **-** | **2,666,726** | **2,189,019** |
| | | | | | | | | | |
| **Revenue Based Fees** | | | | | | | | | |
| Marketing Services | 84,817 | - | - | - | - | - | - | 84,817 | 73,868 |
| School Administration | 508,905 | - | - | - | - | - | - | 508,905 | 443,205 |
| Treasury Services | 127,226 | - | - | - | - | - | - | 127,226 | 110,801 |
| **Total Revenue Based Fees** | **720,948** | **-** | **-** | **-** | **-** | **-** | **-** | **720,948** | **627,874** |
| | | | | | | | | | |
| **Total Fee-Based Expenses** | **3,025,107** | **-** | **362,567** | **-** | **-** | **-** | **-** | **3,387,674** | **2,816,892** |

# California Connections Academy Central Valley
## Revenue and Expense Statement 2022-2023

| | General Fund 22-23 Budget | EPA 22-23 Budget | ESSER Funding 21-22 Budget | Title I 22-23 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close) 21-22 Forecast |
|---|---|---|---|---|---|---|---|---|---|
| **OTHER SCHOOL EXPENSES:** | | | | | | | | | |
| | | | | | | | | | |
| **Assessment** | | | | | | | | | |
| Student Testing & Assessment Facilities & Services | 23,000 | - | - | - | - | - | - | 23,000 | 22,000 |
| Student Testing & Assessment Travel | 34,703 | - | - | - | - | - | - | 34,703 | 35,402 |
| Student Testing Technology | 28,000 | - | - | - | - | - | - | 28,000 | 27,105 |
| **Total Assessment** | **85,703** | **-** | **-** | **-** | **-** | **-** | **-** | **85,703** | **84,507** |
| | | | | | | | | | |
| **Authorizer Oversight** | | | | | | | | | |
| District Oversight | 74,284 | - | - | - | - | - | - | 74,284 | 66,676 |
| SELPA Admin Fee | 20,547 | - | - | - | - | - | - | 20,547 | 23,096 |
| STRS Reporting | 2,957 | - | - | - | - | - | - | 2,957 | 2,842 |
| **Total Authorizer Oversight** | **97,787** | **-** | **-** | **-** | **-** | **-** | **-** | **97,787** | **92,614** |
| | | | | | | | | | |
| **Employee Related** | | | | | | | | | |
| Staff Recruiting / Background Checks | 3,473 | - | - | - | - | - | - | 3,473 | 3,339 |
| Staff Training / Prof. Dvlpmt. | 14,812 | - | 60,696 | - | 9,558 | - | - | 85,066 | 90,109 |
| Team Building | 6,475 | - | - | - | - | - | - | 6,475 | 3,294 |
| Travel and Meals - Administration | 6,858 | - | - | - | - | - | - | 6,858 | 13,274 |
| Travel and Meals - Teachers | 13,082 | - | - | - | - | - | - | 13,082 | 6,885 |
| **Total Employee Related** | **44,700** | **-** | **60,696** | **-** | **9,558** | **-** | **-** | **114,954** | **116,900** |
| | | | | | | | | | |
| **Facilities** | | | | | | | | | |
| Copiers/Reproduction | 2,173 | - | - | - | - | - | - | 2,173 | 1,977 |
| Equipment/Supplies | 13,000 | - | - | - | - | - | - | 13,000 | 12,740 |
| Expensed Furniture and Equipment | 20,321 | - | - | - | - | - | - | 20,321 | 13,567 |
| High Speed Internet | 4,701 | - | - | - | - | - | - | 4,701 | 4,774 |
| Maintenance & Repair | 5,725 | - | - | - | - | - | - | 5,725 | 5,778 |
| Office Postage | 3,050 | - | - | - | - | - | - | 3,050 | 3,011 |
| Office Supplies | 4,263 | - | - | - | - | - | 405 | 4,668 | 4,569 |
| Phone | 3,488 | - | - | - | - | - | - | 3,488 | 3,481 |
| Rent | 33,071 | - | - | - | - | - | - | 33,071 | 41,092 |
| Rent Operating Expense | 3,693 | - | - | - | - | - | - | 3,693 | 4,178 |
| Rent Storage Unit | 2,000 | - | - | - | - | - | - | 2,000 | 1,500 |
| Utilities | 3,267 | - | - | - | - | - | - | 3,267 | 4,324 |
| **Total Facilities** | **98,753** | **-** | **-** | **-** | **-** | **-** | **405** | **99,158** | **100,990** |
| | | | | | | | | | |
| **Governance** | | | | | | | | | |
| Accreditation and Consulting | 3,000 | - | - | - | - | - | - | 3,000 | 2,500 |
| Banking fees | 1,000 | - | - | - | - | - | - | 1,000 | 1,000 |
| Board Expenses | 1,309 | - | - | - | - | - | - | 1,309 | 1,313 |
| Dues - School | 9,000 | - | - | - | - | - | - | 9,000 | 8,326 |
| Dues - Staff | 2,540 | - | - | - | - | - | - | 2,540 | 2,663 |
| Insurance - D&O | 1,045 | - | - | - | - | - | - | 1,045 | 1,023 |
| **Total Governance** | **17,894** | **-** | **-** | **-** | **-** | **-** | **-** | **17,894** | **16,825** |
| | | | | | | | | | |
| **Internet Service Provider** | | | | | | | | | |
| ISP Payment Reimbursement | - | - | 34,000 | - | | | | 34,000 | 30,918 |
| **Total Internet Service Provider** | **-** | **-** | **34,000** | **-** | **-** | **-** | **-** | **34,000** | **30,918** |
| | | | | | | | | | |
| **Instructional** | | | | | | | | | |
| Other Curriculum | 944 | - | 47,207 | - | - | - | - | 48,151 | 27,109 |
| Summer School | 3,897 | - | 19,449 | - | - | - | - | 23,346 | 17,681 |
| **Total Instructional** | **4,841** | **-** | **66,656** | **-** | **-** | **-** | **-** | **71,497** | **44,790** |
| | | | | | | | | | |
| **Professional Services** | | | | | | | | | |
| AERIES | 5,000 | - | - | - | - | - | - | 5,000 | 5,077 |
| Financial Audit | 5,214 | - | - | - | - | - | - | 5,214 | 4,814 |
| Legal | 24,565 | - | - | - | - | - | - | 24,565 | 10,915 |
| Legal Special Education | 8,094 | - | - | - | - | - | - | 8,094 | 10,916 |
| Other School Contracted Services | 6,133 | - | - | - | - | - | - | 6,133 | 6,299 |
| Other School Expense | 524 | - | - | - | - | - | - | 524 | 530 |
| **Total Professional Services** | **49,530** | **-** | **-** | **-** | **-** | **-** | **-** | **49,530** | **38,552** |
| | | | | | | | | | |
| **Student Related** | | | | | | | | | |
| Graduation | 620 | - | 6,380 | - | - | - | - | 7,000 | 5,800 |
| SPED Related Services | 21,425 | 700,000 | 6,575 | - | - | - | - | 728,000 | 698,211 |
| Student Activities | - | - | 13,695 | - | - | - | - | 13,695 | 12,450 |
| **Total Student Related** | **22,045** | **700,000** | **26,650** | **-** | **-** | **-** | **-** | **748,695** | **716,461** |
| | | | | | | | | | |
| **Taxes** | | | | | | | | | |
| Sales and Use Tax | 78,519 | - | - | - | - | - | - | 78,519 | 45,530 |
| **Total Taxes** | **78,519** | **-** | **-** | **-** | **-** | **-** | **-** | **78,519** | **45,530** |
| | | | | | | | | | |
| **Total Other Expenses** | **499,772** | **700,000** | **188,002** | **-** | **9,558** | **-** | **405** | **1,397,737** | **1,288,088** |
| | | | | | | | | | |
| **Total Program Expenses** | **4,676,075** | **2,710,139** | **591,804** | **148,800** | **22,500** | **81,800** | **10,000** | **8,241,117** | **7,147,292** |
| | | | | | | | | | |
| Net | **828,879** | - | - | - | - | - | - | **828,879** | **807,709** |
| Beginning fund balance | **1,277,946** | - | - | - | - | - | - | **1,277,946** | **470,237** |
| Ending fund balance | **2,106,825** | - | - | - | - | - | - | **2,106,825** | **1,277,946** |
| | | | | | | | | **25.56%** | **17.88%** |

"Teacher Compensation" (incl. direct spec. ed) > 40% of ADA revenue *    44.22%

Instructional Expenses > 80% of total revenue    80.87%

# CalCA Central Valley 2022-2023 Budget
## Enrollment and Revenue

| | California Connections Academy Central Valley | | |
|---|---|---|---|
| **Marketing goal** | **703** | **ADM conversion** | **96.03%** |
| **Attendance Factor** | ADM | ADA | **Turnover Factor** |
| **97.90%** | **675.12** | **660.91** | **30.2%** |
| | | | 967.50 |
| Grade | Grade Mix | Average Enrollment | Funded Enrollment | Total Enrollment |
|---|---|---|---|---|
| K | 5.46% | 36.87 | 36.10 | 52.8 |
| 1 | 5.63% | 38.01 | 37.21 | 54.5 |
| 2 | 4.58% | 30.95 | 30.30 | 44.4 |
| 3 | 5.84% | 39.45 | 38.62 | 56.5 |
| 4 | 5.18% | 34.97 | 34.23 | 50.1 |
| 5 | 5.89% | 39.79 | 38.95 | 57.0 |
| 6 | 6.54% | 44.18 | 43.25 | 63.3 |
| 7 | 10.08% | 68.06 | 66.62 | 97.5 |
| 8 | 7.99% | 53.95 | 52.81 | 77.3 |
| 9 | 10.45% | 70.55 | 69.06 | 101.1 |
| 10 | 10.71% | 72.34 | 70.82 | 103.7 |
| 11 | 12.21% | 82.46 | 80.73 | 118.2 |
| 12 | 9.41% | 63.54 | 62.20 | 91.1 |
| **Total** | **100.00%** | **675.12** | **660.91** | **967.50** |

| | | | |
|---|---|---|---|
| **FRPM Eligible/EL/FY Unduplicated Pupil Count** | | 368.4 | **59%** |
| **PY P2** | | 621.67 | **65%** |
| **PY K-8 P2** | | 357.21 | |
| **PY 9-12 P2** | | 264.46 | |
| **Revised SPED Rolling ADA** | | 660.9 | |
| **PY P1** | | 641.02 | |

| General Purpose Block Grant | Funding Rates | CenCA |
|---|---|---|
| K-3 | **8,624** | 1,226,587 |
| 4-6 | **8,754** | 1,019,303 |
| 7-8 | **9,013** | 1,076,491 |
| 9-12 | **10,445** | 2,953,943 |
| **Total** | | **6,276,324** |

| | | |
|---|---|---|
| **K-3 Add-On** | **897** | **127,580** |
| **9-12 Add-On** | **272** | **76,924** |
| **High Needs Supplement** | **20%** $ | **947,561.86** |
| | | |
| **Total LCFF Funding Target** | | 11,239.56 |
| **Funding-16-17 Rates (adjusted for COLA)** | | 588.62 |
| **Cap Closing Increment** | | 100.00% |
| **20-21 Funding per ADA** | | 11,239.56 |
| **Final LCFF** | | **7,428,390** |
| State Portion | | 4,247,135 |
| EPA | | 2,710,139 |
| Local Portion | | 471,116 |
| Categorical | | - |
| | | |
| **Lottery Fund Revenue** | 199 | **131,522** |
| | | |
| **Special Education Revenue** | 715 | **472,554** |
| | | |
| **One time Discretionary Grant** | 0 | **-** |
| | | |
| **Mandated Cost Reimbursement** | | **18,000** |
| K-8 | 17 | 6,023 |
| 9-12 | 47 | 12,395 |
| | | |
| **State Testing Reimbursement** | | **0** |
| | | |
| **Federal Funding - Title I** | | **148,800** |
| Per Pupil | | 225 |
| | | |
| **Federal Funding - Title II-A** | | **22,500** |
| Per Pupil | | 34 |
| | | |
| **Federal Funding - IDEA** | | **81,800** |
| Per Pupil | | 124 |
| | | |
| **Federal Funding - Title IV** | | **10,000** |
| Per Pupil | | 15 |
| | | |
| **ESSER III** | | **591,804** |
| Per Pupil | | 895 |
| | | |
| **E-Rate** | | **1,500** |
| | | |
| **ERMHS** | | **32,697** |
| | | |
| **A-G Completion Improvement Grant** | | **50,000** |
| | | |
| **Educator Effectiveness Block Grant** | | **25,427** |
| | | |
| **Universal TK Grant** | | **53,803** |
| | | |
| **Interest** | | **1,200** |
| | | |
| **Total Revenue** | | **9,069,997** |

**California Connections Academy Central Valley**
Title & IDEA-B Funding Projection

| | Title I | Title II | IDEA - B | Title IV | ESSER |
|---|---|---|---|---|---|
| **Funding** | $148,800 | $22,500 | $81,800 | $10,000 | $591,804 |
| **Expenses** | | | | | |
| Office Supplies | - | - | - | 405 | - |
| Student Activities | | | | | 13,695 |
| Graduation Costs | | | | | 6,380 |
| Metal Health Services | | | | | 6,575 |
| Professional Development | - | - | - | - | 60,696 |
| Other Curriculum | - | - | - | - | 47,207 |
| Travel and Conferences - Administration | - | - | - | - | - |
| Career Ladder | | - | | | - |
| Other School Contracted Services | - | - | - | - | - |
| Tuition Reimbursement | - | 9,558 | - | - | - |
| Expensed Furniture and Equipment | - | - | - | - | - |
| Student Technology | - | - | - | - | 362,567 |
| Internet reimbursements | - | - | - | - | 34,000 |
| Summer School Curriculum | - | - | - | - | 19,449.00 |
| Instructional Staff | 148,800 | 12,942 | 81,800 | 9,595.00 | 41,234.51 |
| **Total Expenses** | **$148,800** | **$22,500** | **$81,800** | **10,000.00** | **591,803.51** |

**California Connections Academy**
EPA Funding

| | EPA |
|---|---|
| **Funding** | $11,123,013 |
| | |
| **Expenses** | |
| SPED | |
| Student Testing | |
| **Instructional Staff** | 11,123,013.00 |
| **Total Expenses** | **$11,123,013** |

# California Connections Academy 2022-2023 Budget
## Staffing Model

### Enrollment Plan

| Grade | Combined | 98.6% Capo | 97.9% CenCA | 100.0% CalCAR | 95.7% CalCAN | 100.0% CenCoast | 91.8% CalMB |
|---|---|---|---|---|---|---|---|
| Kindergarten | 474 | 296 | 37 | 99 | 14 | 5 | 24 |
| First | 414 | 246 | 38 | 86 | 8 | 8 | 27 |
| Second | 381 | 229 | 31 | 88 | 6 | 6 | 20 |
| Third | 409 | 237 | 39 | 96 | 9 | 3 | 24 |
| Fourth | 414 | 252 | 35 | 89 | 8 | 5 | 26 |
| Fifth | 403 | 225 | 40 | 87 | 9 | 7 | 35 |
| Sixth | 571 | 363 | 44 | 112 | 9 | 3 | 40 |
| Seventh | 726 | 421 | 68 | 162 | 17 | 12 | 47 |
| Eighth | 776 | 471 | 54 | 179 | 12 | 12 | 48 |
| Ninth | 865 | 537 | 71 | 179 | 11 | 14 | 53 |
| Tenth | 955 | 584 | 72 | 204 | 15 | 10 | 71 |
| Eleventh | 966 | 595 | 82 | 192 | 25 | 10 | 61 |
| Twelfth | 986 | 590 | 64 | 217 | 32 | 10 | 74 |
| **Average Enrollment** | **8,341** | **5,046** | **675** | **1,791** | **175** | **104** | **549** |
| **Funded Enrollment** | **8,204** | **4,976** | **661** | **1,791** | **167** | **104** | **504** |
| **Percent Allocation** | **100%** | **61%** | **8%** | **21%** | **2.10%** | **1%** | **7%** |

### Total Population

| | | |
|---|---|---|
| Kindergarten | 474 | 6% |
| Elementary (1-5) | 2,021 | 24% |
| Middle (6-8) | 2,074 | 25% |
| Secondary (9-12) | 3,773 | 45% |
| **Total Regular FTE** | **8,341** | **100%** |

### Special Population

| Category | % | Factor | Total FTE |
|---|---|---|---|
| IEP | 13.70% | 100.0% | 1,143 |
| IEP-Alt Asses. | 0.70% | 100.0% | 58 |
| 504 | 3.40% | 0.0% | 0 |
| Gifted | 0.90% | 0.0% | 0 |
| ELL | 5.98% | 0.0% | 0 |
| **Total** | **14.400%** | | **1,201** |

### Compensation Met…
Hourly Staff
Work From Home Stipend Admin
Interim Stipend

### New Staff - Salary
Avg - Existing
Adj. New Staff

### Compensation
School is Bonus to Base

Career Ladder Points
Career Ladder Point %

Summer (# of FTE)
Salary Alignment
Work From Home Stipend Teacher

### Merit Increase

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,808,039 |
| Admin (merit only) | 6.0% | 533,091 |
| | | 2,341,130 |

### Merit Increase (Net of Benefits & Taxes)

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,233,315 |
| Admin (merit only) | 6.0% | 353,978 |
| | | 1,587,293 |

### Prior Year iNaCA FTE
FTE

### Staffing Model Detail

| | 21-22 | 22-23 General Fund | 22-23 Combined | 21-22 Approved | 22-23 General Fund | 22-23 EPA | 22-23 'CARES ESSER II | 22-23 Title I | 22-23 Title II | 22-23 Title IV | 22-23 IDEA-B | 22-23 Combined | New | Average 21-22 Salaries | Average 22-23 Salaries | Total General Fund 22-23 Salaries | Total Grant 22-23 Salaries |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Instructional Staff** | | | | | | | | | | | | | | | | | |
| Elementary Teachers (K) | 34.0 | 31 | 31.0 | 11.8 | 15.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 15.3 | 3.5 | 56,425 | 59,811 | 910,359 | - |
| Elementary Teachers (1-5) | 34.0 | 114 | 34.0 | 54.2 | 15.7 | 38.6 | 1.1 | 1.5 | 0.6 | 0.0 | 0.0 | 57.4 | 3.3 | 56,425 | 59,811 | 932,900 | 2,498,387 |
| Middle School Teachers (6-8) | 29.2 | 75 | 29.2 | 68.0 | 26.7 | 40.7 | 2.6 | 0.0 | 0.0 | 0.0 | 0.0 | 70.0 | 2.0 | 56,812 | 60,221 | 1,602,889 | 2,611,180 |
| Secondary Teachers (9-12) | 27.70 | 42 | 27.10 | 132.8 | 87.9 | 47.1 | 0.0 | 1.8 | 0.3 | 0.0 | 0.0 | 137.2 | 4.4 | 56,626 | 60,024 | 5,273,551 | 2,956,995 |
| Adjuncts | | 0% | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 27,000 | 27,000 | - | - |
| Special Population Teachers | 23.2 | 28 | 22.6 | 51.0 | 43.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 10.0 | 53.1 | 2.1 | 59,328 | 62,888 | 2,710,434 | 629,229 |
| School Psychologist | 1.0 | | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 90,000 | 95,400 | 23,563 | 71,837 |
| ELL Teacher | | | 3 | 3.0 | 1.9 | 0.0 | 0.0 | 1.1 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 60,510 | 64,140 | 120,584 | 71,837 |
| Family Relationship Coor/Learning Coach | 5.0 | | 5 | 5.0 | 4.4 | 0.0 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 | 5.0 | 0.0 | 58,411 | 61,916 | 271,191 | 38,388 |
| Middle School Advisory Teachers | 170 | 394 | 160 | 12.0 | 5.3 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 13.0 | 1.0 | 59,727 | 63,311 | 332,485 | 486,906 |
| High School Counselors | 200 | 197 | 189 | 19.0 | 19.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.8 | 0.0 | 20.0 | 1.0 | 60,100 | 63,706 | 1,220,286 | 50,177 |
| **Subtotal Instructional Staff** | | | | **357.8** | **220.4** | **126.4** | **3.7** | **12.8** | **0.9** | **0.8** | **10.0** | **375.0** | **17.2** | **57,389** | **60,832** | **13,398,241** | **9,414,937** |
| Advisory /Counselor Ratio | | | 178 | | | | | | | | | | | | | | |
| Student/Teacher Ratio (Less Counselors) | | | 23.5 | | | | | | | | | | | | | | |
| Student/Teacher Ratio | | 24.1 | 22.2 | | | | | | | | | | | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 1,960,877 | - |
| **Subtotal Instructional Wages** | | | | | | | | | | | | | | | | **15,359,118** | **9,414,937** |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 3,934,894 | 2,382,490 |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 2,947,313 | 1,784,532 |
| Taxes | | | | 2.0% | 2.0% | | | | | | | | | | | 308,619 | 186,862 |
| **Total Instructional Expense** | | | | | | | | | | | | | | | **-** | **22,549,944** | **13,768,821** |
| **Administration** | | | | | | | | | | | | | | | | | |
| Executive Director | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Assistant Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Principal | | | 3.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Assistant Principal/Site Administrator I | 750 | 695 | 750 | 4.0 | 5.0 | | | | | | | 5.0 | 1.0 | | | | |
| Assistant Principal/Site Administrator II | | | 3.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Assistant Principal/Site Administrator III | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Counseling Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Manager of Counseling Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Student Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Sr Manager of Student Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Manager of Student Services | | | 2.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Manager of Psychology Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Social Worker | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants General | 350 | 350 | 350 | 3.0 | 3.8 | | | | | | | 3.8 | 0.8 | | | | |
| Administrative Assistants Statewide | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Administrative Assistants Specialized | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Administrative Assistants Enrollment | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Administrative Assistants Finance | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants Records | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Administrative Assistants State Reporting | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants Attendance | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| SEIS Coordinator | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Mgr of School Outreach | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Assistant Director of Business Services | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Director of Finance | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Sr. Director of Business Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| School Enrollment Team Lead | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| School Executive Assistants | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Registrar | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Senior Manager of State Attendance | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| **Subtotal Administration** | | | | **52.0** | **53.8** | | | | | | | **53.8** | **1.8** | | | **4,420,279** | **-** |
| **Total Staff** | | | | **409.80** | **274.2** | **126.4** | **3.7** | **12.8** | **0.9** | **0.8** | **10.0** | **428.9** | **19.1** | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 88,140 | |
| **Subtotal Administrative Wages** | | | | | | | | | | | | | | | | **4,508,419** | **-** |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 1,149,647 | - |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 504,962 | - |
| Taxes | | | | 6.0% | 6.0% | | | | | | | | | | | 212,760 | - |
| **Total Administrative Expense** | | | | | | | | | | | | | | | | **6,375,788** | **-** |
| **Total Compensation Expense** | | | | | | | | | | | | | | | | **28,925,732** | **13,768,821** |

# California Connections Academy Schools - 2022-2023
## Shared Expense Arrangement

|  | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|
| Total ADM | 5,046 | 675 | 1,791 | 175 | 104 | 549 | 8,341 |
| Allocation % | 61% | 8% | 21% | 2% | 1% | 7% | 100% |

### Compensation Expense

|  | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **Administrative Services** | | | | | | | | | | |
| General | Yes | 410.49 | per budgeted ADM | 2,071,481 | 277,133 | 735,286 | 71,835 | 42,794 | 225,397 | 3,423,925 |
| SPED | Yes | 21.42 | per budgeted ADM | 108,117 | 14,464 | 38,377 | 3,749 | 2,234 | 11,764 | 178,705 |
| Counseling | Yes | 32.75 | per budgeted ADM | 165,259 | 22,109 | 58,660 | 5,731 | 3,414 | 17,982 | 273,154 |
| Classified | Yes | 299.72 | per budgeted ADM | 1,512,507 | 202,351 | 536,874 | 52,451 | 31,246 | 164,575 | 2,500,004 |
| **Total Administrative Expense** | | | | 3,857,364 | 516,058 | 1,369,196 | 133,765 | 79,688 | 419,718 | 6,375,788 |
| **Instructional Services** | | | | | | | | | | |
| General | Yes | 2,012.65 | per ADM | 15,835,886 | 168,725 | 130,993 | 523,281 | 351,607 | 1,858,464 | 18,868,957 |
| SPED | Yes | 476.38 | per ADM | 2,403,972 | 321,616 | 853,306 | 83,365 | 49,663 | 261,575 | 3,973,496 |
| Counseling | Yes | 214.48 | per ADM | 1,082,311 | 144,797 | 384,174 | 37,532 | 22,359 | 117,766 | 1,788,939 |
| EPA | Yes | - | per ADM | 995,140 | 2,010,139 | 5,952,986 | 33,481 | 20,850 | 100,806 | 9,113,401 |
| CARES ESSER II | Yes | - | per ADM | 238,075 | 41,235 | 39,734 | 8,622 | - | - | 327,665 |
| Title Teachers I, II, IV | Yes | - | per ADM | 849,486 | 171,337 | 251,739 | 51,294 | - | - | 1,323,856 |
| IDEA-B Teachers | Yes | - | per ADM | 568,050 | 81,800 | 186,500 | 24,400 | 9,450 | 52,250 | 922,450 |
| **Total Instructional Expense** | | | | 21,972,921 | 2,939,649 | 7,799,431 | 761,974 | 453,928 | 2,390,861 | 36,318,765 |
| **Total Compensation Expense** | | | | 25,830,285 | 3,455,706 | 9,168,628 | 895,740 | 533,616 | 2,810,579 | 42,694,553 |

### Non-Compensation Expense

|  | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **Enrollment/Unit Based Fees** | | | | | | | | | | |
| Educational Resource Center | No | - | N/A | - | - | - | - | - | - | - |
| ConnexusTM Annual License (LMS | No | - | N/A | - | - | - | - | - | - | - |
| Technical Support and Repairs | No | - | N/A | - | - | - | - | - | - | - |
| Accounting and Regulatory Report | No | - | N/A | - | - | - | - | - | - | - |
| Direct Course Instruction Support | No | - | per ADM | - | - | - | - | - | - | - |
| Short Term Substitute Teaching | Yes | - | per ADM | - | - | - | - | - | - | - |
| Hardware/Software - Employees | Yes | - | per STAFF | 155,673 | 20,827 | 55,257 | 5,398 | 3,216 | 16,939 | 257,310 |
| Voice Over IP Services | Yes | 18.51 | N/A | 93,404 | 12,496 | 33,154 | 3,239 | 1,930 | 10,163 | 154,386 |
| Human Resources Support | Yes | 64.27 | per ADM | 324,319 | 43,389 | 115,119 | 11,247 | 6,700 | 35,289 | 536,063 |
| School Curriculum Supplies | Yes | 22.48 | per ADM | 113,443 | 15,177 | 40,267 | 3,934 | 2,344 | 12,344 | 187,509 |
| Facility Support Services | Yes | 3.60 | per budgeted ADM | 18,150 | 2,428 | 6,442 | 629 | 375 | 1,975 | 30,000 |
| Student Technology Assistance | No | - | N/A | - | - | - | - | - | - | - |
| Internet Subsidy Payment Process | No | - | N/A | - | - | - | - | - | - | - |
| Enrollment and Records Managem | No | - | N/A | - | - | - | - | - | - | - |
| Curriculum Postage | No | - | N/A | - | - | - | - | - | - | - |
| Tangible and Intangible Instruction | No | - | N/A | - | - | - | - | - | - | - |
| Special Populations Consultative S | No | - | N/A | - | - | - | - | - | - | - |
| Community Outreach | No | - | N/A | - | - | - | - | - | - | - |
| **Revenue Based Fees** | | | | | | | | | | |
| Treasury Services | No | - | N/A | - | - | - | - | - | - | - |
| Marketing Services | No | - | N/A | - | - | - | - | - | - | - |
| School Administration | No | - | N/A | - | - | - | - | - | - | - |
| **Pass-Through Expenses** | | | | | | | | | | |
| Office Supplies | Yes | 6.91 | per ADM | 34,893 | 4,668 | 12,385 | 1,210 | 721 | 3,797 | 57,674 |
| SPED Related Services | No | - | per ADM | - | - | - | - | - | - | - |
| Expensed Furniture and Equipmen | Yes | 30.10 | per budgeted ADM | 151,894 | 20,321 | 53,916 | 5,267 | 3,138 | 16,528 | 251,064 |
| Copiers/Reproduction | Yes | 3.22 | per ADM | 16,240 | 2,173 | 5,765 | 563 | 336 | 1,767 | 26,844 |
| Office Postage | Yes | 4.52 | per ADM | 22,797 | 3,050 | 8,092 | 791 | 471 | 2,481 | 37,681 |
| ISP Payment Reimbursement | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Fa | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Tra | Yes | 51.40 | per ADM | 259,394 | 34,703 | 92,074 | 8,995 | 5,359 | 28,224 | 428,749 |
| Student Testing Technology | No | - | N/A | - | - | - | - | - | - | - |
| Staff Recruiting / Background Che | Yes | 5.14 | per ADM | 25,957 | 3,473 | 9,214 | 900 | 536 | 2,824 | 42,904 |
| Staff Training / Prof. Dvlpmt. | Yes | 126.00 | per ADM | 635,838 | 85,066 | 225,695 | 22,050 | 13,135 | 69,185 | 1,050,969 |
| Travel and Meals - Administration | Yes | 10.16 | per ADM | 51,259 | 6,858 | 18,195 | 1,778 | 1,059 | 5,577 | 84,726 |
| Travel and Meals - Teachers | Yes | 19.38 | per ADM | 97,786 | 13,082 | 34,710 | 3,391 | 2,020 | 10,640 | 161,629 |
| Team Building | Yes | 9.59 | per ADM | 48,400 | 6,475 | 17,180 | 1,678 | 1,000 | 5,266 | 80,000 |
| Maintenance & Repair | Yes | 8.48 | per budgeted ADM | 42,795 | 5,725 | 15,190 | 1,484 | 884 | 4,657 | 70,736 |
| High Speed Internet | Yes | 6.96 | per ADM | 35,141 | 4,701 | 12,474 | 1,219 | 726 | 3,824 | 58,084 |
| Phone | Yes | 5.17 | per ADM | 26,075 | 3,488 | 9,256 | 904 | 539 | 2,837 | 43,099 |
| Rent | Yes | 48.99 | per budgeted ADM | 247,197 | 33,071 | 87,744 | 8,572 | 5,107 | 26,897 | 408,589 |
| Rent Operating Expense | Yes | 5.47 | per budgeted ADM | 27,601 | 3,693 | 9,797 | 957 | 570 | 3,003 | 45,621 |
| Rent Storage Unit | No | - | N/A | - | - | - | - | - | - | - |
| Utilities | Yes | 4.84 | per budgeted ADM | 24,420 | 3,267 | 8,668 | 847 | 504 | 2,657 | 40,363 |
| **Other School Expenses** | | | | | | | | | | |
| Banking fees | No | - | N/A | - | - | - | - | - | - | - |
| Financial Audit | Yes | 7.72 | N/A | 38,974 | 5,214 | 13,834 | 1,352 | 805 | 4,241 | 64,419 |
| District Oversight | No | - | N/A | - | - | - | - | - | - | - |
| STRS Reporting | Yes | 4.38 | per ADM | 22,101 | 2,957 | 7,845 | 766 | 457 | 2,405 | 36,530 |
| District Administrative Fees | No | - | N/A | - | - | - | - | - | - | - |
| Student Activities | No | - | N/A | - | - | - | - | - | - | - |
| Graduation | No | - | N/A | - | - | - | - | - | - | - |
| Board Expenses | Yes | 1.94 | N/A | 9,782 | 1,309 | 3,472 | 339 | 202 | 1,064 | 16,169 |
| Dues - Staff | Yes | 3.76 | per ADM | 18,985 | 2,540 | 6,739 | 658 | 392 | 2,066 | 31,379 |
| Dues - School | No | - | N/A | - | - | - | - | - | - | - |
| Other School Expense | Yes | 0.78 | N/A | 3,915 | 524 | 1,390 | 136 | 81 | 426 | 6,472 |
| Other Curriculum | Yes | 71.32 | N/A | 359,914 | 48,151 | 127,754 | 12,481 | 7,435 | 39,162 | 594,898 |
| Prop 39 Clean Energy Implementa | No | - | N/A | - | - | - | - | - | - | - |
| Other School Contracted Services | Yes | 9.08 | N/A | 45,841 | 6,133 | 16,272 | 1,590 | 947 | 4,988 | 75,770 |
| Accreditation and Consulting | No | - | per ADM | - | - | - | - | - | - | - |
| Insurance - D&O | Yes | 1.55 | N/A | 7,811 | 1,045 | 2,773 | 271 | 161 | 850 | 12,911 |
| AERIES | No | - | per ADM | - | - | - | - | - | - | - |
| Summer School | Yes | 34.58 | per ADM | 174,504 | 23,346 | 61,941 | 6,051 | 3,605 | 18,988 | 288,436 |
| Legal | Yes | 36.39 | N/A | 183,617 | 24,565 | 65,176 | 6,367 | 3,793 | 19,979 | 303,498 |
| Legal Special Education | Yes | 11.99 | N/A | 60,500 | 8,094 | 21,475 | 2,098 | 1,250 | 6,583 | 100,000 |
| **Total Non-Compensation Expense** | | | | 3,378,622 | 452,009 | 1,199,264 | 117,163 | 69,797 | 367,626 | 5,584,482 |
| **Grand Total Shared Expense** | | | | 29,208,906 | 3,907,715 | 10,367,892 | 1,012,903 | 603,413 | 3,178,204 | 48,279,035 |

# CalCA Central Valley
## Fee Schedule
## 2022-2023 Budget

| Fee | CenCA Factor | Notes | Taxable? (Yes/No) |
|---|---|---|---|
| Educational Resource Center | $126.00 | per each enrolled student, calculated as an average over the school year | No |
| Connexus™ Annual License (EMS) | $600.00 | per each enrolled student, calculated as an average over the school year | No |
| Technical Support and Repairs | $150.00 | per each enrolled student, calculated as an average over the school year | No |
| Accounting and Regulatory Reporting | $50.00 | per each enrolled student, calculated as an average over the school year | No |
| Direct Course Instruction Support | $2.75 | per student day; based on enrollment at a point in time each month in a Pearson Online Academy supported course | No |
| Short Term Substitute Teaching Services | $300.00 | per day, if service is provided by a teacher employed by the EMO Partner | No |
| Hardware/Software - Employees | $600.00 | per each staff member employed at the end of the year | Yes |
| Voice Over IP Services | $360.00 | per each staff member employed at the end of the year | No |
| Human Resources Support | $1,250.00 | per each staff member employed at the end of the year | No |
| School Curriculum Supplies | $500.00 | per each teacher employed at the end of the school year | Yes |
| Facility Support Services | $15,000.00 | per each school office location | No |
| Student Technology Assistance* | $575.00 | per each laptop computer provided by CA at any time during the school year*** | Yes |
| Internet Subsidy Payment Processing | $25.00 | per each household receiving an Internet Subsidy Payment at any time during the school year | No |
| Enrollment and Records Management | $40.00 | per each student enrolled at any time during the school year | No |
| Curriculum Postage | $33.00 | per each student enrolled at any time during the school year | No |
| Intangible Instructional Materials - Kindergarten* | $443.00 | per each Kindergarten student enrolled at any time during the school year | No |
| Tangible Instructional Materials - Kindergarten* | $157.00 | per each Kindergarten student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 1st-5th Grade* | $704.00 | per each 1st - 5th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 1st-5th Grade* | $246.00 | per each 1st - 5th grade student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 6th-12th Grade* | $795.00 | per each 6th - 12th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 6th-12th Grade* | $280.00 | per each 6th - 12th grade student enrolled at any time during the school year | Yes |
| Treasury Services | 1.50% | of all revenue from governmental sources, excluding any special education revenue | No |
| Marketing Services | 1.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| School Administration | 6.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| Special Populations Consultative Services | $150.00 | per each IEP student per month | No |
| Employee Benefits | 25.50% | per actual gross wages and bonus accrual for administration and teachers | No |
| Community Outreach | 25,000.00 | board approved budget for school's contribution toward outreach effort | - |

| Expenses Reimbursed to Connections Academy at Cost | Expenses Paid by the School by Contractual Obligation |
|---|---|
| Employee Wages and Taxes | Banking fees |
| Employer Contribution to State Pension Plan | Fiscal Consulting |
| Taxes for certified employees | Financial Audit |
| Office Supplies | District Oversight |
| Expensed Furniture and Equipment | STRS Reporting |
| Copiers/Reproduction | Outside Administrative Services |
| Office Postage | Student Activities |
| ISP Payment Reimbursement | Graduation |
| Student Testing & Assessment | Staff Activities |
| Staff Recruiting | Board Expenses |
| Staff Training / Professional Development | Dues |
| Travel and Conferences - Teachers | Insurance - D&O |
| Travel and Conferences - Administration | Other Curriculum Supplies |
| Team Building | Summer School |
| Maintenance & Repair | Legal |
| High Speed Internet | Any other expenses for services not contracted to Connections Academy of California, LLC |
| Phone | |
| Rent | |
| Rent Operating Expense | |
| Rent - Storage Unit | |
| Utilities | |
| Building Safety Program | |
| Contract School Staff | |

**\* Items under Student Technology Assistance and Tangible and Intangible Instructional Materials are provided to the school and its students for use during the school year.**
**They remain the property of Connections Academy and/or its vendors.**

**\*\* Total computers provided by CA are calculated by combining the sum of all computers assigned to a household as counted on the first school day of September**
**plus each computer shipped thereafter at any time during the school year, excluding computers shipped for the following reasons:**
**\* Reshipment for replacement or repair**
**\* Student Supplemental Technical Equipment**
**\* Computers Approved for Special Education Students**

| Taxable Fees | CenCA |
|---|---|
| Tax Rate | 8.50% |
| | |
| Hardware/Software - Employees | 1,770 |
| School Curriculum Supplies | 1,290 |
| Student Technology Assistance* | 60,306 |
| Tangible Instructional Materials - Kindergarten* | 492 |
| Tangible Instructional Materials - 1st-5th Grade* | 3,830 |
| Tangible Instructional Materials - 6th-12th Grade* | 10,831 |
| | |
| **Total Tax Liability** | **78,519** |

**California Connections Academy Monterey Bay**
**Revenue and Expense Statement 2022-2023**

| | General Fund 22-23 Budget | EPA 22-23 Budget | ESSER Funding 21-22 Budget | Title I 22-23 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close) 21-22 Forecast |
|---|---|---|---|---|---|---|---|---|---|
| Board Approved 9/30 Enrollment | 560 | | | | | | | 560 | |
| Average Enrollment | 549 | | | | | | | 549 | 445 |
| Funded Enrollment (P-2 ADA) | 504 | | | | | | | 504 | 436 |
| | | | | | | | | | |
| **Revenue** | | | | | | | | | |
| | | | | | | | | | |
| **State Funding** | | | | | | | | | |
| A-G Completion Improvement Grant | 7,135 | - | - | - | - | - | - | 7,135 | - |
| ERMHS | 33,934 | - | - | - | - | - | - | 33,934 | 26,886 |
| Educator Effectiveness Block Grant | 3,178 | - | - | - | - | - | - | 3,178 | - |
| LCFF / General Purpose Block Grant - State | 2,149,117 | - | - | - | - | - | - | 2,149,117 | 1,796,045 |
| LCFF / General Purpose Block Grant - State EPA | - | 100,806 | - | - | - | - | - | 100,806 | 87,186 |
| Lottery | 100,302 | - | - | - | - | - | - | 100,302 | 86,750 |
| Mandated Cost Reimbursement | 13,442 | - | - | - | - | - | - | 13,442 | 8,245 |
| Special Education Dispute Prevention | - | - | - | - | - | - | - | - | 4,582 |
| Special Education Learning Recovery | - | - | - | - | - | - | - | - | 20,619 |
| Special Education Pass through funds - State | 360,381 | - | - | - | - | - | - | 360,381 | 285,534 |
| Universal TK Grant | 26,223 | - | - | - | - | - | - | 26,223 | - |
| **Total State Funding** | **2,693,712** | **100,806** | **-** | **-** | **-** | **-** | **-** | **2,794,518** | **2,315,848** |
| | | | | | | | | | |
| **Federal & Other Programs Funding** | | | | | | | | | |
| E-Rate Funds | 600 | - | - | - | - | - | - | 600 | 500 |
| Federal Funding - IDEA | - | - | - | - | - | 52,250 | - | 52,250 | 49,750 |
| **Total Federal & Other Programs Funding** | **600** | **-** | **-** | **-** | **-** | **52,250** | **-** | **52,850** | **50,250** |
| | | | | | | | | | |
| **Local Funding** | | | | | | | | | |
| LCFF / General Purpose Block Grant - Local | 3,022,185 | - | - | - | - | - | - | 3,022,185 | 2,394,853 |
| **Total Local Funding** | **3,022,185** | **-** | **-** | **-** | **-** | **-** | **-** | **3,022,185** | **2,394,853** |
| | | | | | | | | | |
| **Other Funding** | | | | | | | | | |
| Interest | 500 | - | - | - | - | - | - | 500 | 500 |
| **Total Other Funding** | **500** | **-** | **-** | **-** | **-** | **-** | **-** | **500** | **500** |
| | | | | | | | | | |
| **Total Revenue** | **5,716,997** | **100,806** | **-** | **-** | **-** | **52,250** | **-** | **5,870,053** | **4,761,451** |
| | | | | | | | | | |
| **Compensation Expense** | | | | | | | | | |
| | | | | | | | | | |
| **Administrative Compensation** | | | | | | | | | |
| Salaries - Administration | 419,718 | - | - | - | - | - | - | 419,718 | 221,730 |
| Benefits - Administration | - | - | - | - | - | - | - | - | 54,324 |
| Pension - Administration | - | - | - | - | - | - | - | - | 20,350 |
| Taxes - Administration | - | - | - | - | - | - | - | - | 9,865 |
| **Total Administrative Compensation** | **419,718** | **-** | **-** | **-** | **-** | **-** | **-** | **419,718** | **306,269** |
| | | | | | | | | | |
| **Instructional Compensation** | | | | | | | | | |
| Salaries - Teachers | 2,237,805 | 100,806 | - | - | - | 52,250 | - | 2,390,861 | 1,194,495 |
| Benefits - Teachers | - | - | - | - | - | - | - | - | 296,063 |
| Pension - Teachers | - | - | - | - | - | - | - | - | 212,110 |
| Taxes - Teachers | - | - | - | - | - | - | - | - | 26,773 |
| **Total Instructional Staff Compensation** | **2,237,805** | **100,806** | **-** | **-** | **-** | **52,250** | **-** | **2,390,861** | **1,729,441** |
| | | | | | | | | | |
| **Total Compensation Expense** | **2,657,523** | **100,806** | | **-** | **-** | **52,250** | **-** | **2,810,579** | **2,035,710** |
| | | | | | | | | | |
| **Enrollment/Unit Based Fees** | | | | | | | | | |
| Accounting and Regulatory Reporting | 27,454 | - | - | - | - | - | - | 27,454 | 22,230 |
| ConnexusTM Annual License (LMS) | 329,453 | - | - | - | - | - | - | 329,453 | 266,756 |
| Curriculum Postage | 26,087 | - | - | - | - | - | - | 26,087 | 20,427 |
| Direct Course Instruction Support | 26,288 | - | - | - | - | - | - | 26,288 | 19,437 |
| Educational Resource Center | 69,185 | - | - | - | - | - | - | 69,185 | 56,019 |
| Enrollment and Records Management | 31,620 | - | - | - | - | - | - | 31,620 | 24,760 |
| Facility Support Services | 1,975 | - | - | - | - | - | - | 1,975 | 1,719 |
| Hardware/Software - Employees | 16,939 | - | - | - | - | - | - | 16,939 | 13,598 |
| Human Resources Support | 35,289 | - | - | - | - | - | - | 35,289 | 28,329 |
| Internet Subsidy Payment Processing | 9,045 | - | - | - | - | - | - | 9,045 | 9,430 |
| School Curriculum Supplies | 12,344 | - | - | - | - | - | - | 12,344 | 9,974 |
| Short Term Substitute Teaching | - | - | - | - | - | - | - | - | 29,249 |
| Special Populations Consultative Services | 106,743 | - | - | - | - | - | - | 106,743 | 78,855 |
| Student Technology Assistance | 244,836 | - | - | - | - | - | - | 244,836 | 159,222 |
| Tangible and Intangible Instructional Materials | 809,937 | - | - | - | - | - | - | 809,937 | 629,025 |
| Technical Support and Repairs | 82,363 | - | - | - | - | - | - | 82,363 | 66,689 |
| Voice Over IP Services | 10,163 | - | - | - | - | - | - | 10,163 | 8,159 |
| **Total Enrollment/Unit Based Fees** | **1,839,721** | **-** | **-** | **-** | **-** | **-** | **-** | **1,839,721** | **1,443,878** |
| | | | | | | | | | |
| **Revenue Based Fees** | | | | | | | | | |
| Marketing Services | 54,230 | - | - | - | - | - | - | 54,230 | 43,736 |
| School Administration | 325,379 | - | - | - | - | - | - | 325,379 | 262,415 |
| Treasury Services | 81,345 | - | - | - | - | - | - | 81,345 | 65,604 |
| **Total Revenue Based Fees** | **460,954** | **-** | **-** | **-** | **-** | **-** | **-** | **460,954** | **371,754** |
| | | | | | | | | | |
| **Total Fee-Based Expenses** | **2,300,675** | **-** | **-** | **-** | **-** | **-** | **-** | **2,300,675** | **1,815,632** |

**California Connections Academy Monterey Bay**
**Revenue and Expense Statement 2022-2023**

| OTHER SCHOOL EXPENSES: | General Fund 22-23 Budget | EPA 22-23 Budget | ESSER Funding 21-22 Budget | Title I 22-23 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close) 21-22 Forecast |
|---|---|---|---|---|---|---|---|---|---|
| **Assessment** | | | | | | | | | |
| Student Testing & Assessment Facilities & Services | 16,971 | - | - | - | - | - | - | 16,971 | 14,970 |
| Student Testing & Assessment Travel | 28,224 | - | - | - | - | - | - | 28,224 | 15,424 |
| Student Testing Technology | 12,244 | - | - | - | - | - | - | 12,244 | 10,800 |
| **Total Assessment** | **57,439** | **-** | **-** | **-** | **-** | **-** | **-** | **57,439** | **41,194** |
| | | | | | | | | | |
| **Authorizer Oversight** | | | | | | | | | |
| District Administrative Fees | 10,000 | - | - | - | - | - | - | 10,000 | 10,000 |
| District Oversight | 52,721 | - | - | - | - | - | - | 52,721 | 42,781 |
| SELPA Admin Fee | 15,630 | - | - | - | - | - | - | 15,630 | 12,676 |
| STRS Reporting | 2,405 | - | - | - | - | - | - | 2,405 | 1,860 |
| **Total Authorizer Oversight** | **80,756** | **-** | **-** | **-** | **-** | **-** | **-** | **80,756** | **67,316** |
| | | | | | | | | | |
| **Employee Related** | | | | | | | | | |
| Staff Recruiting / Background Checks | 2,824 | - | - | - | - | - | - | 2,824 | 2,185 |
| Staff Training / Prof. Dvlpmt. | 69,185 | - | - | - | - | - | - | 69,185 | 47,506 |
| Team Building | 5,266 | - | - | - | - | - | - | 5,266 | 2,155 |
| Travel and Meals - Administration | 5,577 | - | - | - | - | - | - | 5,577 | 7,946 |
| Travel and Meals - Teachers | 10,640 | - | - | - | - | - | - | 10,640 | 5,029 |
| **Total Employee Related** | **93,493** | **-** | **-** | **-** | **-** | **-** | **-** | **93,493** | **64,822** |
| | | | | | | | | | |
| **Facilities** | | | | | | | | | |
| Copiers/Reproduction | 1,767 | - | - | - | - | - | - | 1,767 | 1,355 |
| Equipment/Supplies | 6,197 | - | - | - | - | - | - | 6,197 | 5,466 |
| Expensed Furniture and Equipment | 16,528 | - | - | - | - | - | - | 16,528 | 8,877 |
| High Speed Internet | 3,824 | - | - | - | - | - | - | 3,824 | 2,976 |
| Maintenance & Repair | 4,657 | - | - | - | - | - | - | 4,657 | 3,440 |
| Office Postage | 2,481 | - | - | - | - | - | - | 2,481 | 1,970 |
| Office Supplies | 3,797 | - | - | - | - | - | - | 3,797 | 2,700 |
| Phone | 2,837 | - | - | - | - | - | - | 2,837 | 2,278 |
| Rent | 26,897 | - | - | - | - | - | - | 26,897 | 26,888 |
| Rent Operating Expense | 3,003 | - | - | - | - | - | - | 3,003 | 2,733 |
| Rent Storage Unit | 1,329 | - | - | - | - | - | - | 1,329 | 1,172 |
| Utilities | 2,657 | - | - | - | - | - | - | 2,657 | 635 |
| **Total Facilities** | **75,973** | **-** | **-** | **-** | **-** | **-** | **-** | **75,973** | **60,491** |
| | | | | | | | | | |
| **Governance** | | | | | | | | | |
| Accreditation and Consulting | 1,247 | - | - | - | - | - | - | 1,247 | 1,100 |
| Banking fees | 418 | - | - | - | - | - | - | 418 | 368 |
| Board Expenses | 1,064 | - | - | - | - | - | - | 1,064 | 859 |
| Dues - School | 5,183 | - | - | - | - | - | - | 5,183 | 4,572 |
| Dues - Staff | 2,066 | - | - | - | - | - | - | 2,066 | 1,201 |
| Insurance - D&O | 850 | - | - | - | - | - | - | 850 | 669 |
| **Total Governance** | **10,828** | **-** | **-** | **-** | **-** | **-** | **-** | **10,828** | **8,770** |
| | | | | | | | | | |
| **Internet Service Provider** | | | | | | | | | |
| ISP Payment Reimbursement | 21,104 | - | - | - | - | - | - | 21,104 | 18,615 |
| **Total Internet Service Provider** | **21,104** | **-** | **-** | **-** | **-** | **-** | **-** | **21,104** | **18,615** |
| | | | | | | | | | |
| **Instructional** | | | | | | | | | |
| Other Curriculum | 39,162 | - | - | - | - | - | - | 39,162 | 5,553 |
| Summer School | 18,988 | - | - | - | - | - | - | 18,988 | 1,595 |
| **Total Instructional** | **58,150** | **-** | **-** | **-** | **-** | **-** | **-** | **58,150** | **7,148** |
| | | | | | | | | | |
| **Professional Services** | | | | | | | | | |
| AERIES | 3,766 | - | - | - | - | - | - | 3,766 | 3,322 |
| Financial Audit | 4,241 | - | - | - | - | - | - | 4,241 | 3,262 |
| Legal | 19,979 | - | - | - | - | - | - | 19,979 | 5,141 |
| Legal Special Education | 6,583 | - | - | - | - | - | - | 6,583 | 5,142 |
| Other School Contracted Services | 4,988 | - | - | - | - | - | - | 4,988 | 2,736 |
| Other School Expense | 426 | - | - | - | - | - | - | 426 | 347 |
| **Total Professional Services** | **39,983** | **-** | **-** | **-** | **-** | **-** | **-** | **39,983** | **19,950** |
| | | | | | | | | | |
| **Student Related** | | | | | | | | | |
| Graduation | 9,874 | - | - | - | - | - | - | 9,874 | 8,710 |
| SPED Related Services | 296,603 | - | - | - | - | - | - | 296,603 | 261,627 |
| Student Activities | 6,377 | - | - | - | - | - | - | 6,377 | 5,625 |
| **Total Student Related** | **312,855** | **-** | **-** | **-** | **-** | **-** | **-** | **312,855** | **275,962** |
| | | | | | | | | | |
| **Taxes** | | | | | | | | | |
| Sales and Use Tax | 32,587 | - | - | - | - | - | - | 32,587 | 26,228 |
| **Total Taxes** | **32,587** | **-** | **-** | **-** | **-** | **-** | **-** | **32,587** | **26,228** |
| | | | | | | | | | |
| **Total Other Expenses** | **783,167** | **-** | **-** | **-** | **-** | **-** | **-** | **783,167** | **590,496** |
| ` | | | | | | | | | |
| **Total Program Expenses** | **5,741,365** | **100,806** | **-** | **-** | **-** | **52,250** | **-** | **5,894,421** | **4,441,837** |
| | | | | | | | | | |
| Net | (24,368) | - | - | - | - | - | - | (24,368) | 319,613 |
| Beginning Fund Balance | 354,210 | - | - | - | - | - | - | 354,210 | 34,597 |
| Ending Fund Balance | **329,842** | **-** | | **-** | **-** | **-** | **-** | **329,842** | **354,210** |
| | | | | | | | | 5.60% | 7.97% |

"Teacher Compensation" (incl. direct spec. ed) > 40% of ADA revenue *    47.14%
Instructional Expenses > 80% of total revenue    86.79%

# CalCA Monterey Bay 2022-2023 Budget
## Enrollment and Revenue

| | California Connections Academy Monterey Bay | | |
|---|---|---|---|
| Marketing goal | 560 | ADM conversion | 98.05% |
| Attendance Factor | ADM | ADA | Turnover Factor |
| 91.8% | 549.1 | 504.0 | 30.5% |
| | | | 790.51 |

| Grade | Grade Mix | Average Enrollment | Funded Enrollment | Total Enrollment |
|---|---|---|---|---|
| K | 4.3% | 23.5 | 21.6 | 33.9 |
| 1 | 5.0% | 27.2 | 25.0 | 39.2 |
| 2 | 3.7% | 20.5 | 18.8 | 29.5 |
| 3 | 4.4% | 24.0 | 22.0 | 34.5 |
| 4 | 4.7% | 25.5 | 23.4 | 36.8 |
| 5 | 6.3% | 34.8 | 31.9 | 50.1 |
| 6 | 7.2% | 39.8 | 36.5 | 57.3 |
| 7 | 8.5% | 46.5 | 42.7 | 67.0 |
| 8 | 8.7% | 47.9 | 44.0 | 69.0 |
| 9 | 9.7% | 53.4 | 49.0 | 76.9 |
| 10 | 12.9% | 70.8 | 65.0 | 101.9 |
| 11 | 11.1% | 61.1 | 56.1 | 88.0 |
| 12 | 13.5% | 74.0 | 67.9 | 106.5 |
| Total | 100.0% | 549.1 | 504.0 | 790.5 |

| | | | |
|---|---|---|---|
| FRPM Eligible/EL/FY Unduplicated Pupil Count | | 133.0 | 31% |
| PY P2 | | 435.93 | |
| PY K-8 P2 | | 232.92 | |
| PY 9-12 P2 | | 203.01 | |
| Revised SPED Rolling ADA | | 504.0 | |
| PY P1 | | 458.46 | |

| General Purpose Block Grant | Funding Rates | CalMB |
|---|---|---|
| K-3 | 8,624 | 753,844 |
| 4-6 | 8,754 | 804,551 |
| 7-8 | 9,013 | 781,365 |
| 9-12 | 10,445 | 2,486,090 |
| Total | | 4,825,850 |

| | | |
|---|---|---|
| K-3 Add-On | 897 | 78,409 |
| 9-12 Add-On | 272 | 64,741 |
| High Needs Supplement | 20% $ | 303,108.95 |

| | | |
|---|---|---|
| Total LCFF Funding Target | | 10,459.92 |
| Funding-16-17 Rates (adjusted for COLA) | | - |
| Cap Closing Increment | | 100.00% |
| 20-21 Funding per ADA | | 10,459.92 |
| Final LCFF | | 5,272,108 |
| State Portion | | 2,149,117 |
| EPA | | 100,806 |
| Local Portion | | 3,022,185 |
| Categorical | | - |

| | | |
|---|---|---|
| Lottery Fund Revenue | 199 | 100,302 |
| Special Education Revenue | 715 | 360,381 |
| One time Discretionary Grant | 0 | - |
| Mandated Cost Reimbursement | | 13,442 |
| K-8 | 17 | 3,927 |
| 9-12 | 47 | 9,515 |
| State Testing Reimbursement | | 0 |
| Federal Funding - Title I | | - |
| Per Pupil | | - |
| Federal Funding - Title II-A | | - |
| Per Pupil | | - |
| Federal Funding - IDEA | | 52,250 |
| Per Pupil | | 103.66 |
| Federal Funding - Title IV | | - |
| Per Pupil | | - |
| ESSER III | | - |
| Per Pupil | | - |
| E-Rate | | 600 |
| ERMHS | | 33,934 |
| A-G Completion Improvement Grant | | 7,135 |
| Educator Effectiveness Block Grant | | 3,178 |
| Universal TK Grant | | 26,223 |
| Interest | | 500 |
| Total Revenue | | 5,870,053 |

**California Connections Academy Monterey Bay**

Title & IDEA-B Funding Projection

| | Title I | Title II | IDEA - B |
|---|---|---|---|
| **Funding** | $0 | $0 | $52,250 |
| **Expenses** | | | |
| Office Supplies | - | - | - |
| Professional Development | - | - | - |
| Other Curriculum | - | - | - |
| Internet subsidies | - | - | - |
| Dues | - | - | - |
| Tuition Reimbursement | - | - | - |
| Equipment/Supplies | - | - | - |
| Technological Devices | - | - | - |
| Parent Activities | - | - | - |
| Special Education Direct Services | - | - | - |
| Travel (Family Engagement Activities) | - | - | - |
| Summer School | - | - | - |
| Instructional Staff | - | - | 52,250 |
| | - | - | - |
| **Total Expenses** | **$0** | **$0** | **$52,250** |

**California Connections Academy**
EPA Funding

|  | EPA |
|---|---|
| **Funding** | $11,123,013 |
|  |  |
| **Expenses** |  |
| SPED |  |
| Student Testing |  |
| **Instructional Staff** | 11,123,013.00 |
| **Total Expenses** | **$11,123,013** |

# California Connections Academy 2022-2023 Budget
## Staffing Model

### Enrollment Plan

| Grade | Combined | 98.6% Capo | 97.9% CenCA | 100.0% CalCAR | 95.7% CalCAN | 100.0% CenCoast | 91.8% CalMB |
|---|---|---|---|---|---|---|---|
| Kindergarten | 474 | 296 | 37 | 99 | 14 | 5 | 24 |
| First | 414 | 246 | 38 | 86 | 8 | 8 | 27 |
| Second | 381 | 229 | 31 | 88 | 6 | 6 | 20 |
| Third | 409 | 237 | 39 | 96 | 9 | 3 | 24 |
| Fourth | 414 | 252 | 35 | 89 | 8 | 5 | 26 |
| Fifth | 403 | 225 | 40 | 87 | 9 | 7 | 35 |
| Sixth | 571 | 363 | 44 | 112 | 9 | 3 | 40 |
| Seventh | 726 | 421 | 68 | 162 | 17 | 12 | 47 |
| Eighth | 776 | 471 | 54 | 179 | 12 | 12 | 48 |
| Ninth | 865 | 537 | 71 | 179 | 11 | 14 | 53 |
| Tenth | 955 | 584 | 72 | 204 | 15 | 10 | 71 |
| Eleventh | 966 | 595 | 82 | 192 | 25 | 10 | 61 |
| Twelfth | 986 | 590 | 64 | 217 | 32 | 10 | 74 |
| **Average Enrollment** | **8,341** | **5,046** | **675** | **1,791** | **175** | **104** | **549** |
| **Funded Enrollment** | **8,204** | **4,976** | **661** | **1,791** | **167** | **104** | **504** |
| **Percent Allocation** | **100%** | **61%** | **8%** | **21%** | **2.10%** | **1%** | **7%** |

### Total Population

| | | |
|---|---|---|
| Kindergarten | 474 | 6% |
| Elementary (1-5) | 2,021 | 24% |
| Middle (6-8) | 2,074 | 25% |
| Secondary (9-12) | 3,773 | 45% |
| **Total Regular FTE** | **8,341** | **100%** |

### Special Population

| Category | % | Factor | Total FTE |
|---|---|---|---|
| IEP | 13.70% | 100.0% | 1,143 |
| IEP-Alt Asses. | 0.70% | 100.0% | 58 |
| 504 | 3.40% | 0.0% | 0 |
| Gifted | 0.90% | 0.0% | 0 |
| ELL | 5.98% | 0.0% | 0 |
| **Total** | **14.400%** | | **1,201** |

### Merit Increase

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,808,039 |
| Admin (merit only) | 6.0% | 533,091 |
| | | 2,341,130 |

### Merit Increase (Net of Benefits & Taxes)

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,233,315 |
| Admin (merit only) | 6.0% | 353,978 |
| | | 1,587,293 |

### Compensation Met[hod]

Hourly Staff
Work From Home Stipend Admin
Interim Stipend

### New Staff - Salary

Avg - Existing
Adj. New Staff

### Compensation

School is Bonus to Base
Career Ladder Points
Career Ladder Point %
Summer (# of FTE)
Salary Alignment
Work From Home Stipend Teacher

### Prior Year iNaCA FTE

FTE

---

| | 21-22 | 22-23 General Fund | 22-23 Combined | 21-22 Approved | 22-23 General Fund | 22-23 EPA | 22-23 'CARES ESSER II | 22-23 Title I | 22-23 Title II | 22-23 Title IV | 22-23 IDEA-B | 22-23 Combined | New | Average 21-22 Salaries | Average 22-23 Salaries | Total General Fund 22-23 Salaries | Total Grant 22-23 Salaries |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Instructional Staff** | | | | | | | | | | | | | | | | | |
| Elementary Teachers (K) | 34.0 | 31 | 31.0 | 11.8 | 15.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 15.3 | 3.5 | 56,425 | 59,811 | 910,359 | - |
| Elementary Teachers (1-5) | 34.0 | 114 | 34.0 | 54.2 | 15.7 | 38.6 | 1.1 | 1.5 | 0.6 | 0.0 | 0.0 | 57.4 | 3.3 | 56,425 | 59,811 | 932,900 | 2,498,387 |
| Middle School Teachers (6-8) | 29.2 | 75 | 29.2 | 68.0 | 26.7 | 40.7 | 2.6 | 0.0 | 0.0 | 0.0 | 0.0 | 70.0 | 2.0 | 56,812 | 60,221 | 1,602,889 | 2,611,180 |
| Secondary Teachers (9-12) | 27.70 | 42 | 27.10 | 132.8 | 87.9 | 47.1 | 0.0 | 1.8 | 0.3 | 0.0 | 0.0 | 137.2 | 4.4 | 56,626 | 60,024 | 5,273,551 | 2,956,995 |
| Adjuncts | | 0% | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 27,000 | 27,000 | - | - |
| Special Population Teachers | 23.2 | 28 | 22.6 | 51.0 | 43.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 10.0 | 53.1 | 2.1 | 59,328 | 62,888 | 2,710,434 | 629,229 |
| School Psychologist | 1.0 | | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 90,000 | 95,400 | 23,563 | 71,837 |
| ELL Teacher | | | 3 | 3.0 | 1.9 | 0.0 | 0.0 | 1.1 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 60,510 | 64,140 | 120,584 | 71,837 |
| Family Relationship Coor/Learning Coach | 5.0 | | 5 | 5.0 | 4.4 | 0.0 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 | 5.0 | 0.0 | 58,411 | 61,916 | 271,191 | 38,388 |
| Middle School Advisory Teachers | 170 | 394 | 160 | 12.0 | 5.3 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 13.0 | 1.0 | 59,727 | 63,311 | 332,485 | 486,906 |
| High School Counselors | 200 | 197 | 189 | 19.0 | 19.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.8 | 0.0 | 20.0 | 1.0 | 60,100 | 63,706 | 1,220,286 | 50,177 |
| **Subtotal Instructional Staff** | | | | **357.8** | **220.4** | **126.4** | **3.7** | **12.8** | **0.9** | **0.8** | **10.0** | **375.0** | **17.2** | **57,389** | **60,832** | **13,398,241** | **9,414,937** |
| | | | | | | | | | | | | | | | | | |
| Advisory /Counselor Ratio | | | 178 | | | | | | | | | | | | | | |
| Student/Teacher Ratio (Less Counselors) | | | 23.5 | | | | | | | | | | | | | | |
| Student/Teacher Ratio | | 24.1 | 22.2 | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 1,960,877 | - |
| **Subtotal Instructional Wages** | | | | | | | | | | | | | | | | **15,359,118** | **9,414,937** |
| | | | | | | | | | | | | | | | | | |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 3,934,894 | 2,382,490 |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 2,947,313 | 1,784,532 |
| Taxes | | | | 2.0% | 2.0% | | | | | | | | | | | 308,619 | 186,862 |
| **Total Instructional Expense** | | | | | | | | | | | | | | | **-** | **22,549,944** | **13,768,821** |
| | | | | | | | | | | | | | | | | | |
| **Administration** | | | | | | | | | | | | | | | | | |
| Executive Director | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Assistant Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Principal | | | 3.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Assistant Principal/Site Administrator I | 750 | 695 | 750 | 4.0 | 5.0 | | | | | | | 5.0 | 1.0 | | | | |
| Assistant Principal/Site Administrator II | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Assistant Principal/Site Administrator III | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Counseling Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Manager of Counseling Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Student Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Sr Manager of Student Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Manager of Student Services | | | 2.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Manager of Psychology Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Social Worker | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants General | 350 | 350 | 350 | 3.0 | 3.8 | | | | | | | 3.8 | 0.8 | | | | |
| Administrative Assistants Statewide | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Administrative Assistants Specialized | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Administrative Assistants Enrollment | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Administrative Assistants Finance | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants Records | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Administrative Assistants State Reporting | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants Attendance | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| SEIS Coordinator | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Mgr of School Outreach | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Assistant Director of Business Services | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Director of Finance | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Sr. Director of Business Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| School Enrollment Team Lead | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| School Executive Assistants | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Registrar | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Senior Manager of State Attendance | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| **Subtotal Administration** | | | | **52.0** | **53.8** | | | | | | | **53.8** | **1.8** | | | **4,420,279** | **-** |
| **Total Staff** | | | | **409.80** | **274.2** | **126.4** | **3.7** | **12.8** | **0.9** | **0.8** | **10.0** | **428.9** | **19.1** | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 88,140 | |
| **Subtotal Administrative Wages** | | | | | | | | | | | | | | | | **4,508,419** | **-** |
| | | | | | | | | | | | | | | | | | |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 1,149,647 | - |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 504,962 | - |
| Taxes | | | | 6.0% | 6.0% | | | | | | | | | | | 212,760 | - |
| **Total Administrative Expense** | | | | | | | | | | | | | | | | **6,375,788** | **-** |
| **Total Compensation Expense** | | | | | | | | | | | | | | | | **28,925,732** | **13,768,821** |

# California Connections Academy Schools - 2022-2023
## Shared Expense Arrangement

| | | | | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Total ADM | | | | 5,046 | 675 | 1,791 | 175 | 104 | 549 | 8,341 |
| Allocation % | | | | 61% | 8% | 21% | 2% | 1% | 7% | 100% |

### Compensation Expense

| | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Administrative Services** | | | | | | | | | | |
| General | Yes | 410.49 | per budgeted ADM | 2,071,481 | 277,133 | 735,286 | 71,835 | 42,794 | 225,397 | 3,423,925 |
| SPED | Yes | 21.42 | per budgeted ADM | 108,117 | 14,464 | 38,377 | 3,749 | 2,234 | 11,764 | 178,705 |
| Counseling | Yes | 32.75 | per budgeted ADM | 165,259 | 22,109 | 58,660 | 5,731 | 3,414 | 17,982 | 273,154 |
| Classified | Yes | 299.72 | per budgeted ADM | 1,512,507 | 202,351 | 536,874 | 52,451 | 31,246 | 164,575 | 2,500,004 |
| **Total Administrative Expense** | | | | 3,857,364 | 516,058 | 1,369,196 | 133,765 | 79,688 | 419,718 | 6,375,788 |
| | | | | | | | | | | |
| **Instructional Services** | | | | | | | | | | |
| General | Yes | 2,012.65 | per ADM | 15,835,886 | 168,725 | 130,993 | 523,281 | 351,607 | 1,858,464 | 18,868,957 |
| SPED | Yes | 476.38 | per ADM | 2,403,972 | 321,616 | 853,306 | 83,365 | 49,663 | 261,575 | 3,973,496 |
| Counseling | Yes | 214.48 | per ADM | 1,082,311 | 144,797 | 384,174 | 37,532 | 22,359 | 117,766 | 1,788,939 |
| EPA | Yes | - | per ADM | 995,140 | 2,010,139 | 5,952,986 | 33,481 | 20,850 | 100,806 | 9,113,401 |
| CARES ESSER II | Yes | - | per ADM | 238,075 | 41,235 | 39,734 | 8,622 | - | - | 327,665 |
| Title Teachers I, II, IV | Yes | - | per ADM | 849,486 | 171,337 | 251,739 | 51,294 | - | - | 1,323,856 |
| IDEA-B Teachers | Yes | - | per ADM | 568,050 | 81,800 | 186,500 | 24,400 | 9,450 | 52,250 | 922,450 |
| **Total Instructional Expense** | | | | 21,972,921 | 2,939,649 | 7,799,431 | 761,974 | 453,928 | 2,390,861 | 36,318,765 |
| | | | | | | | | | | |
| **Total Compensation Expense** | | | | 25,830,285 | 3,455,706 | 9,168,628 | 895,740 | 533,616 | 2,810,579 | 42,694,553 |
| | | | | | | | | | | - |

### Non-Compensation Expense

| | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Enrollment/Unit Based Fees** | | | | | | | | | | |
| Educational Resource Center | No | - | N/A | - | - | - | - | - | - | - |
| ConnexusTM Annual License (LMS | No | - | N/A | - | - | - | - | - | - | - |
| Technical Support and Repairs | No | - | N/A | - | - | - | - | - | - | - |
| Accounting and Regulatory Report | No | - | N/A | - | - | - | - | - | - | - |
| Direct Course Instruction Support | No | - | per ADM | - | - | - | - | - | - | - |
| Short Term Substitute Teaching | Yes | - | per ADM | - | - | - | - | - | - | - |
| Hardware/Software - Employees | Yes | - | per STAFF | 155,673 | 20,827 | 55,257 | 5,398 | 3,216 | 16,939 | 257,310 |
| Voice Over IP Services | Yes | 18.51 | N/A | 93,404 | 12,496 | 33,154 | 3,239 | 1,930 | 10,163 | 154,386 |
| Human Resources Support | Yes | 64.27 | per ADM | 324,319 | 43,389 | 115,119 | 11,247 | 6,700 | 35,289 | 536,063 |
| School Curriculum Supplies | Yes | 22.48 | per ADM | 113,443 | 15,177 | 40,267 | 3,934 | 2,344 | 12,344 | 187,509 |
| Facility Support Services | Yes | 3.60 | per budgeted ADM | 18,150 | 2,428 | 6,442 | 629 | 375 | 1,975 | 30,000 |
| Student Technology Assistance | No | - | N/A | - | - | - | - | - | - | - |
| Internet Subsidy Payment Process | No | - | N/A | - | - | - | - | - | - | - |
| Enrollment and Records Managem | No | - | N/A | - | - | - | - | - | - | - |
| Curriculum Postage | No | - | N/A | - | - | - | - | - | - | - |
| Tangible and Intangible Instruction | No | - | N/A | - | - | - | - | - | - | - |
| Special Populations Consultative S | No | - | N/A | - | - | - | - | - | - | - |
| Community Outreach | No | - | N/A | - | - | - | - | - | - | - |
| | | | | | | | | | | |
| **Revenue Based Fees** | | | | | | | | | | |
| Treasury Services | No | - | N/A | - | - | - | - | - | - | - |
| Marketing Services | No | - | N/A | - | - | - | - | - | - | - |
| School Administration | No | - | N/A | - | - | - | - | - | - | - |
| | | | | | | | | | | |
| **Pass-Through Expenses** | | | | | | | | | | |
| Office Supplies | Yes | 6.91 | per ADM | 34,893 | 4,668 | 12,385 | 1,210 | 721 | 3,797 | 57,674 |
| SPED Related Services | No | - | per ADM | - | - | - | - | - | - | - |
| Expensed Furniture and Equipmen | Yes | 30.10 | per budgeted ADM | 151,894 | 20,321 | 53,916 | 5,267 | 3,138 | 16,528 | 251,064 |
| Copiers/Reproduction | Yes | 3.22 | per ADM | 16,240 | 2,173 | 5,765 | 563 | 336 | 1,767 | 26,844 |
| Office Postage | Yes | 4.52 | per ADM | 22,797 | 3,050 | 8,092 | 791 | 471 | 2,481 | 37,681 |
| ISP Payment Reimbursement | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Fa | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Tra | Yes | 51.40 | per ADM | 259,394 | 34,703 | 92,074 | 8,995 | 5,359 | 28,224 | 428,749 |
| Student Testing Technology | No | - | N/A | - | - | - | - | - | - | - |
| Staff Recruiting / Background Che | Yes | 5.14 | per ADM | 25,957 | 3,473 | 9,214 | 900 | 536 | 2,824 | 42,904 |
| Staff Training / Prof. Dvlpmt. | Yes | 126.00 | per ADM | 635,838 | 85,066 | 225,695 | 22,050 | 13,135 | 69,185 | 1,050,969 |
| Travel and Meals - Administration | Yes | 10.16 | per ADM | 51,259 | 6,858 | 18,195 | 1,778 | 1,059 | 5,577 | 84,726 |
| Travel and Meals - Teachers | Yes | 19.38 | per ADM | 97,786 | 13,082 | 34,710 | 3,391 | 2,020 | 10,640 | 161,629 |
| Team Building | Yes | 9.59 | per ADM | 48,400 | 6,475 | 17,180 | 1,678 | 1,000 | 5,266 | 80,000 |
| Maintenance & Repair | Yes | 8.48 | per budgeted ADM | 42,795 | 5,725 | 15,190 | 1,484 | 884 | 4,657 | 70,736 |
| High Speed Internet | Yes | 6.96 | per ADM | 35,141 | 4,701 | 12,474 | 1,219 | 726 | 3,824 | 58,084 |
| Phone | Yes | 5.17 | per ADM | 26,075 | 3,488 | 9,256 | 904 | 539 | 2,837 | 43,099 |
| Rent | Yes | 48.99 | per budgeted ADM | 247,197 | 33,071 | 87,744 | 8,572 | 5,107 | 26,897 | 408,589 |
| Rent Operating Expense | Yes | 5.47 | per budgeted ADM | 27,601 | 3,693 | 9,797 | 957 | 570 | 3,003 | 45,621 |
| Rent Storage Unit | No | - | N/A | - | - | - | - | - | - | - |
| Utilities | Yes | 4.84 | per budgeted ADM | 24,420 | 3,267 | 8,668 | 847 | 504 | 2,657 | 40,363 |
| | | | | | | | | | | |
| **Other School Expenses** | | | | | | | | | | |
| Banking fees | No | - | N/A | - | - | - | - | - | - | - |
| Financial Audit | Yes | 7.72 | N/A | 38,974 | 5,214 | 13,834 | 1,352 | 805 | 4,241 | 64,419 |
| District Oversight | No | - | N/A | - | - | - | - | - | - | - |
| STRS Reporting | Yes | 4.38 | per ADM | 22,101 | 2,957 | 7,845 | 766 | 457 | 2,405 | 36,530 |
| District Administrative Fees | No | - | N/A | - | - | - | - | - | - | - |
| Student Activities | No | - | N/A | - | - | - | - | - | - | - |
| Graduation | No | - | N/A | - | - | - | - | - | - | - |
| Board Expenses | Yes | 1.94 | N/A | 9,782 | 1,309 | 3,472 | 339 | 202 | 1,064 | 16,169 |
| Dues - Staff | Yes | 3.76 | per ADM | 18,985 | 2,540 | 6,739 | 658 | 392 | 2,066 | 31,379 |
| Dues - School | No | - | N/A | - | - | - | - | - | - | - |
| Other School Expense | Yes | 0.78 | N/A | 3,915 | 524 | 1,390 | 136 | 81 | 426 | 6,472 |
| Other Curriculum | Yes | 71.32 | N/A | 359,914 | 48,151 | 127,754 | 12,481 | 7,435 | 39,162 | 594,898 |
| Prop 39 Clean Energy Implementa | No | - | N/A | - | - | - | - | - | - | - |
| Other School Contracted Services | Yes | 9.08 | N/A | 45,841 | 6,133 | 16,272 | 1,590 | 947 | 4,988 | 75,770 |
| Accreditation and Consulting | No | - | per ADM | - | - | - | - | - | - | - |
| Insurance - D&O | Yes | 1.55 | N/A | 7,811 | 1,045 | 2,773 | 271 | 161 | 850 | 12,911 |
| AERIES | No | - | per ADM | - | - | - | - | - | - | - |
| Summer School | Yes | 34.58 | per ADM | 174,504 | 23,346 | 61,941 | 6,051 | 3,605 | 18,988 | 288,436 |
| Legal | Yes | 36.39 | N/A | 183,617 | 24,565 | 65,176 | 6,367 | 3,793 | 19,979 | 303,498 |
| Legal Special Education | Yes | 11.99 | N/A | 60,500 | 8,094 | 21,475 | 2,098 | 1,250 | 6,583 | 100,000 |
| | | | | | | | | | | |
| **Total Non-Compensation Expense** | | | | 3,378,622 | 452,009 | 1,199,264 | 117,163 | 69,797 | 367,626 | 5,584,482 |
| | | | | | | | | | | |
| **Grand Total Shared Expense** | | | | 29,208,906 | 3,907,715 | 10,367,892 | 1,012,903 | 603,413 | 3,178,204 | 48,279,035 |

# CalCA Monterey Bay
## Fee Schedule
## 2022-2023 Budget

| Fee | CalMB Factor | Notes | Taxable? (Yes/No) |
|---|---|---|---|
| Educational Resource Center | $126.00 | per each enrolled student, calculated as an average over the school year | No |
| Connexus™ Annual License (EMS) | $600.00 | per each enrolled student, calculated as an average over the school year | No |
| Technical Support and Repairs | $150.00 | per each enrolled student, calculated as an average over the school year | No |
| Accounting and Regulatory Reporting | $50.00 | per each enrolled student, calculated as an average over the school year | No |
| Direct Course Instruction Support | $2.75 | per student day; based on enrollment at a point in time each month in a Pearson Online Academy supported course | No |
| Short Term Substitute Teaching Services | $300.00 | per day, if service is provided by a teacher employed by the EMO Partner | No |
| Hardware/Software - Employees | $600.00 | per each staff member employed at the end of the year | Yes |
| Voice Over IP Services | $360.00 | per each staff member employed at the end of the year | No |
| Human Resources Support | $1,250.00 | per each staff member employed at the end of the year | No |
| School Curriculum Supplies | $500.00 | per each teacher employed at the end of the school year | Yes |
| Facility Support Services | $15,000.00 | per each school office location | No |
| Student Technology Assistance* | $575.00 | per each laptop computer provided by CA at any time during the school year*** | Yes |
| Internet Subsidy Payment Processing | $25.00 | per each household receiving an Internet Subsidy Payment at any time during the school year | No |
| Enrollment and Records Management | $40.00 | per each student enrolled at any time during the school year | No |
| Curriculum Postage | $33.00 | per each student enrolled at any time during the school year | No |
| Intangible Instructional Materials - Kindergarten* | $443.00 | per each Kindergarten student enrolled at any time during the school year | No |
| Tangible Instructional Materials - Kindergarten* | $157.00 | per each Kindergarten student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 1st-5th Grade* | $704.00 | per each 1st - 5th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 1st-5th Grade* | $246.00 | per each 1st - 5th grade student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 6th-12th Grade* | $795.00 | per each 6th - 12th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 6th-12th Grade* | $280.00 | per each 6th - 12th grade student enrolled at any time during the school year | Yes |
| Treasury Services | 1.50% | of all revenue from governmental sources, excluding any special education revenue | No |
| Marketing Services | 1.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| School Administration | 6.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| Special Populations Consultative Services | $150.00 | per each IEP student per month | No |
| Employee Benefits | 25.50% | per actual gross wages and bonus accrual for administration and teachers | No |
| Community Outreach | - | board approved budget for school's contribution toward outreach effort | - |

| Expenses Reimbursed to Connections Academy at Cost | Expenses Paid by the School by Contractual Obligation |
|---|---|
| Employee Wages and Taxes | Banking fees |
| Employer Contribution to State Pension Plan | Fiscal Consulting |
| Taxes for certified employees | Financial Audit |
| Office Supplies | District Oversight |
| Expensed Furniture and Equipment | STRS Reporting |
| Copiers/Reproduction | Outside Administrative Services |
| Office Postage | Student Activities |
| ISP Payment Reimbursement | Graduation |
| Student Testing & Assessment | Staff Activities |
| Staff Recruiting | Board Expenses |
| Staff Training / Professional Development | Dues |
| Travel and Conferences - Teachers | Insurance - D&O |
| Travel and Conferences - Administration | Other Curriculum Supplies |
| Team Building | Summer School |
| Maintenance & Repair | Legal |
| High Speed Internet | Any other expenses for services not contracted to Connections Academy of California, LLC |
| Phone | |
| Rent | |
| Rent Operating Expense | |
| Rent - Storage Unit | |
| Utilities | |
| Building Safety Program | |
| Contract School Staff | |

**\* Items under Student Technology Assistance and Tangible and Intangible Instructional Materials are provided to the school and its students for use during the school year. They remain the property of Connections Academy and/or its vendors.**

**\*\* Total computers provided by CA are calculated by combining the sum of all computers assigned to a household as counted on the first school day of September plus each computer shipped thereafter at any time during the school year, excluding computers shipped for the following reasons:**
**\*   Reshipment for replacement or repair**
**\*   Student Supplemental Technical Equipment**
**\*   Computers Approved for Special Education Students**

| Taxable Fees | CalMB |
|---|---|
| Tax Rate | 7.75% |
| | |
| Hardware/Software - Employees | 1,313 |
| School Curriculum Supplies | 957 |
| Student Technology Assistance* | 18,975 |
| Tangible Instructional Materials - Kindergarten* | 287 |
| Tangible Instructional Materials - 1st-5th Grade* | 2,517 |
| Tangible Instructional Materials - 6th-12th Grade* | 8,540 |
| | |
| **Total Tax Liability** | **32,587** |

**California Connections Academy North Bay**

**Revenue and Expense Statement 2022-2023**

| | General Fund 22-23 Budget | EPA 22-23 Budget | ESSER Funding 21-22 Budget | Title I 22-23 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close) 21-22 Forecast |
|---|---|---|---|---|---|---|---|---|---|
| Board Approved 9/30 Enrollment | 181 | | | | | | | 181 | |
| Average Enrollment | 175 | | | | | | | 175 | 162 |
| Funded Enrollment (P-2 ADA) | 167 | | | | | | | 167 | 165 |
| **Revenue** | | | | | | | | | |
| **State Funding** | | | | | | | | | |
| A-G Completion Improvement Grant | 6,357 | - | - | - | - | - | - | 6,357 | - |
| ERMHS | 6,075 | - | - | - | - | - | - | 6,075 | 5,316 |
| Educator Effectiveness Block Grant | 16,320 | - | - | - | - | - | - | 16,320 | - |
| LCFF / General Purpose Block Grant - State | 1,094,825 | - | - | - | - | - | - | 1,094,825 | 946,911 |
| LCFF / General Purpose Block Grant - State EPA | - | 33,481 | - | - | - | - | - | 33,481 | 31,982 |
| Lottery | 33,314 | - | - | - | - | - | - | 33,314 | 31,822 |
| Mandated Cost Reimbursement | 5,000 | - | - | - | - | - | - | 5,000 | 6,000 |
| Special Education Dispute Prevention | - | - | - | - | - | - | - | - | 1,486 |
| Special Education Learning Recovery | - | - | - | - | - | - | - | - | 6,687 |
| Special Education Pass through funds - State | 119,695 | - | - | - | - | - | - | 119,695 | 104,741 |
| Universal TK Grant | 25,440 | - | - | - | - | - | - | 25,440 | - |
| **Total State Funding** | **1,307,025** | **33,481** | **-** | **-** | **-** | **-** | **-** | **1,340,506** | **1,134,945** |
| **Federal & Other Programs Funding** | | | | | | | | | |
| ESSER Funding | - | - | 153,416 | - | - | - | - | 153,416 | 91,436 |
| E-Rate Funds | 400 | - | - | - | - | - | - | 400 | 400 |
| Federal Funding - IDEA | - | - | - | - | - | 24,400 | - | 24,400 | 23,250 |
| Federal Funding - Title I | - | - | - | 38,000 | - | - | - | 38,000 | 35,914 |
| Federal Funding - Title II | - | - | - | - | 6,000 | - | - | 6,000 | 5,200 |
| Federal Funding - Title IV | - | - | - | - | - | - | 10,000 | 10,000 | 10,000 |
| **Total Federal & Other Programs Funding** | **400** | **-** | **153,416** | **38,000** | **6,000** | **24,400** | **10,000** | **232,216** | **166,200** |
| **Local Funding** | | | | | | | | | |
| LCFF / General Purpose Block Grant - Local | 699,297 | - | - | - | - | - | - | 699,297 | 652,261 |
| **Total Local Funding** | **699,297** | **-** | **-** | **-** | **-** | **-** | **-** | **699,297** | **652,261** |
| **Other Funding** | | | | | | | | | |
| Interest | 500 | - | - | - | - | - | - | 500 | 500 |
| **Total Other Funding** | **500** | **-** | **-** | **-** | **-** | **-** | **-** | **500** | **500** |
| **Total Revenue** | **2,007,222** | **33,481** | **153,416** | **38,000** | **6,000** | **24,400** | **10,000** | **2,272,518** | **1,953,906** |
| **Compensation Expense** | | | | | | | | | |
| **Administrative Compensation** | | | | | | | | | |
| Salaries - Administration | 133,765 | - | - | - | - | - | - | 133,765 | 96,989 |
| Benefits - Administration | - | - | - | - | - | - | - | - | 23,762 |
| Pension - Administration | - | - | - | - | - | - | - | - | 8,901 |
| Taxes - Administration | - | - | - | - | - | - | - | - | 4,315 |
| **Total Administrative Compensation** | **133,765** | **-** | **-** | **-** | **-** | **-** | **-** | **133,765** | **133,968** |
| **Instructional Compensation** | | | | | | | | | |
| Salaries - Teachers | 644,178 | 33,481 | 8,622 | 38,000 | 3,404 | 24,400 | 9,890 | 761,974 | 489,862 |
| Benefits - Teachers | - | - | - | - | - | - | - | - | 117,281 |
| Pension - Teachers | - | - | - | - | - | - | - | - | 82,172 |
| Taxes - Teachers | - | - | - | - | - | - | - | - | 10,407 |
| **Total Instructional Staff Compensation** | **644,178** | **33,481** | **8,622** | **38,000** | **3,404** | **24,400** | **9,890** | **761,974** | **699,723** |
| **Total Compensation Expense** | **777,943** | **33,481** | **8,622** | **38,000** | **3,404** | **24,400** | **9,890** | **895,740** | **833,691** |
| **Enrollment/Unit Based Fees** | | | | | | | | | |
| Accounting and Regulatory Reporting | 8,750 | - | - | - | - | - | - | 8,750 | 8,270 |
| ConnexusTM Annual License (LMS) | 104,998 | - | - | - | - | - | - | 104,998 | 99,238 |
| Curriculum Postage | 8,235 | - | - | - | - | - | - | 8,235 | 7,491 |
| Direct Course Instruction Support | 6,940 | - | - | - | - | - | - | 6,940 | 6,033 |
| Educational Resource Center | 22,049 | - | - | - | - | - | - | 22,049 | 20,840 |
| Enrollment and Records Management | 9,981 | - | - | - | - | - | - | 9,981 | 9,080 |
| Facility Support Services | 629 | - | - | - | - | - | - | 629 | 752 |
| Hardware/Software - Employees | 5,398 | - | - | - | - | - | - | 5,398 | 5,179 |
| Human Resources Support | 11,247 | - | - | - | - | - | - | 11,247 | 10,789 |
| Internet Subsidy Payment Processing | 3,226 | - | - | - | - | - | - | 3,226 | 3,712 |
| School Curriculum Supplies | 3,934 | - | - | - | - | - | - | 3,934 | 3,799 |
| Short Term Substitute Teaching | - | - | - | - | - | - | - | - | 11,217 |
| Special Populations Consultative Services | 34,019 | - | - | - | - | - | - | 34,019 | 21,861 |
| Student Technology Assistance | 86,462 | - | 86,518 | - | - | - | - | 172,980 | 69,746 |
| Tangible and Intangible Instructional Materials | 251,349 | - | - | - | - | - | - | 251,349 | 230,275 |
| Technical Support and Repairs | 26,249 | - | - | - | - | - | - | 26,249 | 24,809 |
| Voice Over IP Services | 3,239 | - | - | - | - | - | - | 3,239 | 3,107 |
| **Total Enrollment/Unit Based Fees** | **586,706** | **-** | **86,518** | **-** | **-** | **-** | **-** | **673,224** | **536,197** |
| **Revenue Based Fees** | | | | | | | | | |
| Marketing Services | 21,218 | - | - | - | - | - | - | 21,218 | 18,119 |
| School Administration | 127,311 | - | - | - | - | - | - | 127,311 | 108,716 |
| Treasury Services | 31,828 | - | - | - | - | - | - | 31,828 | 27,179 |
| **Total Revenue Based Fees** | **180,357** | **-** | **-** | **-** | **-** | **-** | **-** | **180,357** | **154,014** |
| **Total Fee-Based Expenses** | **767,063** | **-** | **86,518** | **-** | **-** | **-** | **-** | **853,581** | **690,211** |

**California Connections Academy North Bay**

**Revenue and Expense Statement 2022-2023**

| | General Fund 22-23 Budget | EPA 22-23 Budget | ESSER Funding 21-22 Budget | Title I 22-23 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close) 21-22 Forecast |
|---|---|---|---|---|---|---|---|---|---|
| **OTHER SCHOOL EXPENSES:** | | | | | | | | | |
| | | | | | | | | | |
| **Assessment** | | | | | | | | | |
| Student Testing & Assessment Facilities & Services | 14,000 | - | - | - | - | - | - | 14,000 | 13,000 |
| Student Testing & Assessment Travel | 8,995 | - | - | - | - | - | - | 8,995 | 10,117 |
| Student Testing Technology | 6,000 | - | - | - | - | - | - | 6,000 | 5,400 |
| **Total Assessment** | **28,995** | **-** | **-** | **-** | **-** | **-** | **-** | **28,995** | **28,517** |
| | | | | | | | | | |
| **Authorizer Oversight** | | | | | | | | | |
| District Oversight | 18,276 | - | - | - | - | - | - | 18,276 | 16,312 |
| SELPA Admin Fee | 5,256 | - | - | - | - | - | - | 5,256 | 6,066 |
| STRS Reporting | 766 | - | - | - | - | - | - | 766 | 814 |
| **Total Authorizer Oversight** | **24,298** | **-** | **-** | **-** | **-** | **-** | **-** | **24,298** | **23,191** |
| | | | | | | | | | |
| **Employee Related** | | | | | | | | | |
| Staff Recruiting / Background Checks | 900 | - | - | - | - | - | - | 900 | 1,950 |
| Staff Training / Prof. Dvlpmt. | 4,585 | - | 14,869 | - | 2,596 | - | - | 22,050 | 22,521 |
| Team Building | 1,678 | - | - | - | - | - | - | 1,678 | 916 |
| Travel and Meals - Administration | 1,778 | - | - | - | - | - | - | 1,778 | 3,911 |
| Travel and Meals - Teachers | 3,391 | - | - | - | - | - | - | 3,391 | 1,973 |
| **Total Employee Related** | **12,332** | **-** | **14,869** | **-** | **2,596** | **-** | **-** | **29,797** | **31,271** |
| | | | | | | | | | |
| **Facilities** | | | | | | | | | |
| Copiers/Reproduction | 563 | - | - | - | - | - | - | 563 | 600 |
| Equipment/Supplies | 4,000 | - | - | - | - | - | - | 4,000 | 3,860 |
| Expensed Furniture and Equipment | 5,267 | - | - | - | - | - | - | 5,267 | 3,775 |
| High Speed Internet | 1,219 | - | - | - | - | - | - | 1,219 | 1,267 |
| Maintenance & Repair | 1,484 | - | - | - | - | - | - | 1,484 | 1,655 |
| Office Postage | 791 | - | - | - | - | - | - | 791 | 862 |
| Office Supplies | 1,100 | - | - | - | - | - | 110 | 1,210 | 1,624 |
| Phone | 904 | - | - | - | - | - | - | 904 | 996 |
| Rent | 8,572 | - | - | - | - | - | - | 8,572 | 11,761 |
| Rent Operating Expense | 957 | - | - | - | - | - | - | 957 | 1,161 |
| Rent Storage Unit | 4,000 | - | - | - | - | - | - | 4,000 | 3,750 |
| Utilities | 847 | - | - | - | - | - | - | 847 | 1,202 |
| **Total Facilities** | **29,704** | **-** | **-** | **-** | **-** | **-** | **110** | **29,814** | **32,513** |
| | | | | | | | | | |
| **Governance** | | | | | | | | | |
| Accreditation and Consulting | 1,000 | - | - | - | - | - | - | 1,000 | 1,100 |
| Banking fees | 1,000 | - | - | - | - | - | - | 1,000 | 1,000 |
| Board Expenses | 339 | - | - | - | - | - | - | 339 | 365 |
| Dues - School | 3,000 | - | - | - | - | - | - | 3,000 | 2,519 |
| Dues - Staff | 658 | - | - | - | - | - | - | 658 | 800 |
| Insurance - D&O | 271 | - | - | - | - | - | - | 271 | 293 |
| **Total Governance** | **6,268** | **-** | **-** | **-** | **-** | **-** | **-** | **6,268** | **6,077** |
| | | | | | | | | | |
| **Internet Service Provider** | | | | | | | | | |
| ISP Payment Reimbursement | - | - | 8,000 | - | - | - | - | 8,000 | 7,328 |
| **Total Internet Service Provider** | **-** | **-** | **8,000** | **-** | **-** | **-** | **-** | **8,000** | **7,328** |
| | | | | | | | | | |
| **Instructional** | | | | | | | | | |
| Other Curriculum | 24 | - | 12,457 | - | - | - | - | 12,481 | 8,212 |
| Summer School | 484 | - | 5,567 | - | - | - | - | 6,051 | 5,061 |
| **Total Instructional** | **508** | **-** | **18,024** | **-** | **-** | **-** | **-** | **18,532** | **13,272** |
| | | | | | | | | | |
| **Professional Services** | | | | | | | | | |
| AERIES | 2,000 | - | - | - | - | - | - | 2,000 | 1,453 |
| Financial Audit | 1,352 | - | - | - | - | - | - | 1,352 | 1,378 |
| Legal | 6,367 | - | - | - | - | - | - | 6,367 | 3,132 |
| Legal Special Education | 2,098 | - | - | - | - | - | - | 2,098 | 3,133 |
| Other School Contracted Services | 1,590 | - | - | - | - | - | - | 1,590 | 1,888 |
| Other School Expense | 136 | - | - | - | - | - | - | 136 | 152 |
| **Total Professional Services** | **13,542** | **-** | **-** | **-** | **-** | **-** | **-** | **13,542** | **11,135** |
| | | | | | | | | | |
| **Student Related** | | | | | | | | | |
| Graduation | - | - | 5,000 | - | - | - | - | 5,000 | 5,000 |
| SPED Related Services | 134,842 | - | 2,158 | - | - | - | - | 137,000 | 127,131 |
| Student Activities | 275 | - | 10,225 | - | - | - | - | 10,500 | 9,323 |
| **Total Student Related** | **135,117** | **-** | **17,383** | **-** | **-** | **-** | **-** | **152,500** | **141,453** |
| | | | | | | | | | |
| **Taxes** | | | | | | | | | |
| Sales and Use Tax | - | - | - | - | - | - | - | - | 10,508 |
| **Total Taxes** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **10,508** |
| | | | | | | | | | |
| **Total Other Expenses** | **250,766** | **-** | **58,276** | **-** | **2,596** | **-** | **110** | **311,748** | **305,266** |
| ` | | | | | | | | | |
| **Total Program Expenses** | **1,795,772** | **33,481** | **153,416** | **38,000** | **6,000** | **24,400** | **10,000** | **2,061,068** | **1,829,168** |
| | | | | | | | | | |
| Net | **211,450** | - | - | - | - | - | - | **211,450** | **124,738** |
| Beginning Fund Balance | 496,540 | - | - | - | - | - | - | 496,540 | 371,802 |
| Ending Fund Balance | **707,990** | **-** | **-** | **-** | **-** | **-** | **-** | **707,990** | **496,540** |
| | | | | | | | | 34.35% | 27.15% |

"Teacher Compensation" (incl. direct spec. ed) > 40% of ADA revenue *      43.48%

Instructional Expenses > 80% of total revenue      81.37%

# CalCA North Bay 2022-2023 Budget
## Enrollment and Revenue

| | | California Connections Academy North Bay | | |
|---|---|---|---|---|
| | Marketing goal | 181 | ADM conversion | 96.68% |
| | Attendance Factor | ADM | ADA | Turnover Factor |
| | 95.7% | 175.0 | 167.4 | 29.87% |
| | | | | 249.53 |

| Grade | Grade Mix | Average Enrollment | Funded Enrollment | Total Enrollment |
|---|---|---|---|---|
| K | 8.2% | 14.3 | 13.7 | 20.4 |
| 1 | 4.3% | 7.6 | 7.3 | 10.8 |
| 2 | 3.5% | 6.1 | 5.8 | 8.7 |
| 3 | 5.4% | 9.5 | 9.1 | 13.5 |
| 4 | 4.6% | 8.0 | 7.6 | 11.4 |
| 5 | 5.4% | 9.4 | 9.0 | 13.4 |
| 6 | 5.0% | 8.8 | 8.4 | 12.5 |
| 7 | 9.8% | 17.1 | 16.3 | 24.4 |
| 8 | 6.9% | 12.1 | 11.6 | 17.2 |
| 9 | 6.0% | 10.5 | 10.1 | 15.0 |
| 10 | 8.3% | 14.5 | 13.9 | 20.7 |
| 11 | 14.5% | 25.5 | 24.3 | 36.3 |
| 12 | 18.1% | 31.7 | 30.4 | 45.3 |
| Total | 100.0% | 175.0 | 167.4 | 249.5 |

| | | | |
|---|---|---|---|
| FRPM Eligible/EL/FY Unduplicated Pupil Count | | 83.6 | 52% |
| PY P2 | | 159.91 | |
| PY K-8 P2 | | 83.56 | |
| PY 9-12 P2 | | 76.35 | |
| Revised SPED Rolling ADA | | 167.4 | |
| PY P1 | | 165.43 | |

| General Purpose Block Grant | Funding Rates | CalCAN |
|---|---|---|
| K-3 | 8,624 | 309,148 |
| 4-6 | 8,754 | 218,693 |
| 7-8 | 9,013 | 251,456 |
| 9-12 | 10,445 | 821,776 |
| Total | | 1,601,073 |

| | | |
|---|---|---|
| K-3 Add-On | 897 | 32,155 |
| 9-12 Add-On | 272 | 21,400 |
| High Needs Supplement | 20% $ | 172,974.82 |

| | |
|---|---|
| Total LCFF Funding Target | 10,917.24 |
| Funding-16-17 Rates (adjusted for COLA) | - |
| Cap Closing Increment | 100.00% |
| 20-21 Funding per ADA | 10,917.24 |
| Final LCFF | 1,827,603 |
| State Portion | 1,094,825 |
| EPA | 33,481 |
| Local Portion | 699,297 |
| Categorical | - |

| | | |
|---|---|---|
| Lottery Fund Revenue | 199 | 33,314 |
| Special Education Revenue | 715 | 119,695 |
| One time Discretionary Grant | 0 | - |
| Mandated Cost Reimbursement | | 5,000 |
| K-8 | 17 | 1,409 |
| 9-12 | 47 | 3,579 |
| State Testing Reimbursement | | 0 |
| Federal Funding - Title I | | 38,000 |
| Per Pupil | | 227 |
| Federal Funding - Title II-A | | 6,000 |
| Per Pupil | | 36 |
| Federal Funding - IDEA | | 24,400 |
| Per Pupil | | 146 |
| Federal Funding - Title IV | | 10,000 |
| Per Pupil | | 60 |
| ESSER III | | 153,416 |
| Per Pupil | | 916 |
| E-Rate | | 400 |
| ERMHS | | 6,075 |
| A-G Completion Improvement Grant | | 6,357 |
| Educator Effectiveness Block Grant | | 16,320 |
| Universal TK Grant | | 25,440 |
| Interest | | 500 |
| Total Revenue | | 2,272,518 |

**California Connections Academy North Bay**

Title & IDEA-B Funding Projection

| | Title I | Title II | IDEA - B | Title IV | ESSER |
|---|---|---|---|---|---|
| **Funding** | $38,000 | $6,000 | $24,400 | $10,000 | $153,416 |
| **Expenses** | | | | | |
| **Office Supplies** | - | - | - | 110 | - |
| **Student Activities** | | | | | 10,225 |
| **Graduation Costs** | | | | | 5,000 |
| **Metal Health Services** | | | | | 2,158 |
| **Professional Development** | - | - | - | - | 14,869 |
| **Other Curriculum** | - | - | - | - | 12,457 |
| **Travel and Conferences - Administration** | - | - | - | - | |
| **Career Ladder** | | - | | | |
| **Other School Contracted Services** | - | - | - | - | |
| **Tuition Reimbursement** | - | 2,596 | - | - | |
| **Expensed Furniture and Equipment** | - | - | - | - | |
| **Student Technology** | - | - | - | - | 86,518 |
| **Internet reimbursements** | - | - | - | - | 8,000 |
| **Summer School Curriculum** | - | - | - | - | 5,567 |
| **Instructional Staff** | 38,000 | 3,404 | 24,400 | 9,890 | 8,622 |
| **Total Expenses** | **$38,000** | **$6,000** | **$24,400** | **$10,000** | **$153,416** |

**California Connections Academy**
EPA Funding

| | EPA |
|---|---|
| **Funding** | $11,123,013 |
| | |
| **Expenses** | |
| SPED | |
| Student Testing | |
| **Instructional Staff** | 11,123,013.00 |
| **Total Expenses** | **$11,123,013** |

# California Connections Academy 2022-2023 Budget
## Staffing Model

### Enrollment Plan

| Grade | Combined | 98.6% Capo | 97.9% CenCA | 100.0% CalCAR | 95.7% CalCAN | 100.0% CenCoast | 91.8% CalMB |
|---|---|---|---|---|---|---|---|
| Kindergarten | 474 | 296 | 37 | 99 | 14 | 5 | 24 |
| First | 414 | 246 | 38 | 86 | 8 | 8 | 27 |
| Second | 381 | 229 | 31 | 88 | 6 | 6 | 20 |
| Third | 409 | 237 | 39 | 96 | 9 | 3 | 24 |
| Fourth | 414 | 252 | 35 | 89 | 8 | 5 | 26 |
| Fifth | 403 | 225 | 40 | 87 | 9 | 7 | 35 |
| Sixth | 571 | 363 | 44 | 112 | 9 | 3 | 40 |
| Seventh | 726 | 421 | 68 | 162 | 17 | 12 | 47 |
| Eighth | 776 | 471 | 54 | 179 | 12 | 12 | 48 |
| Ninth | 865 | 537 | 71 | 179 | 11 | 14 | 53 |
| Tenth | 955 | 584 | 72 | 204 | 15 | 10 | 71 |
| Eleventh | 966 | 595 | 82 | 192 | 25 | 10 | 61 |
| Twelfth | 986 | 590 | 64 | 217 | 32 | 10 | 74 |
| **Average Enrollment** | **8,341** | **5,046** | **675** | **1,791** | **175** | **104** | **549** |
| **Funded Enrollment** | **8,204** | **4,976** | **661** | **1,791** | **167** | **104** | **504** |
| **Percent Allocation** | **100%** | **61%** | **8%** | **21%** | **2.10%** | **1%** | **7%** |

### Total Population

| | | |
|---|---|---|
| Kindergarten | 474 | 6% |
| Elementary (1-5) | 2,021 | 24% |
| Middle (6-8) | 2,074 | 25% |
| Secondary (9-12) | 3,773 | 45% |
| **Total Regular FTE** | **8,341** | **100%** |

### Special Population

| Category | % | Factor | Total FTE |
|---|---|---|---|
| IEP | 13.70% | 100.0% | 1,143 |
| IEP-Alt Asses. | 0.70% | 100.0% | 58 |
| 504 | 3.40% | 0.0% | 0 |
| Gifted | 0.90% | 0.0% | 0 |
| ELL | 5.98% | 0.0% | 0 |
| **Total** | **14.400%** | | **1,201** |

### Merit Increase

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,808,039 |
| Admin (merit only) | 6.0% | 533,091 |
| | | 2,341,130 |

### Merit Increase (Net of Benefits & Taxes)

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,233,315 |
| Admin (merit only) | 6.0% | 353,978 |
| | | 1,587,293 |

### Compensation Met

Hourly Staff
Work From Home Stipend Admin
Interim Stipend

### New Staff - Salary

Avg - Existing
Adj. New Staff

### Compensation

School is Bonus to Base

Career Ladder Points
Career Ladder Point %

Summer (# of FTE)
Salary Alignment
Work From Home Stipend Teacher

### Prior Year iNaCA FTE

FTE

---

### Instructional Staff

| | 21-22 | 22-23 General Fund | 22-23 Combined | 21-22 Approved | 22-23 General Fund | 22-23 EPA | 22-23 'CARES ESSER II | 22-23 Title I | 22-23 Title II | 22-23 Title IV | 22-23 IDEA-B | 22-23 Combined | New | Average 21-22 Salaries | Average 22-23 Salaries | Total General Fund 22-23 Salaries | Total Grant 22-23 Salaries |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Elementary Teachers (K) | 34.0 | 31 | 31.0 | 11.8 | 15.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 15.3 | 3.5 | 56,425 | 59,811 | 910,359 | - |
| Elementary Teachers (1-5) | 34.0 | 114 | 34.0 | 54.2 | 15.7 | 38.6 | 1.1 | 1.5 | 0.6 | 0.0 | 0.0 | 57.4 | 3.3 | 56,425 | 59,811 | 932,900 | 2,498,387 |
| Middle School Teachers (6-8) | 29.2 | 75 | 29.2 | 68.0 | 26.7 | 40.7 | 2.6 | 0.0 | 0.0 | 0.0 | 0.0 | 70.0 | 2.0 | 56,812 | 60,221 | 1,602,889 | 2,611,180 |
| Secondary Teachers (9-12) | 27.70 | 42 | 27.10 | 132.8 | 87.9 | 47.1 | 0.0 | 1.8 | 0.3 | 0.0 | 0.0 | 137.2 | 4.4 | 56,626 | 60,024 | 5,273,551 | 2,956,995 |
| Adjuncts | | 0% | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 27,000 | 27,000 | - | - |
| Special Population Teachers | 23.2 | 28 | 22.6 | 51.0 | 43.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 10.0 | 53.1 | 2.1 | 59,328 | 62,888 | 2,710,434 | 629,229 |
| School Psychologist | 1.0 | | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 90,000 | 95,400 | 23,563 | 71,837 |
| ELL Teacher | | | 3 | 3.0 | 1.9 | 0.0 | 0.0 | 1.1 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 60,510 | 64,140 | 120,584 | 71,837 |
| Family Relationship Coor/Learning Coach | 5.0 | | 5 | 5.0 | 4.4 | 0.0 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 | 5.0 | 0.0 | 58,411 | 61,916 | 271,191 | 38,388 |
| Middle School Advisory Teachers | 170 | 394 | 160 | 12.0 | 5.3 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 13.0 | 1.0 | 59,727 | 63,311 | 332,485 | 486,906 |
| High School Counselors | 200 | 197 | 189 | 19.0 | 19.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.8 | 0.0 | 20.0 | 1.0 | 60,100 | 63,706 | 1,220,286 | 50,177 |
| **Subtotal Instructional Staff** | | | | **357.8** | **220.4** | **126.4** | **3.7** | **12.8** | **0.9** | **0.8** | **10.0** | **375.0** | **17.2** | **57,389** | **60,832** | **13,398,241** | **9,414,937** |
| | | | | | | | | | | | | | | | | | |
| Advisory /Counselor Ratio | | | 178 | | | | | | | | | | | | | | |
| Student/Teacher Ratio (Less Counselors) | | | 23.5 | | | | | | | | | | | | | | |
| Student/Teacher Ratio | | 24.1 | 22.2 | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 1,960,877 | - |
| **Subtotal Instructional Wages** | | | | | | | | | | | | | | | | **15,359,118** | **9,414,937** |
| | | | | | | | | | | | | | | | | | |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 3,934,894 | 2,382,490 |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 2,947,313 | 1,784,532 |
| Taxes | | | | 2.0% | 2.0% | | | | | | | | | | | 308,619 | 186,862 |
| **Total Instructional Expense** | | | | | | | | | | | | | | | **-** | **22,549,944** | **13,768,821** |

### Administration

| | 21-22 | 22-23 General Fund | 22-23 Combined | 21-22 Approved | 22-23 General Fund | | | | | | | 22-23 Combined | New | | | Total General Fund 22-23 Salaries | Total Grant 22-23 Salaries |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Executive Director | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Assistant Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Principal | | | 3.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Assistant Principal/Site Administrator I | 750 | 695 | 750 | 4.0 | 5.0 | | | | | | | 5.0 | 1.0 | | | | |
| Assistant Principal/Site Administrator II | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Assistant Principal/Site Administrator III | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Counseling Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Manager of Counseling Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Student Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Sr Manager of Student Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Manager of Student Services | | | 2.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Manager of Psychology Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Social Worker | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants General | 350 | 350 | 350 | 3.0 | 3.8 | | | | | | | 3.8 | 0.8 | | | | |
| Administrative Assistants Statewide | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Administrative Assistants Specialized | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Administrative Assistants Enrollment | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Administrative Assistants Finance | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants Records | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Administrative Assistants State Reporting | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants Attendance | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| SEIS Coordinator | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Mgr of School Outreach | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Assistant Director of Business Services | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Director of Finance | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Sr. Director of Business Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| School Enrollment Team Lead | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| School Executive Assistants | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Registrar | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Senior Manager of State Attendance | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| **Subtotal Administration** | | | | **52.0** | **53.8** | | | | | | | **53.8** | **1.8** | | | **4,420,279** | **-** |
| **Total Staff** | | | | **409.80** | **274.2** | **126.4** | **3.7** | **12.8** | **0.9** | **0.8** | **10.0** | **428.9** | **19.1** | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 88,140 | |
| **Subtotal Administrative Wages** | | | | | | | | | | | | | | | | **4,508,419** | **-** |
| | | | | | | | | | | | | | | | | | |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 1,149,647 | - |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 504,962 | - |
| Taxes | | | | 6.0% | 6.0% | | | | | | | | | | | 212,760 | - |
| **Total Administrative Expense** | | | | | | | | | | | | | | | | **6,375,788** | **-** |
| **Total Compensation Expense** | | | | | | | | | | | | | | | | **28,925,732** | **13,768,821** |

# California Connections Academy Schools - 2022-2023
## Shared Expense Arrangement

|  | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|
| Total ADM | 5,046 | 675 | 1,791 | 175 | 104 | 549 | 8,341 |
| Allocation % | 61% | 8% | 21% | 2% | 1% | 7% | 100% |

### Compensation Expense

|  | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **Administrative Services** |  |  |  |  |  |  |  |  |  |  |
| General | Yes | 410.49 | per budgeted ADM | 2,071,481 | 277,133 | 735,286 | 71,835 | 42,794 | 225,397 | 3,423,925 |
| SPED | Yes | 21.42 | per budgeted ADM | 108,117 | 14,464 | 38,377 | 3,749 | 2,234 | 11,764 | 178,705 |
| Counseling | Yes | 32.75 | per budgeted ADM | 165,259 | 22,109 | 58,660 | 5,731 | 3,414 | 17,982 | 273,154 |
| Classified | Yes | 299.72 | per budgeted ADM | 1,512,507 | 202,351 | 536,874 | 52,451 | 31,246 | 164,575 | 2,500,004 |
| **Total Administrative Expense** |  |  |  | 3,857,364 | 516,058 | 1,369,196 | 133,765 | 79,688 | 419,718 | 6,375,788 |
| **Instructional Services** |  |  |  |  |  |  |  |  |  |  |
| General | Yes | 2,012.65 | per ADM | 15,835,886 | 168,725 | 130,993 | 523,281 | 351,607 | 1,858,464 | 18,868,957 |
| SPED | Yes | 476.38 | per ADM | 2,403,972 | 321,616 | 853,306 | 83,365 | 49,663 | 261,575 | 3,973,496 |
| Counseling | Yes | 214.48 | per ADM | 1,082,311 | 144,797 | 384,174 | 37,532 | 22,359 | 117,766 | 1,788,939 |
| EPA | Yes | - | per ADM | 995,140 | 2,010,139 | 5,952,986 | 33,481 | 20,850 | 100,806 | 9,113,401 |
| CARES ESSER II | Yes | - | per ADM | 238,075 | 41,235 | 39,734 | 8,622 | - | - | 327,665 |
| Title Teachers I, II, IV | Yes | - | per ADM | 849,486 | 171,337 | 251,739 | 51,294 | - | - | 1,323,856 |
| IDEA-B Teachers | Yes | - | per ADM | 568,050 | 81,800 | 186,500 | 24,400 | 9,450 | 52,250 | 922,450 |
| **Total Instructional Expense** |  |  |  | 21,972,921 | 2,939,649 | 7,799,431 | 761,974 | 453,928 | 2,390,861 | 36,318,765 |
| **Total Compensation Expense** |  |  |  | 25,830,285 | 3,455,706 | 9,168,628 | 895,740 | 533,616 | 2,810,579 | 42,694,553 |

### Non-Compensation Expense

|  | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **Enrollment/Unit Based Fees** |  |  |  |  |  |  |  |  |  |  |
| Educational Resource Center | No | - | N/A | - | - | - | - | - | - | - |
| ConnexusTM Annual License (LMS | No | - | N/A | - | - | - | - | - | - | - |
| Technical Support and Repairs | No | - | N/A | - | - | - | - | - | - | - |
| Accounting and Regulatory Report | No | - | N/A | - | - | - | - | - | - | - |
| Direct Course Instruction Support | No | - | per ADM | - | - | - | - | - | - | - |
| Short Term Substitute Teaching | Yes | - | per ADM | - | - | - | - | - | - | - |
| Hardware/Software - Employees | Yes | - | per STAFF | 155,673 | 20,827 | 55,257 | 5,398 | 3,216 | 16,939 | 257,310 |
| Voice Over IP Services | Yes | 18.51 | N/A | 93,404 | 12,496 | 33,154 | 3,239 | 1,930 | 10,163 | 154,386 |
| Human Resources Support | Yes | 64.27 | per ADM | 324,319 | 43,389 | 115,119 | 11,247 | 6,700 | 35,289 | 536,063 |
| School Curriculum Supplies | Yes | 22.48 | per ADM | 113,443 | 15,177 | 40,267 | 3,934 | 2,344 | 12,344 | 187,509 |
| Facility Support Services | Yes | 3.60 | per budgeted ADM | 18,150 | 2,428 | 6,442 | 629 | 375 | 1,975 | 30,000 |
| Student Technology Assistance | No | - | N/A | - | - | - | - | - | - | - |
| Internet Subsidy Payment Process | No | - | N/A | - | - | - | - | - | - | - |
| Enrollment and Records Managem | No | - | N/A | - | - | - | - | - | - | - |
| Curriculum Postage | No | - | N/A | - | - | - | - | - | - | - |
| Tangible and Intangible Instruction | No | - | N/A | - | - | - | - | - | - | - |
| Special Populations Consultative S | No | - | N/A | - | - | - | - | - | - | - |
| Community Outreach | No | - | N/A | - | - | - | - | - | - | - |
| **Revenue Based Fees** |  |  |  |  |  |  |  |  |  |  |
| Treasury Services | No | - | N/A | - | - | - | - | - | - | - |
| Marketing Services | No | - | N/A | - | - | - | - | - | - | - |
| School Administration | No | - | N/A | - | - | - | - | - | - | - |
| **Pass-Through Expenses** |  |  |  |  |  |  |  |  |  |  |
| Office Supplies | Yes | 6.91 | per ADM | 34,893 | 4,668 | 12,385 | 1,210 | 721 | 3,797 | 57,674 |
| SPED Related Services | No | - | per ADM | - | - | - | - | - | - | - |
| Expensed Furniture and Equipmen | Yes | 30.10 | per budgeted ADM | 151,894 | 20,321 | 53,916 | 5,267 | 3,138 | 16,528 | 251,064 |
| Copiers/Reproduction | Yes | 3.22 | per ADM | 16,240 | 2,173 | 5,765 | 563 | 336 | 1,767 | 26,844 |
| Office Postage | Yes | 4.52 | per ADM | 22,797 | 3,050 | 8,092 | 791 | 471 | 2,481 | 37,681 |
| ISP Payment Reimbursement | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Fa | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Tra | Yes | 51.40 | per ADM | 259,394 | 34,703 | 92,074 | 8,995 | 5,359 | 28,224 | 428,749 |
| Student Testing Technology | No | - | N/A | - | - | - | - | - | - | - |
| Staff Recruiting / Background Che | Yes | 5.14 | per ADM | 25,957 | 3,473 | 9,214 | 900 | 536 | 2,824 | 42,904 |
| Staff Training / Prof. Dvlpmt. | Yes | 126.00 | per ADM | 635,838 | 85,066 | 225,695 | 22,050 | 13,135 | 69,185 | 1,050,969 |
| Travel and Meals - Administration | Yes | 10.16 | per ADM | 51,259 | 6,858 | 18,195 | 1,778 | 1,059 | 5,577 | 84,726 |
| Travel and Meals - Teachers | Yes | 19.38 | per ADM | 97,786 | 13,082 | 34,710 | 3,391 | 2,020 | 10,640 | 161,629 |
| Team Building | Yes | 9.59 | per ADM | 48,400 | 6,475 | 17,180 | 1,678 | 1,000 | 5,266 | 80,000 |
| Maintenance & Repair | Yes | 8.48 | per budgeted ADM | 42,795 | 5,725 | 15,190 | 1,484 | 884 | 4,657 | 70,736 |
| High Speed Internet | Yes | 6.96 | per ADM | 35,141 | 4,701 | 12,474 | 1,219 | 726 | 3,824 | 58,084 |
| Phone | Yes | 5.17 | per ADM | 26,075 | 3,488 | 9,256 | 904 | 539 | 2,837 | 43,099 |
| Rent | Yes | 48.99 | per budgeted ADM | 247,197 | 33,071 | 87,744 | 8,572 | 5,107 | 26,897 | 408,589 |
| Rent Operating Expense | Yes | 5.47 | per budgeted ADM | 27,601 | 3,693 | 9,797 | 957 | 570 | 3,003 | 45,621 |
| Rent Storage Unit | No | - | N/A | - | - | - | - | - | - | - |
| Utilities | Yes | 4.84 | per budgeted ADM | 24,420 | 3,267 | 8,668 | 847 | 504 | 2,657 | 40,363 |
| **Other School Expenses** |  |  |  |  |  |  |  |  |  |  |
| Banking fees | No | - | N/A | - | - | - | - | - | - | - |
| Financial Audit | Yes | 7.72 | N/A | 38,974 | 5,214 | 13,834 | 1,352 | 805 | 4,241 | 64,419 |
| District Oversight | No | - | N/A | - | - | - | - | - | - | - |
| STRS Reporting | Yes | 4.38 | per ADM | 22,101 | 2,957 | 7,845 | 766 | 457 | 2,405 | 36,530 |
| District Administrative Fees | No | - | N/A | - | - | - | - | - | - | - |
| Student Activities | No | - | N/A | - | - | - | - | - | - | - |
| Graduation | No | - | N/A | - | - | - | - | - | - | - |
| Board Expenses | Yes | 1.94 | N/A | 9,782 | 1,309 | 3,472 | 339 | 202 | 1,064 | 16,169 |
| Dues - Staff | Yes | 3.76 | per ADM | 18,985 | 2,540 | 6,739 | 658 | 392 | 2,066 | 31,379 |
| Dues - School | No | - | N/A | - | - | - | - | - | - | - |
| Other School Expense | Yes | 0.78 | N/A | 3,915 | 524 | 1,390 | 136 | 81 | 426 | 6,472 |
| Other Curriculum | Yes | 71.32 | N/A | 359,914 | 48,151 | 127,754 | 12,481 | 7,435 | 39,162 | 594,898 |
| Prop 39 Clean Energy Implementa | No | - | N/A | - | - | - | - | - | - | - |
| Other School Contracted Services | Yes | 9.08 | N/A | 45,841 | 6,133 | 16,272 | 1,590 | 947 | 4,988 | 75,770 |
| Accreditation and Consulting | No | - | per ADM | - | - | - | - | - | - | - |
| Insurance - D&O | Yes | 1.55 | N/A | 7,811 | 1,045 | 2,773 | 271 | 161 | 850 | 12,911 |
| AERIES | No | - | per ADM | - | - | - | - | - | - | - |
| Summer School | Yes | 34.58 | per ADM | 174,504 | 23,346 | 61,941 | 6,051 | 3,605 | 18,988 | 288,436 |
| Legal | Yes | 36.39 | N/A | 183,617 | 24,565 | 65,176 | 6,367 | 3,793 | 19,979 | 303,498 |
| Legal Special Education | Yes | 11.99 | N/A | 60,500 | 8,094 | 21,475 | 2,098 | 1,250 | 6,583 | 100,000 |
| **Total Non-Compensation Expense** |  |  |  | 3,378,622 | 452,009 | 1,199,264 | 117,163 | 69,797 | 367,626 | 5,584,482 |
| **Grand Total Shared Expense** |  |  |  | 29,208,906 | 3,907,715 | 10,367,892 | 1,012,903 | 603,413 | 3,178,204 | 48,279,035 |

# CalCA North Bay
## Fee Schedule
## 2022-2023 Budget

| Fee | CalCAN Factor | Notes | Taxable? (Yes/No) |
|---|---|---|---|
| Educational Resource Center | $126.00 | per each enrolled student, calculated as an average over the school year | No |
| Connexus™ Annual License (EMS) | $600.00 | per each enrolled student, calculated as an average over the school year | No |
| Technical Support and Repairs | $150.00 | per each enrolled student, calculated as an average over the school year | No |
| Accounting and Regulatory Reporting | $50.00 | per each enrolled student, calculated as an average over the school year | No |
| Direct Course Instruction Support | $2.75 | per student day; based on enrollment at a point in time each month in a Pearson Online Academy supported course | No |
| Short Term Substitute Teaching Services | $300.00 | per day, if service is provided by a teacher employed by the EMO Partner | No |
| Hardware/Software - Employees | $600.00 | per each staff member employed at the end of the year | Yes |
| Voice Over IP Services | $360.00 | per each staff member employed at the end of the year | No |
| Human Resources Support | $1,250.00 | per each staff member employed at the end of the year | No |
| School Curriculum Supplies | $500.00 | per each teacher employed at the end of the school year | Yes |
| Facility Support Services | $15,000.00 | per each school office location | No |
| Student Technology Assistance* | $575.00 | per each laptop computer provided by CA at any time during the school year*** | Yes |
| Internet Subsidy Payment Processing | $25.00 | per each household receiving an Internet Subsidy Payment at any time during the school year | No |
| Enrollment and Records Management | $40.00 | per each student enrolled at any time during the school year | No |
| Curriculum Postage | $33.00 | per each student enrolled at any time during the school year | No |
| Intangible Instructional Materials - Kindergarten* | $443.00 | per each Kindergarten student enrolled at any time during the school year | No |
| Tangible Instructional Materials - Kindergarten* | $157.00 | per each Kindergarten student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 1st-5th Grade* | $704.00 | per each 1st - 5th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 1st-5th Grade* | $246.00 | per each 1st - 5th grade student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 6th-12th Grade* | $795.00 | per each 6th - 12th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 6th-12th Grade* | $280.00 | per each 6th - 12th grade student enrolled at any time during the school year | Yes |
| Treasury Services | 1.50% | of all revenue from governmental sources, excluding any special education revenue | No |
| Marketing Services | 1.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| School Administration | 6.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| Special Populations Consultative Services | $150.00 | per each IEP student per month | No |
| Employee Benefits | 25.50% | per actual gross wages and bonus accrual for administration and teachers | No |
| Community Outreach | - | board approved budget for school's contribution toward outreach effort | - |

| Expenses Reimbursed to Connections Academy at Cost | Expenses Paid by the School by Contractual Obligation |
|---|---|
| Employee Wages and Taxes | Banking fees |
| Employer Contribution to State Pension Plan | Fiscal Consulting |
| Taxes for certified employees | Financial Audit |
| Office Supplies | District Oversight |
| Expensed Furniture and Equipment | STRS Reporting |
| Copiers/Reproduction | Outside Administrative Services |
| Office Postage | Student Activities |
| ISP Payment Reimbursement | Graduation |
| Student Testing & Assessment | Staff Activities |
| Staff Recruiting | Board Expenses |
| Staff Training / Professional Development | Dues |
| Travel and Conferences - Teachers | Insurance - D&O |
| Travel and Conferences - Administration | Other Curriculum Supplies |
| Team Building | Summer School |
| Maintenance & Repair | Legal |
| High Speed Internet | Any other expenses for services not contracted to Connections Academy of California, LLC |
| Phone | |
| Rent | |
| Rent Operating Expense | |
| Rent - Storage Unit | |
| Utilities | |
| Building Safety Program | |
| Contract School Staff | |

**\* Items under Student Technology Assistance and Tangible and Intangible Instructional Materials are provided to the school and its students for use during the school year.**
**They remain the property of Connections Academy and/or its vendors.**

**\*\* Total computers provided by CA are calculated by combining the sum of all computers assigned to a household as counted on the first school day of September**
**plus each computer shipped thereafter at any time during the school year, excluding computers shipped for the following reasons:**
**\* Reshipment for replacement or repair**
**\* Student Supplemental Technical Equipment**
**\* Computers Approved for Special Education Students**

| Taxable Fees | CalCAN |
|---|---|
| Tax Rate | 7.75% |
| | |
| Hardware/Software - Employees | 418 |
| School Curriculum Supplies | 305 |
| Student Technology Assistance* | 13,406 |
| Tangible Instructional Materials - Kindergarten* | 174 |
| Tangible Instructional Materials - 1st-5th Grade* | 773 |
| Tangible Instructional Materials - 6th-12th Grade* | 2,608 |
| | |
| **Total Tax Liability** | **17,684** |

# California Connections Academy Northern California
## Revenue and Expense Statement 2022-2023

| | General Fund 22-23 Budget | EPA 22-23 Budget | ESSER Funding 22-23 Budget | Title I 22-23 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close) 21-22 Forecast |
|---|---|---|---|---|---|---|---|---|---|
| Board Approved 9/30 Enrollment | 1,865 | | | | | | | 1,865 | |
| Average Enrollment | 1,791 | | | | | | | 1,791 | 1,557 |
| Funded Enrollment (P-2 ADA) | 1,791 | | | | | | | 1,791 | 1,558 |
| **Revenue** | | | | | | | | | |
| **State Funding** | | | | | | | | | |
| A-G Completion Improvement Grant | 41,383 | - | - | - | - | - | - | 41,383 | - |
| ERMHS | 103,852 | - | - | - | - | - | - | 103,852 | 80,879 |
| Educator Effectiveness Block Grant | 59,690 | - | - | - | - | - | - | 59,690 | - |
| LCFF / General Purpose Block Grant - State | 8,905,016 | - | - | - | - | - | - | 8,905,016 | 8,839,567 |
| LCFF / General Purpose Block Grant - State EPA | - | 7,262,598 | - | - | - | - | - | 7,262,598 | 4,186,489 |
| Lottery | 356,454 | - | - | - | - | - | - | 356,454 | 303,035 |
| Mandated Cost Reimbursement | 46,000 | - | - | - | - | - | - | 46,000 | 40,000 |
| Special Education Dispute Prevention | - | - | - | - | - | - | - | - | 16,223 |
| Special Education Learning Recovery | - | - | - | - | - | - | - | - | 73,002 |
| Special Education Pass through funds - State | 1,280,728 | - | - | - | - | - | - | 1,280,728 | 997,427 |
| Universal TK Grant | 55,846 | - | - | - | - | - | - | 55,846 | - |
| **Total State Funding** | **10,848,969** | **7,262,598** | **-** | **-** | **-** | **-** | **-** | **18,111,566** | **14,536,623** |
| **Federal & Other Programs Funding** | | | | | | | | | |
| ESSER Funding | - | - | 1,255,253 | - | - | - | - | 1,255,253 | 633,516 |
| E-Rate Funds | 4,300 | - | - | - | - | - | - | 4,300 | 3,700 |
| Federal Funding - IDEA | - | - | - | - | - | 186,500 | - | 186,500 | 177,625 |
| Federal Funding - Title I | - | - | - | 225,000 | - | - | - | 225,000 | 213,767 |
| Federal Funding - Title II | - | - | - | - | 38,000 | - | - | 38,000 | 35,000 |
| Federal Funding - Title IV | - | - | - | - | - | - | 14,200 | 14,200 | 15,000 |
| **Total Federal & Other Programs Funding** | **4,300** | **-** | **1,255,253** | **225,000** | **38,000** | **186,500** | **14,200** | **1,723,253** | **1,078,608** |
| **Local Funding** | | | | | | | | | |
| LCFF / General Purpose Block Grant - Local | 2,984,814 | - | - | - | - | - | - | 2,984,814 | 2,281,453 |
| **Total Local Funding** | **2,984,814** | **-** | **-** | **-** | **-** | **-** | **-** | **2,984,814** | **2,281,453** |
| **Other Funding** | | | | | | | | | |
| Interest | 8,000 | - | - | - | - | - | - | 8,000 | 8,000 |
| **Total Other Funding** | **8,000** | **-** | **-** | **-** | **-** | **-** | **-** | **8,000** | **8,000** |
| **Total Revenue** | **13,846,083** | **7,262,598** | **1,255,253** | **225,000** | **38,000** | **186,500** | **14,200** | **22,827,633** | **17,904,684** |
| **Compensation Expense** | | | | | | | | | |
| **Administrative Compensation** | | | | | | | | | |
| Salaries - Administration | 1,369,196 | - | - | - | - | - | - | 1,369,196 | 789,927 |
| Benefits - Administration | - | - | - | - | - | - | - | - | 193,532 |
| Pension - Administration | - | - | - | - | - | - | - | - | 72,498 |
| Taxes - Administration | - | - | - | - | - | - | - | - | 28,142 |
| **Total Administrative Compensation** | **1,369,196** | **-** | **-** | **-** | **-** | **-** | **-** | **1,369,196** | **1,084,099** |
| **Instructional Compensation** | | | | | | | | | |
| Salaries - Teachers | 1,368,473 | 5,952,986 | 39,734 | 225,000 | 13,574 | 186,500 | 13,165 | 7,799,431 | 4,353,403 |
| Benefits - Teachers | - | - | - | - | - | - | - | - | 1,071,767 |
| Pension - Teachers | - | - | - | - | - | - | - | - | 765,851 |
| Taxes - Teachers | - | - | - | - | - | - | - | - | 96,870 |
| **Total Instructional Staff Compensation** | **1,368,473** | **5,952,986** | **39,734** | **225,000** | **13,574** | **186,500** | **13,165** | **7,799,431** | **6,287,891** |
| **Total Compensation Expense** | **2,737,669** | **5,952,986** | **39,734** | **225,000** | **13,574** | **186,500** | **13,165** | **9,168,628** | **7,371,990** |
| **Enrollment/Unit Based Fees** | | | | | | | | | |
| Accounting and Regulatory Reporting | 89,561 | - | - | - | - | - | - | 89,561 | 79,275 |
| Community Outreach | 50,000 | - | - | - | - | - | - | 50,000 | 50,000 |
| ConnexusTM Annual License (LMS) | 1,074,736 | - | - | - | - | - | - | 1,074,736 | 951,304 |
| Curriculum Postage | 82,916 | - | - | - | - | - | - | 82,916 | 72,006 |
| Direct Course Instruction Support | 47,825 | - | - | - | - | - | - | 47,825 | 36,256 |
| Educational Resource Center | 225,695 | - | - | - | - | - | - | 225,695 | 199,774 |
| Enrollment and Records Management | 100,504 | - | - | - | - | - | - | 100,504 | 87,280 |
| Facility Support Services | 6,442 | - | - | - | - | - | - | 6,442 | 6,120 |
| Hardware/Software - Employees | 55,257 | - | - | - | - | - | - | 55,257 | 50,071 |
| Human Resources Support | 115,119 | - | - | - | - | - | - | 115,119 | 104,315 |
| Internet Subsidy Payment Processing | 38,698 | - | - | - | - | - | - | 38,698 | 38,020 |
| School Curriculum Supplies | 40,267 | - | - | - | - | - | - | 40,267 | 36,727 |
| Short Term Substitute Teaching | - | - | - | - | - | - | - | - | 104,282 |
| Special Populations Consultative Services | 348,215 | - | - | - | - | - | - | 348,215 | 343,517 |
| Student Technology Assistance | 912,313 | - | 864,080 | - | - | - | - | 1,776,393 | 680,348 |
| Tangible and Intangible Instructional Materials | 2,556,911 | - | - | - | - | - | - | 2,556,911 | 2,211,975 |
| Technical Support and Repairs | 268,684 | - | - | - | - | - | - | 268,684 | 237,826 |
| Voice Over IP Services | 33,154 | - | - | - | - | - | - | 33,154 | 30,043 |
| **Total Enrollment/Unit Based Fees** | **6,046,299** | **-** | **864,080** | **-** | **-** | **-** | **-** | **6,910,379** | **5,319,139** |
| **Revenue Based Fees** | | | | | | | | | |
| Marketing Services | 212,486 | - | - | - | - | - | - | 212,486 | 165,515 |
| School Administration | 1,274,913 | - | - | - | - | - | - | 1,274,913 | 993,092 |
| Treasury Services | 318,728 | - | - | - | - | - | - | 318,728 | 248,273 |
| **Total Revenue Based Fees** | **1,806,127** | **-** | **-** | **-** | **-** | **-** | **-** | **1,806,127** | **1,406,880** |
| **Total Fee-Based Expenses** | **7,852,426** | **-** | **864,080** | **-** | **-** | **-** | **-** | **8,716,506** | **6,726,019** |

**California Connections Academy Northern California**
**Revenue and Expense Statement 2022-2023**

| OTHER SCHOOL EXPENSES: | General Fund 22-23 Budget | EPA 22-23 Budget | ESSER Funding 22-23 Budget | Title I 22-23 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close) 21-22 Forecast |
|---|---|---|---|---|---|---|---|---|---|
| **Assessment** | | | | | | | | | |
| Student Testing & Assessment Facilities & Services | 131,000 | - | - | - | - | - | - | 131,000 | 114,000 |
| Student Testing & Assessment Travel | 92,074 | - | - | - | - | - | - | 92,074 | 82,565 |
| Student Testing Technology | 41,000 | - | - | - | - | - | - | 41,000 | 36,000 |
| **Total Assessment** | **264,074** | **-** | **-** | **-** | **-** | **-** | **-** | **264,074** | **232,565** |
| | | | | | | | | | |
| **Authorizer Oversight** | | | | | | | | | |
| District Administrative Fees | 10,000 | - | - | - | - | - | - | 10,000 | 10,000 |
| District Oversight | 191,524 | - | - | - | - | - | - | 191,524 | 153,075 |
| SELPA Admin Fee | 54,988 | - | - | - | - | - | - | 54,988 | 56,517 |
| STRS Reporting | 7,845 | - | - | - | - | - | - | 7,845 | 6,625 |
| **Total Authorizer Oversight** | **264,357** | **-** | **-** | **-** | **-** | **-** | **-** | **264,357** | **226,217** |
| | | | | | | | | | |
| **Employee Related** | | | | | | | | | |
| Staff Recruiting / Background Checks | 9,214 | - | - | - | - | - | - | 9,214 | 7,783 |
| Staff Training / Prof. Dvlpmt. | 143,650 | - | 57,619 | - | 24,426 | - | - | 225,695 | 185,286 |
| Team Building | 17,180 | - | - | - | - | - | - | 17,180 | 7,679 |
| Travel and Meals - Administration | 18,195 | - | - | - | - | - | - | 18,195 | 30,689 |
| Travel and Meals - Teachers | 34,710 | - | - | - | - | - | - | 34,710 | 16,068 |
| **Total Employee Related** | **222,948** | **-** | **57,619** | **-** | **24,426** | **-** | **-** | **304,993** | **247,504** |
| | | | | | | | | | |
| **Facilities** | | | | | | | | | |
| Copiers/Reproduction | 5,765 | - | - | - | - | - | - | 5,765 | 4,827 |
| Equipment/Supplies | 11,000 | - | - | - | - | - | - | 11,000 | 9,200 |
| Expensed Furniture and Equipment | 53,916 | - | - | - | - | - | - | 53,916 | 51,826 |
| High Speed Internet | 12,474 | - | - | - | - | - | - | 12,474 | 11,100 |
| Maintenance & Repair | 15,190 | - | - | - | - | - | - | 15,190 | 13,456 |
| Office Postage | 8,092 | - | - | - | - | - | - | 8,092 | 7,019 |
| Office Supplies | 11,350 | - | - | - | - | - | 1,035 | 12,385 | 10,647 |
| Phone | 9,256 | - | - | - | - | - | - | 9,256 | 8,114 |
| Rent | 87,744 | - | - | - | - | - | - | 87,744 | 95,789 |
| Rent Operating Expense | 9,797 | - | - | - | - | - | - | 9,797 | 9,738 |
| Rent Storage Unit | 5,000 | - | - | - | - | - | - | 5,000 | 4,000 |
| Utilities | 8,668 | - | - | - | - | - | - | 8,668 | 10,081 |
| **Total Facilities** | **238,252** | **-** | **-** | **-** | **-** | **-** | **1,035** | **239,287** | **235,797** |
| | | | | | | | | | |
| **Governance** | | | | | | | | | |
| Accreditation and Consulting | 1,000 | - | - | - | - | - | - | 1,000 | 1,100 |
| Banking fees | 5,000 | - | - | - | - | - | - | 5,000 | 4,000 |
| Board Expenses | 3,472 | - | - | - | - | - | - | 3,472 | 3,061 |
| Dues - School | 27,000 | - | - | - | - | - | - | 27,000 | 23,328 |
| Dues - Staff | 6,739 | - | - | - | - | - | - | 6,739 | 5,010 |
| Insurance - D&O | 2,773 | - | - | - | - | - | - | 2,773 | 2,384 |
| **Total Governance** | **45,984** | **-** | **-** | **-** | **-** | **-** | **-** | **45,984** | **38,883** |
| | | | | | | | | | |
| **Internet Service Provider** | | | | | | | | | |
| ISP Payment Reimbursement | - | - | 89,000 | - | - | - | - | 89,000 | 77,416 |
| **Total Internet Service Provider** | **-** | **-** | **89,000** | **-** | **-** | **-** | **-** | **89,000** | **77,416** |
| | | | | | | | | | |
| **Instructional** | | | | | | | | | |
| Other Curriculum | 18,878 | - | 108,876 | - | - | - | - | 127,754 | 62,148 |
| Summer School | 16,603 | - | 45,338 | - | - | - | - | 61,941 | 41,216 |
| **Total Instructional** | **35,481** | **-** | **154,214** | **-** | **-** | **-** | **-** | **189,695** | **103,365** |
| | | | | | | | | | |
| **Professional Services** | | | | | | | | | |
| AERIES | 13,000 | - | - | - | - | - | - | 13,000 | 11,522 |
| Financial Audit | 13,834 | - | - | - | - | - | - | 13,834 | 11,835 |
| Legal | 65,176 | - | - | - | - | - | - | 65,176 | 120,868 |
| legal Special Education | 21,475 | - | - | - | - | - | - | 21,475 | 120,869 |
| Other School Contracted Services | 16,272 | - | - | - | - | - | - | 16,272 | 14,488 |
| Other School Expense | 1,390 | - | - | - | - | - | - | 1,390 | 1,235 |
| **Total Professional Services** | **131,146** | **-** | **-** | **-** | **-** | **-** | **-** | **131,146** | **280,817** |
| | | | | | | | | | |
| **Student Related** | | | | | | | | | |
| Graduation | 100 | - | 9,900 | - | - | - | - | 10,000 | 9,000 |
| SPED Related Services | - | 1,309,612 | 14,388 | - | - | - | - | 1,324,000 | 1,149,175 |
| Student Activities | 1,682 | - | 26,318 | - | - | - | - | 28,000 | 23,925 |
| **Total Student Related** | **1,782** | **1,309,612** | **50,606** | **-** | **-** | **-** | **-** | **1,362,000** | **1,182,100** |
| | | | | | | | | | |
| **Taxes** | | | | | | | | | |
| Sales and Use Tax | 181,825 | - | - | - | - | - | - | 181,825 | 101,765 |
| **Total Taxes** | **181,825** | **-** | **-** | **-** | **-** | **-** | **-** | **181,825** | **101,765** |
| | | | | | | | | | |
| **Total Other Expenses** | **1,385,848** | **1,309,612** | **351,439** | **-** | **24,426** | **-** | **1,035** | **3,072,360** | **2,726,429** |
| | | | | | | | | | |
| **Total Program Expenses** | **11,975,943** | **7,262,598** | **1,255,253** | **225,000** | **38,000** | **186,500** | **14,200** | **20,957,494** | **16,824,437** |
| | | | | | | | | | |
| | | | | | | | | | |
| Net | **1,870,140** | - | - | - | - | - | - | 1,870,140 | 1,080,247 |
| Beginning Fund Balance | **1,860,790** | - | - | - | - | - | - | 1,860,790 | 780,543 |
| Ending Fund Balance | **3,730,930** | - | - | - | - | - | - | 3,730,930 | 1,860,790 |
| | | | | | | | | 17.80% | 11.1% |

"Teacher Compensation" (incl. direct spec. ed) > 40% of ADA revenue *    43.8%
Instructional Expenses > 80% of total revenue    81.9%

# CalCA Northern California 2022-2023 Budget
## Enrollment and Revenue

| | California Connections Academy Northern California | | | |
|---|---|---|---|---|
| | **Marketing goal** | **1865** | **ADM conversion** | **96.04%** |
| | **Attendance Factor** | **ADM** | **ADA** | **Turnover Factor** |
| | **100.0%** | **1,791.2** | **1,791.2** | **28.7%** |
| | | | | **2512.59** |
| Grade | **Grade Mix** | **Average Enrollment** | **Funded Enrollment** | **Total Enrollment** |
| K | 5.52% | 98.8 | 98.8 | 138.60 |
| 1 | 4.81% | 86.2 | 86.2 | 120.91 |
| 2 | 4.93% | 88.3 | 88.3 | 123.80 |
| 3 | 5.34% | 95.6 | 95.6 | 134.12 |
| 4 | 4.99% | 89.3 | 89.3 | 125.30 |
| 5 | 4.86% | 87.1 | 87.1 | 122.21 |
| 6 | 6.23% | 111.5 | 111.5 | 156.42 |
| 7 | 9.06% | 162.2 | 162.2 | 227.57 |
| 8 | 10.02% | 179.5 | 179.5 | 251.75 |
| 9 | 10.02% | 179.5 | 179.5 | 251.73 |
| 10 | 11.40% | 204.2 | 204.2 | 286.42 |
| 11 | 10.74% | 192.4 | 192.4 | 269.94 |
| 12 | 12.09% | 216.6 | 216.6 | 303.82 |
| **Total** | **100.0%** | **1,791.2** | **1,791.2** | **2,512.6** |

| | | | |
|---|---|---|---|
| FRPM Eligible/EL/FY Unduplicated Pupil Count | | 667.9 | 44% |
| PY P2 | | 1,522.79 | |
| PY K-8 P2 | | 847.87 | |
| PY 9-12 P2 | | 674.92 | |
| Revised SPED Rolling ADA | | 1,791.2 | |
| PY P1 | | 1,557.62 | |
| General Purpose Block Grant | Funding Rates | CalCAR | |
| K-3 | *8,624* | 3,181,190 | |
| 4-6 | *8,754* | 2,520,826 | |
| 7-8 | *9,013* | 3,079,816 | |
| 9-12 | *10,445* | 8,279,543 | |
| Total | | 17,061,375 | |
| | | | |
| **K-3 Add-On** | *897* | **330,882** | |
| **9-12 Add-On** | *272* | **215,609** | |
| **High Needs Supplement** | *20%* | $ 1,544,561.98 | |
| | | | |
| **Total LCFF Funding Target** | | 10,692.35 | |
| **Funding-16-17 Rates (adjusted for COLA)** | | 1,464.69 | |
| **Cap Closing Increment** | | 100.00% | |
| **20-21 Funding per ADA** | | 10,692.35 | |
| **Final LCFF** | | **19,152,428** | |
| State Portion | | 8,905,016 | |
| EPA | | 7,262,598 | |
| Local Portion | | 2,984,814 | |
| Categorical | | - | |
| | | | |
| **Lottery Fund Revenue** | 199 | **356,454** | |
| | | | |
| **Special Education Revenue** | 715 | **1,280,728** | |
| | | | |
| **One time Discretionary Grant** | 0 | **-** | |
| | | | |
| **Mandated Cost Reimbursement** | | **46,000** | |
| K-8 | 17 | 14,295 | |
| 9-12 | 47 | 31,634 | |
| | | | |
| **State Testing Reimbursement** | | **0** | |
| | | | |
| **Federal Funding - Title I** | | **225,000** | |
| Per Pupil | | 126 | |
| | | | |
| **Federal Funding - Title II-A** | | **38,000** | |
| Per Pupil | | 21 | |
| | | | |
| **Federal Funding - IDEA** | | **186,500** | |
| Per Pupil | | 104 | |
| | | | |
| **Federal Funding - Title IV** | | **14,200** | |
| Per Pupil | | 8 | |
| | | | |
| **ESSER III** | | **1,255,253** | |
| Per Pupil | | 701 | |
| | | | |
| **E-Rate** | | **4,300** | |
| | | | |
| **ERMHS** | | **103,852** | |
| | | | |
| **A-G Completion Improvement Grant** | | **41,383** | |
| | | | |
| **Educator Effectiveness Block Grant** | | **59,690** | |
| | | | |
| **Universal TK Grant** | | **55,846** | |
| | | | |
| **Interest** | | **8,000** | |
| | | | |
| **Total Revenue** | | **22,827,633** | |

**California Connections Academy Northern California**
Title & IDEA-B Funding Projection

| | Title I | Title II | IDEA - B | Title IV | CARES ESSER |
|---|---|---|---|---|---|
| **Funding** | $225,000 | $38,000 | $186,500 | $14,200 | $1,255,253 |
| **Expenses** | | | | | |
| **Office Supplies** | - | - | - | 1,035 | - |
| **Student Activities** | | | | | 26,318 |
| **Graduation Costs** | | | | | 9,900 |
| **Metal Health Services** | | | | | 14,388 |
| **Professional Development** | - | - | - | - | 57,619 |
| **Other Curriculum** | - | - | - | - | 108,876 |
| **Travel and Conferences - Administration** | - | - | - | - | |
| **Career Ladder** | | - | | | |
| **Other School Contracted Services** | - | - | - | - | |
| **Tuition Reimbursement** | - | 24,426 | - | - | |
| **Expensed Furniture and Equipment** | - | - | - | - | |
| **Student Technology** | - | - | - | - | 864,080 |
| **Internet reimbursements** | - | - | - | - | 89,000 |
| **Summer School Curriculum** | - | - | - | - | 45,338 |
| **Instructional Staff** | 225,000 | 13,574 | 186,500 | 13,165 | 39,734 |
| **Total Expenses** | **$225,000** | **$38,000** | **$186,500** | **$14,200** | **$1,255,253** |

**California Connections Academy**
EPA Funding

|  | EPA |
|---|---|
| **Funding** | $11,123,013 |
|  |  |
| **Expenses** |  |
| SPED |  |
| Student Testing |  |
| **Instructional Staff** | 11,123,013.00 |
| **Total Expenses** | **$11,123,013** |

# California Connections Academy 2022-2023 Budget
## Staffing Model

### Enrollment Plan

| Grade | Combined | 98.6% Capo | 97.9% CenCA | 100.0% CalCAR | 95.7% CalCAN | 100.0% CenCoast | 91.8% CalMB |
|---|---|---|---|---|---|---|---|
| Kindergarten | 474 | 296 | 37 | 99 | 14 | 5 | 24 |
| First | 414 | 246 | 38 | 86 | 8 | 8 | 27 |
| Second | 381 | 229 | 31 | 88 | 6 | 6 | 20 |
| Third | 409 | 237 | 39 | 96 | 9 | 3 | 24 |
| Fourth | 414 | 252 | 35 | 89 | 8 | 5 | 26 |
| Fifth | 403 | 225 | 40 | 87 | 9 | 7 | 35 |
| Sixth | 571 | 363 | 44 | 112 | 9 | 3 | 40 |
| Seventh | 726 | 421 | 68 | 162 | 17 | 12 | 47 |
| Eighth | 776 | 471 | 54 | 179 | 12 | 12 | 48 |
| Ninth | 865 | 537 | 71 | 179 | 11 | 14 | 53 |
| Tenth | 955 | 584 | 72 | 204 | 15 | 10 | 71 |
| Eleventh | 966 | 595 | 82 | 192 | 25 | 10 | 61 |
| Twelfth | 986 | 590 | 64 | 217 | 32 | 10 | 74 |
| **Average Enrollment** | **8,341** | **5,046** | **675** | **1,791** | **175** | **104** | **549** |
| **Funded Enrollment** | **8,204** | **4,976** | **661** | **1,791** | **167** | **104** | **504** |
| **Percent Allocation** | **100%** | **61%** | **8%** | **21%** | **2.10%** | **1%** | **7%** |

### Total Population

| | | |
|---|---|---|
| Kindergarten | 474 | 6% |
| Elementary (1-5) | 2,021 | 24% |
| Middle (6-8) | 2,074 | 25% |
| Secondary (9-12) | 3,773 | 45% |
| **Total Regular FTE** | **8,341** | **100%** |

### Special Population

| Category | % | Factor | Total FTE |
|---|---|---|---|
| IEP | 13.70% | 100.0% | 1,143 |
| IEP-Alt Asses. | 0.70% | 100.0% | 58 |
| 504 | 3.40% | 0.0% | 0 |
| Gifted | 0.90% | 0.0% | 0 |
| ELL | 5.98% | 0.0% | 0 |
| **Total** | **14.400%** | | **1,201** |

### Merit Increase

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,808,039 |
| Admin (merit only) | 6.0% | 533,091 |
| | | 2,341,130 |

### Merit Increase (Net of Benefits & Taxes)

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,233,315 |
| Admin (merit only) | 6.0% | 353,978 |
| | | 1,587,293 |

### Compensation Met

Hourly Staff
Work From Home Stipend Admin
Interim Stipend

### New Staff - Salary

Avg - Existing
Adj. New Staff

### Compensation

School is Bonus to Base

Career Ladder Points
Career Ladder Point %

Summer (# of FTE)
Salary Alignment
Work From Home Stipend Teacher

### Prior Year iNaCA FTE

FTE

### Instructional Staff

| | Ratios 21-22 | 22-23 General Fund | 22-23 Combined | 21-22 Approved | 22-23 General Fund | 22-23 EPA | 22-23 'CARES ESSER II | 22-23 Title I | 22-23 Title II | 22-23 Title IV | 22-23 IDEA-B | 22-23 Combined | New | Average 21-22 Salaries | Average 22-23 Salaries | Total General Fund 22-23 Salaries | Total Grant 22-23 Salaries |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Elementary Teachers (K) | 34.0 | 31 | 31.0 | 11.8 | 15.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 15.3 | 3.5 | 56,425 | 59,811 | 910,359 | - |
| Elementary Teachers (1-5) | 34.0 | 114 | 34.0 | 54.2 | 15.7 | 38.6 | 1.1 | 1.5 | 0.6 | 0.0 | 0.0 | 57.4 | 3.3 | 56,425 | 59,811 | 932,900 | 2,498,387 |
| Middle School Teachers (6-8) | 29.2 | 75 | 29.2 | 68.0 | 26.7 | 40.7 | 2.6 | 0.0 | 0.0 | 0.0 | 0.0 | 70.0 | 2.0 | 56,812 | 60,221 | 1,602,889 | 2,611,180 |
| Secondary Teachers (9-12) | 27.70 | 42 | 27.10 | 132.8 | 87.9 | 47.1 | 0.0 | 1.8 | 0.3 | 0.0 | 0.0 | 137.2 | 4.4 | 56,626 | 60,024 | 5,273,551 | 2,956,995 |
| Adjuncts | | 0% | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 27,000 | 27,000 | - | - |
| Special Population Teachers | 23.2 | 28 | 22.6 | 51.0 | 43.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 10.0 | 53.1 | 2.1 | 59,328 | 62,888 | 2,710,434 | 629,229 |
| School Psychologist | 1.0 | | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 90,000 | 95,400 | 23,563 | 71,837 |
| ELL Teacher | | | 3 | 3.0 | 1.9 | 0.0 | 0.0 | 1.1 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 60,510 | 64,140 | 120,584 | 71,837 |
| Family Relationship Coor/Learning Coach | 5.0 | | 5 | 5.0 | 4.4 | 0.0 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 | 5.0 | 0.0 | 58,411 | 61,916 | 271,191 | 38,388 |
| Middle School Advisory Teachers | 170 | 394 | 160 | 12.0 | 5.3 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 13.0 | 1.0 | 59,727 | 63,311 | 332,485 | 486,906 |
| High School Counselors | 200 | 197 | 189 | 19.0 | 19.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.8 | 0.0 | 20.0 | 1.0 | 60,100 | 63,706 | 1,220,286 | 50,177 |
| **Subtotal Instructional Staff** | | | | **357.8** | **220.4** | **126.4** | **3.7** | **12.8** | **0.9** | **0.8** | **10.0** | **375.0** | **17.2** | **57,389** | **60,832** | **13,398,241** | **9,414,937** |
| Advisory /Counselor Ratio | | | 178 | | | | | | | | | | | | | | |
| Student/Teacher Ratio (Less Counselors) | | | 23.5 | | | | | | | | | | | | | | |
| Student/Teacher Ratio | | 24.1 | 22.2 | | | | | | | | | | | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 1,960,877 | - |
| **Subtotal Instructional Wages** | | | | | | | | | | | | | | | | **15,359,118** | **9,414,937** |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 3,934,894 | 2,382,490 |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 2,947,313 | 1,784,532 |
| Taxes | | | | 2.0% | 2.0% | | | | | | | | | | | 308,619 | 186,862 |
| **Total Instructional Expense** | | | | | | | | | | | | | | | **-** | **22,549,944** | **13,768,821** |

### Administration

| | 21-22 | 22-23 General Fund | 22-23 Combined | 21-22 Approved | 22-23 General Fund | 22-23 EPA | 22-23 'CARES ESSER II | 22-23 Title I | 22-23 Title II | 22-23 Title IV | 22-23 IDEA-B | 22-23 Combined | New | | | Total General Fund 22-23 Salaries | Total Grant 22-23 Salaries |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Executive Director | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Assistant Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Principal | | | 3.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Assistant Principal/Site Administrator I | 750 | 695 | 750 | 4.0 | 5.0 | | | | | | | 5.0 | 1.0 | | | | |
| Assistant Principal/Site Administrator II | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Assistant Principal/Site Administrator III | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Counseling Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Manager of Counseling Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Director of Student Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Sr Manager of Student Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Manager of Student Services | | | 2.0 | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Manager of Psychology Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Social Worker | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants General | 350 | 350 | 350 | 3.0 | 3.8 | | | | | | | 3.8 | 0.8 | | | | |
| Administrative Assistants Statewide | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Administrative Assistants Specialized | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Administrative Assistants Enrollment | | | | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Administrative Assistants Finance | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants Records | | | | 3.0 | 3.0 | | | | | | | 3.0 | 0.0 | | | | |
| Administrative Assistants State Reporting | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Administrative Assistants Attendance | | | | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| SEIS Coordinator | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Mgr of School Outreach | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Assistant Director of Business Services | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Director of Finance | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| Sr. Director of Business Services | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| School Enrollment Team Lead | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| School Executive Assistants | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Registrar | | | 2.0 | 2.0 | 2.0 | | | | | | | 2.0 | 0.0 | | | | |
| Senior Manager of State Attendance | | | 1.0 | 1.0 | 1.0 | | | | | | | 1.0 | 0.0 | | | | |
| **Subtotal Administration** | | | | **52.0** | **53.8** | | | | | | | **53.8** | **1.8** | | | **4,420,279** | **-** |
| **Total Staff** | | | | **409.80** | **274.2** | **126.4** | **3.7** | **12.8** | **0.9** | **0.8** | **10.0** | **428.9** | **19.1** | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 88,140 | |
| **Subtotal Administrative Wages** | | | | | | | | | | | | | | | | **4,508,419** | **-** |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 1,149,647 | - |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 504,962 | - |
| Taxes | | | | 6.0% | 6.0% | | | | | | | | | | | 212,760 | - |
| **Total Administrative Expense** | | | | | | | | | | | | | | | | **6,375,788** | **-** |
| **Total Compensation Expense** | | | | | | | | | | | | | | | | **28,925,732** | **13,768,821** |

# California Connections Academy Schools - 2022-2023
## Shared Expense Arrangement

|  | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|
| Total ADM | 5,046 | 675 | 1,791 | 175 | 104 | 549 | 8,341 |
| Allocation % | 61% | 8% | 21% | 2% | 1% | 7% | 100% |

### Compensation Expense

| | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **Administrative Services** | | | | | | | | | | |
| General | Yes | 410.49 | per budgeted ADM | 2,071,481 | 277,133 | 735,286 | 71,835 | 42,794 | 225,397 | 3,423,925 |
| SPED | Yes | 21.42 | per budgeted ADM | 108,117 | 14,464 | 38,377 | 3,749 | 2,234 | 11,764 | 178,705 |
| Counseling | Yes | 32.75 | per budgeted ADM | 165,259 | 22,109 | 58,660 | 5,731 | 3,414 | 17,982 | 273,154 |
| Classified | Yes | 299.72 | per budgeted ADM | 1,512,507 | 202,351 | 536,874 | 52,451 | 31,246 | 164,575 | 2,500,004 |
| **Total Administrative Expense** | | | | 3,857,364 | 516,058 | 1,369,196 | 133,765 | 79,688 | 419,718 | 6,375,788 |
| **Instructional Services** | | | | | | | | | | |
| General | Yes | 2,012.65 | per ADM | 15,835,886 | 168,725 | 130,993 | 523,281 | 351,607 | 1,858,464 | 18,868,957 |
| SPED | Yes | 476.38 | per ADM | 2,403,972 | 321,616 | 853,306 | 83,365 | 49,663 | 261,575 | 3,973,496 |
| Counseling | Yes | 214.48 | per ADM | 1,082,311 | 144,797 | 384,174 | 37,532 | 22,359 | 117,766 | 1,788,939 |
| EPA | Yes | - | per ADM | 995,140 | 2,010,139 | 5,952,986 | 33,481 | 20,850 | 100,806 | 9,113,401 |
| CARES  ESSER II | Yes | - | per ADM | 238,075 | 41,235 | 39,734 | 8,622 | - | - | 327,665 |
| Title Teachers I, II, IV | Yes | - | per ADM | 849,486 | 171,337 | 251,739 | 51,294 | - | - | 1,323,856 |
| IDEA-B Teachers | Yes | - | per ADM | 568,050 | 81,800 | 186,500 | 24,400 | 9,450 | 52,250 | 922,450 |
| **Total Instructional Expense** | | | | 21,972,921 | 2,939,649 | 7,799,431 | 761,974 | 453,928 | 2,390,861 | 36,318,765 |
| **Total Compensation Expense** | | | | 25,830,285 | 3,455,706 | 9,168,628 | 895,740 | 533,616 | 2,810,579 | 42,694,553 |
| | | | | | | | | | | - |

### Non-Compensation Expense

| | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **Enrollment/Unit Based Fees** | | | | | | | | | | |
| Educational Resource Center | No | - | N/A | - | - | - | - | - | - | - |
| ConnexusTM Annual License (LMS | No | - | N/A | - | - | - | - | - | - | - |
| Technical Support and Repairs | No | - | N/A | - | - | - | - | - | - | - |
| Accounting and Regulatory Report | No | - | N/A | - | - | - | - | - | - | - |
| Direct Course Instruction Support | No | - | per ADM | - | - | - | - | - | - | - |
| Short Term Substitute Teaching | Yes | - | per ADM | - | - | - | - | - | - | - |
| Hardware/Software - Employees | Yes | - | per STAFF | 155,673 | 20,827 | 55,257 | 5,398 | 3,216 | 16,939 | 257,310 |
| Voice Over IP Services | Yes | 18.51 | N/A | 93,404 | 12,496 | 33,154 | 3,239 | 1,930 | 10,163 | 154,386 |
| Human Resources Support | Yes | 64.27 | per ADM | 324,319 | 43,389 | 115,119 | 11,247 | 6,700 | 35,289 | 536,063 |
| School Curriculum Supplies | Yes | 22.48 | per ADM | 113,443 | 15,177 | 40,267 | 3,934 | 2,344 | 12,344 | 187,509 |
| Facility Support Services | Yes | 3.60 | per budgeted ADM | 18,150 | 2,428 | 6,442 | 629 | 375 | 1,975 | 30,000 |
| Student Technology Assistance | No | - | N/A | - | - | - | - | - | - | - |
| Internet Subsidy Payment Process | No | - | N/A | - | - | - | - | - | - | - |
| Enrollment and Records Managem | No | - | N/A | - | - | - | - | - | - | - |
| Curriculum Postage | No | - | N/A | - | - | - | - | - | - | - |
| Tangible and Intangible Instruction | No | - | N/A | - | - | - | - | - | - | - |
| Special Populations Consultative S | No | - | N/A | - | - | - | - | - | - | - |
| Community Outreach | No | - | N/A | - | - | - | - | - | - | - |
| **Revenue Based Fees** | | | | | | | | | | |
| Treasury Services | No | - | N/A | - | - | - | - | - | - | - |
| Marketing Services | No | - | N/A | - | - | - | - | - | - | - |
| School Administration | No | - | N/A | - | - | - | - | - | - | - |
| **Pass-Through Expenses** | | | | | | | | | | |
| Office Supplies | Yes | 6.91 | per ADM | 34,893 | 4,668 | 12,385 | 1,210 | 721 | 3,797 | 57,674 |
| SPED Related Services | No | - | per ADM | - | - | - | - | - | - | - |
| Expensed Furniture and Equipmen | Yes | 30.10 | per budgeted ADM | 151,894 | 20,321 | 53,916 | 5,267 | 3,138 | 16,528 | 251,064 |
| Copiers/Reproduction | Yes | 3.22 | per ADM | 16,240 | 2,173 | 5,765 | 563 | 336 | 1,767 | 26,844 |
| Office Postage | Yes | 4.52 | per ADM | 22,797 | 3,050 | 8,092 | 791 | 471 | 2,481 | 37,681 |
| ISP Payment Reimbursement | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Fa | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Tra | Yes | 51.40 | per ADM | 259,394 | 34,703 | 92,074 | 8,995 | 5,359 | 28,224 | 428,749 |
| Student Testing Technology | No | - | N/A | - | - | - | - | - | - | - |
| Staff Recruiting / Background Che | Yes | 5.14 | per ADM | 25,957 | 3,473 | 9,214 | 900 | 536 | 2,824 | 42,904 |
| Staff Training / Prof. Dvlpmt. | Yes | 126.00 | per ADM | 635,838 | 85,066 | 225,695 | 22,050 | 13,135 | 69,185 | 1,050,969 |
| Travel and Meals - Administration | Yes | 10.16 | per ADM | 51,259 | 6,858 | 18,195 | 1,778 | 1,059 | 5,577 | 84,726 |
| Travel and Meals - Teachers | Yes | 19.38 | per ADM | 97,786 | 13,082 | 34,710 | 3,391 | 2,020 | 10,640 | 161,629 |
| Team Building | Yes | 9.59 | per ADM | 48,400 | 6,475 | 17,180 | 1,678 | 1,000 | 5,266 | 80,000 |
| Maintenance & Repair | Yes | 8.48 | per budgeted ADM | 42,795 | 5,725 | 15,190 | 1,484 | 884 | 4,657 | 70,736 |
| High Speed Internet | Yes | 6.96 | per ADM | 35,141 | 4,701 | 12,474 | 1,219 | 726 | 3,824 | 58,084 |
| Phone | Yes | 5.17 | per ADM | 26,075 | 3,488 | 9,256 | 904 | 539 | 2,837 | 43,099 |
| Rent | Yes | 48.99 | per budgeted ADM | 247,197 | 33,071 | 87,744 | 8,572 | 5,107 | 26,897 | 408,589 |
| Rent Operating Expense | Yes | 5.47 | per budgeted ADM | 27,601 | 3,693 | 9,797 | 957 | 570 | 3,003 | 45,621 |
| Rent Storage Unit | No | - | N/A | - | - | - | - | - | - | - |
| Utilities | Yes | 4.84 | per budgeted ADM | 24,420 | 3,267 | 8,668 | 847 | 504 | 2,657 | 40,363 |
| **Other School Expenses** | | | | | | | | | | |
| Banking fees | No | - | N/A | - | - | - | - | - | - | - |
| Financial Audit | Yes | 7.72 | N/A | 38,974 | 5,214 | 13,834 | 1,352 | 805 | 4,241 | 64,419 |
| District Oversight | No | - | N/A | - | - | - | - | - | - | - |
| STRS Reporting | Yes | 4.38 | per ADM | 22,101 | 2,957 | 7,845 | 766 | 457 | 2,405 | 36,530 |
| District Administrative Fees | No | - | N/A | - | - | - | - | - | - | - |
| Student Activities | No | - | N/A | - | - | - | - | - | - | - |
| Graduation | No | - | N/A | - | - | - | - | - | - | - |
| Board Expenses | Yes | 1.94 | N/A | 9,782 | 1,309 | 3,472 | 339 | 202 | 1,064 | 16,169 |
| Dues - Staff | Yes | 3.76 | per ADM | 18,985 | 2,540 | 6,739 | 658 | 392 | 2,066 | 31,379 |
| Dues - School | No | - | N/A | - | - | - | - | - | - | - |
| Other School Expense | Yes | 0.78 | N/A | 3,915 | 524 | 1,390 | 136 | 81 | 426 | 6,472 |
| Other Curriculum | Yes | 71.32 | N/A | 359,914 | 48,151 | 127,754 | 12,481 | 7,435 | 39,162 | 594,898 |
| Prop 39 Clean Energy Implementa | No | - | N/A | - | - | - | - | - | - | - |
| Other School Contracted Services | Yes | 9.08 | N/A | 45,841 | 6,133 | 16,272 | 1,590 | 947 | 4,988 | 75,770 |
| Accreditation and Consulting | No | - | per ADM | - | - | - | - | - | - | - |
| Insurance - D&O | Yes | 1.55 | N/A | 7,811 | 1,045 | 2,773 | 271 | 161 | 850 | 12,911 |
| AERIES | No | - | per ADM | - | - | - | - | - | - | - |
| Summer School | Yes | 34.58 | per ADM | 174,504 | 23,346 | 61,941 | 6,051 | 3,605 | 18,988 | 288,436 |
| Legal | Yes | 36.39 | N/A | 183,617 | 24,565 | 65,176 | 6,367 | 3,793 | 19,979 | 303,498 |
| Legal Special Education | Yes | 11.99 | N/A | 60,500 | 8,094 | 21,475 | 2,098 | 1,250 | 6,583 | 100,000 |
| **Total Non-Compensation Expense** | | | | 3,378,622 | 452,009 | 1,199,264 | 117,163 | 69,797 | 367,626 | 5,584,482 |
| **Grand Total Shared Expense** | | | | 29,208,906 | 3,907,715 | 10,367,892 | 1,012,903 | 603,413 | 3,178,204 | 48,279,035 |

# CalCA Northern California
## Fee Schedule
## 2022-2023 Budget

| Fee | CalCAR Factor | Notes | Taxable? (Yes/No) |
|---|---|---|---|
| Educational Resource Center | $126.00 | per each enrolled student, calculated as an average over the school year | No |
| Connexus™ Annual License (EMS) | $600.00 | per each enrolled student, calculated as an average over the school year | No |
| Technical Support and Repairs | $150.00 | per each enrolled student, calculated as an average over the school year | No |
| Accounting and Regulatory Reporting | $50.00 | per each enrolled student, calculated as an average over the school year | No |
| Direct Course Instruction Support | $2.75 | per student day; based on enrollment at a point in time each month in a Pearson Online Academy supported course | No |
| Short Term Substitute Teaching Services | $300.00 | per day, if service is provided by a teacher employed by the EMO Partner | No |
| Hardware/Software - Employees | $600.00 | per each staff member employed at the end of the year | Yes |
| Voice Over IP Services | $360.00 | per each staff member employed at the end of the year | No |
| Human Resources Support | $1,250.00 | per each staff member employed at the end of the year | No |
| School Curriculum Supplies | $500.00 | per each teacher employed at the end of the school year | Yes |
| Facility Support Services | $15,000.00 | per each school office location | No |
| Student Technology Assistance* | $575.00 | per each laptop computer provided by CA at any time during the school year*** | Yes |
| Internet Subsidy Payment Processing | $25.00 | per each household receiving an Internet Subsidy Payment at any time during the school year | No |
| Enrollment and Records Management | $40.00 | per each student enrolled at any time during the school year | No |
| Curriculum Postage | $33.00 | per each student enrolled at any time during the school year | No |
| Intangible Instructional Materials - Kindergarten* | $443.00 | per each Kindergarten student enrolled at any time during the school year | No |
| Tangible Instructional Materials - Kindergarten* | $157.00 | per each Kindergarten student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 1st-5th Grade* | $704.00 | per each 1st - 5th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 1st-5th Grade* | $246.00 | per each 1st - 5th grade student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 6th-12th Grade* | $795.00 | per each 6th - 12th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 6th-12th Grade* | $280.00 | per each 6th - 12th grade student enrolled at any time during the school year | Yes |
| Treasury Services | 1.50% | of all revenue from governmental sources, excluding any special education revenue | No |
| Marketing Services | 1.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| School Administration | 6.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| Special Populations Consultative Services | $150.00 | per each IEP student per month | No |
| Employee Benefits | 25.50% | per actual gross wages and bonus accrual for administration and teachers | No |
| Community Outreach | 50,000.00 | board approved budget for school's contribution toward outreach effort | - |

| Expenses Reimbursed to Connections Academy at Cost | Expenses Paid by the School by Contractual Obligation |
|---|---|
| Employee Wages and Taxes | Banking fees |
| Employer Contribution to State Pension Plan | Fiscal Consulting |
| Taxes for certified employees | Financial Audit |
| Office Supplies | District Oversight |
| Expensed Furniture and Equipment | STRS Reporting |
| Copiers/Reproduction | Outside Administrative Services |
| Office Postage | Student Activities |
| ISP Payment Reimbursement | Graduation |
| Student Testing & Assessment | Staff Activities |
| Staff Recruiting | Board Expenses |
| Staff Training / Professional Development | Dues |
| Travel and Conferences - Teachers | Insurance - D&O |
| Travel and Conferences - Administration | Other Curriculum Supplies |
| Team Building | Summer School |
| Maintenance & Repair | Legal |
| High Speed Internet | Any other expenses for services not contracted to Connections Academy of California, LLC |
| Phone | |
| Rent | |
| Rent Operating Expense | |
| Rent - Storage Unit | |
| Utilities | |
| Building Safety Program | |
| Contract School Staff | |

**\* Items under Student Technology Assistance and Tangible and Intangible Instructional Materials are provided to the school and its students for use during the school year. They remain the property of Connections Academy and/or its vendors.**

**\*\* Total computers provided by CA are calculated by combining the sum of all computers assigned to a household as counted on the first school day of September plus each computer shipped thereafter at any time during the school year, excluding computers shipped for the following reasons:**
**\* Reshipment for replacement or repair**
**\* Student Supplemental Technical Equipment**
**\* Computers Approved for Special Education Students**

| Taxable Fees | CalCAR |
|---|---|
| **Tax Rate** | 7.75% |
| | |
| Hardware/Software - Employees | 4,282 |
| School Curriculum Supplies | 3,121 |
| Student Technology Assistance* | 137,670 |
| Tangible Instructional Materials - Kindergarten* | 1,202 |
| Tangible Instructional Materials - 1st-5th Grade* | 8,513 |
| Tangible Instructional Materials - 6th-12th Grade* | 27,036 |
| | |
| **Total Tax Liability** | **181,825** |

**California Connections Academy Southern California**
**Revenue and Expense Statement 2022-2023**

| | General Fund 22-23 Budget | EPA 22-23 Budget | ESSER Funding 22-23 Budget | Title I 22-23 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close) 21-22 Forecast |
|---|---|---|---|---|---|---|---|---|---|
| Board Approved 9/30 Enrollment | 5,239 | | | | | | | 5,239 | |
| Average Enrollment | 5,046 | | | | | | | 5,046 | 4,775 |
| Funded Enrollment (P-2 ADA) | 4,976 | | | | | | | 4,976 | 4,708 |
| | | | | | | | | | |
| **Revenue** | | | | | | | | | |
| | | | | | | | | | |
| **State Funding** | | | | | | | | | |
| A-G Completion Improvement Grant | 116,494 | - | - | - | - | - | - | 116,494 | - |
| ERMHS | 257,613 | - | - | - | - | - | - | 257,613 | 219,662 |
| Educator Effectiveness Block Grant | 178,142 | - | - | - | - | - | - | 178,142 | - |
| LCFF / General Purpose Block Grant - State | 12,559,988 | - | - | - | - | - | - | 12,559,988 | 10,599,981 |
| LCFF / General Purpose Block Grant - State EPA | - | 995,140 | - | - | - | - | - | 995,140 | 926,266 |
| Lottery | 990,164 | - | - | - | - | - | - | 990,164 | 921,635 |
| Mandated Cost Reimbursement | 141,000 | - | - | - | - | - | - | 141,000 | 125,000 |
| Prop 39 Clean Energy Funds | - | - | - | - | - | - | - | - | 61,328 |
| Special Education Dispute Prevention | - | - | - | - | - | - | - | - | 47,430 |
| Special Education Learning Recovery | - | - | - | - | - | - | - | - | 213,434 |
| Special Education Pass through funds - State | 3,557,624 | - | - | - | - | - | - | 3,557,624 | 3,033,521 |
| Universal TK Grant | 115,911 | - | - | - | - | - | - | 115,911 | - |
| **Total State Funding** | **17,916,936** | **995,140** | **-** | **-** | **-** | **-** | **-** | **18,912,076** | **16,148,257** |
| | | | | | | | | | |
| **Federal & Other Programs Funding** | | | | | | | | | |
| ESSER Funding | - | - | 3,421,730 | - | - | - | - | 3,421,730 | 1,946,217 |
| E-Rate Funds | 11,400 | - | - | - | - | - | - | 11,400 | 10,600 |
| Federal Funding - IDEA | - | - | - | - | - | 568,050 | - | 568,050 | 541,000 |
| Federal Funding - Title I | - | - | - | 757,000 | - | - | - | 757,000 | 720,889 |
| Federal Funding - Title II | - | - | - | - | 124,500 | - | - | 124,500 | 109,000 |
| Federal Funding - Title IV | - | - | - | - | - | - | 44,000 | 44,000 | 45,000 |
| **Total Federal & Other Programs Funding** | **11,400** | **-** | **3,421,730** | **757,000** | **124,500** | **568,050** | **44,000** | **4,926,680** | **3,372,706** |
| | | | | | | | | | |
| **Local Funding** | | | | | | | | | |
| LCFF / General Purpose Block Grant - Local | 40,020,832 | - | - | - | - | - | - | 40,020,832 | 35,215,364 |
| **Total Local Funding** | **40,020,832** | **-** | **-** | **-** | **-** | **-** | **-** | **40,020,832** | **35,215,364** |
| | | | | | | | | | |
| **Other Funding** | | | | | | | | | |
| Interest | 10,000 | - | - | - | - | - | - | 10,000 | 24,000 |
| Miscellaneous | - | - | - | - | - | - | - | - | 7,501 |
| **Total Other Funding** | **10,000** | **-** | **-** | **-** | **-** | **-** | **-** | **10,000** | **31,501** |
| | | | | | | | | | |
| **Total Revenue** | **57,959,168** | **995,140** | **3,421,730** | **757,000** | **124,500** | **568,050** | **44,000** | **63,869,587** | **54,767,828** |
| | | | | | | | | | |
| **Compensation Expense** | | | | | | | | | |
| | | | | | | | | | |
| **Administrative Compensation** | | | | | | | | | |
| Salaries - Administration | 3,857,364 | - | - | - | - | - | - | 3,857,364 | 2,377,428 |
| Benefits - Administration | - | - | - | - | - | - | - | - | 582,470 |
| Pension - Administration | - | - | - | - | - | - | - | - | 218,197 |
| Taxes - Administration | - | - | - | - | - | - | - | - | 105,770 |
| **Total Administrative Compensation** | **3,857,364** | **-** | **-** | **-** | **-** | **-** | **-** | **3,857,364** | **3,283,865** |
| | | | | | | | | | |
| **Instructional Compensation** | | | | | | | | | |
| Salaries - Teachers | 19,322,170 | 995,140 | 238,075 | 757,000 | 51,576 | 568,050 | 40,910 | 21,972,921 | 13,211,021 |
| Benefits - Teachers | - | - | - | - | - | - | - | - | 3,233,973 |
| Pension - Teachers | - | - | - | - | - | - | - | - | 2,316,682 |
| Taxes - Teachers | - | - | - | - | - | - | - | - | 292,664 |
| **Total Instructional Staff Compensation** | **19,322,170** | **995,140** | **238,075** | **757,000** | **51,576** | **568,050** | **40,910** | **21,972,921** | **19,054,340** |
| | | | | | | | | | |
| **Total Compensation Expense** | **23,179,534** | **995,140** | **238,075** | **757,000** | **51,576** | **568,050** | **40,910** | **25,830,285** | **22,338,205** |
| | | | | | | | | | |
| **Enrollment/Unit Based Fees** | | | | | | | | | |
| Accounting and Regulatory Reporting | 252,316 | - | - | - | - | - | - | 252,316 | 240,408 |
| Community Outreach | 550,000 | - | - | - | - | - | - | 550,000 | 550,000 |
| ConnexusTM Annual License (LMS) | 3,027,797 | - | - | - | - | - | - | 3,027,797 | 2,884,894 |
| Curriculum Postage | 224,978 | - | - | - | - | - | - | 224,978 | 210,045 |
| Direct Course Instruction Support | 154,844 | - | - | - | - | - | - | 154,844 | 129,680 |
| Educational Resource Center | 635,837 | - | - | - | - | - | - | 635,837 | 605,828 |
| Enrollment and Records Management | 272,701 | - | - | - | - | - | - | 272,701 | 254,600 |
| Facility Support Services | 18,150 | - | - | - | - | - | - | 18,150 | 18,423 |
| Hardware/Software - Employees | 155,673 | - | - | - | - | - | - | 155,673 | 153,073 |
| Human Resources Support | 324,319 | - | - | - | - | - | - | 324,319 | 318,902 |
| Internet Subsidy Payment Processing | 109,752 | - | - | - | - | - | - | 109,752 | 102,467 |
| School Curriculum Supplies | 113,443 | - | - | - | - | - | - | 113,443 | 112,279 |
| Short Term Substitute Teaching | - | - | - | - | - | - | - | - | 313,483 |
| Special Populations Consultative Services | 981,006 | - | - | - | - | - | - | 981,006 | 930,790 |
| Student Technology Assistance | - | - | 1,988,547 | - | - | - | - | 1,988,547 | 2,005,926 |
| Tangible and Intangible Instructional Materials | 6,938,103 | - | - | - | - | - | - | 6,938,103 | 6,465,725 |
| Technical Support and Repairs | 756,949 | - | - | - | - | - | - | 756,949 | 721,223 |
| Voice Over IP Services | 93,404 | - | - | - | - | - | - | 93,404 | 91,844 |
| **Total Enrollment/Unit Based Fees** | **14,609,275** | **-** | **1,988,547** | **-** | **-** | **-** | **-** | **16,597,821** | **16,109,589** |
| | | | | | | | | | |
| **Revenue Based Fees** | | | | | | | | | |
| Marketing Services | 594,763 | - | - | - | - | - | - | 594,763 | 506,888 |
| School Administration | 3,568,578 | - | - | - | - | - | - | 3,568,578 | 3,041,327 |
| Treasury Services | 892,144 | - | - | - | - | - | - | 892,144 | 760,332 |
| **Total Revenue Based Fees** | **5,055,485** | **-** | **-** | **-** | **-** | **-** | **-** | **5,055,485** | **4,308,546** |
| | | | | | | | | | |
| **Total Fee-Based Expenses** | **19,664,760** | **-** | **1,988,547** | **-** | **-** | **-** | **-** | **21,653,307** | **20,418,135** |

# California Connections Academy Southern California
## Revenue and Expense Statement 2022-2023

| OTHER SCHOOL EXPENSES: | General Fund 22-23 Budget | EPA 22-23 Budget | ESSER Funding 22-23 Budget | Title I 22-23 Budget | Title II-A 22-23 Budget | IDEA-B 22-23 Budget | Title IV 22-23 Budget | Combined 22-23 Budget | March (updated with P2 data that was after close) 21-22 Forecast |
|---|---|---|---|---|---|---|---|---|---|
| **Assessment** | | | | | | | | | |
| Student Testing & Assessment Facilities & Services | 316,000 | - | - | - | - | - | - | 316,000 | 299,000 |
| Student Testing & Assessment Travel | 259,394 | - | - | - | - | - | - | 259,394 | 248,513 |
| Student Testing Technology | 255,000 | - | - | - | - | - | - | 255,000 | 240,946 |
| **Total Assessment** | **830,394** | **-** | **-** | **-** | **-** | **-** | **-** | **830,394** | **788,459** |
| | | | | | | | | | |
| **Authorizer Oversight** | | | | | | | | | |
| District Administrative Fees | - | - | - | - | - | - | - | | |
| District Oversight | 535,760 | - | - | - | - | - | - | 535,760 | 467,416 |
| SELPA Admin Fee | 153,415 | - | - | - | - | - | - | 153,415 | 172,873 |
| STRS Reporting | 22,101 | - | - | - | - | - | - | 22,101 | 20,540 |
| **Total Authorizer Oversight** | **711,276** | **-** | **-** | **-** | **-** | **-** | **-** | **711,276** | **660,829** |
| | | | | | | | | | |
| **Employee Related** | | | | | | | | | |
| Staff Recruiting / Background Checks | 25,957 | - | - | - | - | - | - | 25,957 | 24,711 |
| Staff Training / Prof. Dvlpmt. | 313,794 | - | 249,120 | - | 72,924 | - | - | 635,838 | 629,272 |
| Team Building | 48,400 | - | - | - | - | - | - | 48,400 | 23,115 |
| Travel and Meals - Administration | 51,259 | - | - | - | - | - | - | 51,259 | 92,599 |
| Travel and Meals - Teachers | 97,786 | - | - | - | - | - | - | 97,786 | 48,473 |
| **Total Employee Related** | **537,196** | **-** | **249,120** | **-** | **72,924** | **-** | **-** | **859,240** | **818,169** |
| | | | | | | | | | |
| **Facilities** | | | | | | | | | |
| Copiers/Reproduction | 16,240 | - | - | - | - | - | - | 16,240 | 15,121 |
| Depreciation Expense | 3,000 | - | - | - | - | - | - | 3,000 | 2,167 |
| Equipment/Supplies | 124,000 | - | - | - | - | - | - | 124,000 | 117,000 |
| Expensed Furniture and Equipment | 151,894 | - | - | - | - | - | - | 151,894 | 154,665 |
| High Speed Internet | 35,141 | - | - | - | - | - | - | 35,141 | 33,318 |
| Maintenance & Repair | 42,795 | - | - | - | - | - | - | 42,795 | 40,497 |
| Office Postage | 22,797 | - | - | - | - | - | - | 22,797 | 21,698 |
| Office Supplies | 31,803 | - | - | - | - | - | 3,090 | 34,893 | 32,264 |
| Phone | 26,075 | - | - | - | - | - | - | 26,075 | 24,393 |
| Rent | 247,197 | - | - | - | - | - | - | 247,197 | 288,295 |
| Rent Operating Expense | 27,601 | - | - | - | - | - | - | 27,601 | 29,270 |
| Rent Storage Unit | 13,000 | - | - | - | - | - | - | 13,000 | 12,000 |
| Utilities | 24,420 | - | - | - | - | - | - | 24,420 | 20,313 |
| **Total Facilities** | **765,963** | **-** | **-** | **-** | **-** | **-** | **3,090** | **769,053** | **791,002** |
| | | | | | | | | | |
| **Governance** | | | | | | | | | |
| Accreditation and Consulting | 1,000 | - | - | - | - | - | - | 1,000 | 1,100 |
| Banking fees | 11,000 | - | - | - | - | - | - | 11,000 | 10,000 |
| Board Expenses | 9,782 | - | - | - | - | - | - | 9,782 | 9,214 |
| Dues - School | 56,000 | - | - | - | - | - | - | 56,000 | 53,280 |
| Dues - Staff | 18,985 | - | - | - | - | - | - | 18,985 | 19,792 |
| Insurance - D&O | 7,811 | - | - | - | - | - | - | 7,811 | 7,175 |
| **Total Governance** | **104,578** | **-** | **-** | **-** | **-** | **-** | **-** | **104,578** | **100,561** |
| | | | | | | | | | |
| **Internet Service Provider** | | | | | | | | | |
| ISP Payment Reimbursement | 3,683 | - | 283,317 | - | - | - | - | 287,000 | 257,561 |
| **Total Internet Service Provider** | **3,683** | **-** | **283,317** | **-** | **-** | **-** | **-** | **287,000** | **257,561** |
| | | | | | | | | | |
| **Instructional** | | | | | | | | | |
| Other Curriculum | 31,613 | - | 328,301 | - | - | - | - | 359,914 | 187,937 |
| Summer School | 38,017 | - | 136,487 | - | - | - | - | 174,504 | 20,900 |
| **Total Instructional** | **69,630** | **-** | **464,788** | **-** | **-** | **-** | **-** | **534,418** | **208,837** |
| | | | | | | | | | |
| **Professional Services** | | | | | | | | | |
| AERIES | 37,000 | - | - | - | - | - | - | 37,000 | 34,630 |
| Financial Audit | 38,974 | - | - | - | - | - | - | 38,974 | 38,036 |
| Legal | 183,617 | - | - | - | - | - | - | 183,617 | 135,354 |
| Legal Special Education | 60,500 | - | - | - | - | - | - | 60,500 | 135,355 |
| Other School Contracted Services | 45,841 | - | - | - | - | - | - | 45,841 | 43,773 |
| Other School Expense | 3,915 | - | - | - | - | - | - | 3,915 | 3,713 |
| **Total Professional Services** | **369,847** | **-** | **-** | **-** | **-** | **-** | **-** | **369,847** | **390,861** |
| | | | | | | | | | |
| **Student Related** | | | | | | | | | |
| Graduation | - | - | 55,000 | - | - | - | - | 55,000 | 50,000 |
| SPED Related Services | 3,951,117 | - | 43,883 | - | - | - | - | 3,997,000 | 3,779,795 |
| Student Activities | - | - | 99,000 | - | - | - | - | 99,000 | 90,000 |
| **Total Student Related** | **3,951,117** | **-** | **197,883** | **-** | **-** | **-** | **-** | **4,151,000** | **3,919,795** |
| | | | | | | | | | |
| **Taxes** | | | | | | | | | |
| Sales and Use Tax | 278,520 | - | - | - | - | - | - | 278,520 | 299,412 |
| **Total Taxes** | **278,520** | **-** | **-** | **-** | **-** | **-** | **-** | **278,520** | **299,412** |
| | | | | | | | | | |
| **Total Other Expenses** | **7,622,204** | **-** | **1,195,108** | **-** | **72,924** | **-** | **3,090** | **8,895,326** | **8,235,486** |
| | | | | | | | | | |
| **Total Program Expenses** | **50,466,498** | **995,140** | **3,421,730** | **757,000** | **124,500** | **568,050** | **44,000** | **56,378,918** | **50,991,826** |
| | | | | | | | | | |
| Net | **7,492,670** | - | - | - | - | - | - | **7,490,670** | **3,776,002** |
| Beginning Fund Balance | 8,274,231 | - | - | - | - | - | - | 8,274,231 | 4,498,228 |
| Ending Fund Balance | **15,766,900** | **-** | **-** | **-** | **-** | **-** | **-** | **15,764,900** | **8,274,231** |
| | | | | | | | | 28.0% | 16.2% |

| | Combined 22-23 Budget | 21-22 Forecast |
|---|---|---|
| Teacher Compensation (incl. direct spec. ed) > 40% of ADA revenue * | 44.2% | |
| Instructional Expenses > 80% of total revenue | 78.2% | |

# CalCA Southern California 2022-2023 Budget
## Enrollment and Revenue

| | Southern California | | |
|---|---|---|---|
| **Marketing goal** | **5,239** | **ADM conversion** | **96.32%** |

| Attendance Factor | ADM | ADA | Turnover Factor |
|---|---|---|---|
| **98.60%** | **5,046.33** | **4,975.70** | **25.98%** |
| | | | **6817.52** |

| Grade | Grade Mix | Average Enrollment | Funded Enrollment | Total Enrollment |
|---|---|---|---|---|
| K | 5.86% | 295.9 | 291.71 | 399.7 |
| 1 | 4.88% | 246.2 | 242.78 | 332.6 |
| 2 | 4.54% | 229.1 | 225.85 | 309.5 |
| 3 | 4.70% | 237.3 | 233.93 | 320.5 |
| 4 | 4.99% | 251.6 | 248.08 | 339.9 |
| 5 | 4.47% | 225.4 | 222.24 | 304.5 |
| 6 | 7.20% | 363.5 | 358.37 | 491.0 |
| 7 | 8.34% | 420.8 | 414.91 | 568.5 |
| 8 | 9.34% | 471.1 | 464.51 | 636.4 |
| 9 | 10.64% | 536.8 | 529.30 | 725.2 |
| 10 | 11.57% | 583.7 | 575.52 | 788.6 |
| 11 | 11.79% | 595.0 | 586.66 | 803.8 |
| 12 | 11.69% | 590.1 | 581.85 | 797.2 |
| **Total** | **100.00%** | **5,046.33** | **4,975.70** | **6,817.52** |

| | | | |
|---|---|---|---|
| FRPM Eligible/EL/FY Unduplicated Pupil Count | | 2,157.3 | 47% |
| PY P2 | | 4,631.33 | |
| PY K-8 P2 | | 2,530.14 | |
| PY 9-12 P2 | | 2,101.19 | |
| Revised SPED Rolling ADA | | 4,975.7 | |
| PY P1 | | 4,707.78 | |

| General Purpose Block Grant | Funding Rates | SoCAL |
|---|---|---|
| K-3 | *8,624* | 8,574,587 |
| 4-6 | *8,754* | 7,254,316 |
| 7-8 | *9,013* | 7,926,179 |
| 9-12 | *10,445* | 23,744,885 |
| Total | | 47,499,967 |

| | | |
|---|---|---|
| **K-3 Add-On** | *897* | **891,860** |
| **9-12 Add-On** | *272* | **618,345** |
| **High Needs Supplement** | *20%* $ | **4,565,787.64** |

| | |
|---|---|
| **Total LCFF Funding Target** | 10,767.53 |
| **Funding-16-17 Rates (adjusted for COLA)** | 3,429.82 |
| **Cap Closing Increment** | 100.00% |
| **20-21 Funding per ADA** | 10,767.53 |
| **Final LCFF** | **53,575,960** |
| State Portion | 12,559,988 |
| EPA | 995,140 |
| Local Portion | 40,020,832 |
| Categorical | 0 |

| | | |
|---|---|---|
| **Lottery Fund Revenue** | 199 | **990,164** |
| **Special Education Revenue** | 715 | **3,557,624** |
| **One time Discretionary Grant** | 0 | **-** |
| **Mandated Cost Reimbursement** | | **141,000** |
| K-8 | 17 | 43,000 |
| 9-12 | 47 | 98,000 |
| **State Testing Reimbursement** | | **0** |
| **Federal Funding - Title I** | | **757,000** |
| Per Pupil | | 152 |
| **Federal Funding - Title II-A** | | **124,500** |
| Per Pupil | | 25 |
| **Federal Funding - IDEA** | | **568,050** |
| Per Pupil | | 114 |
| **Federal Funding - Title IV** | | **44,000** |
| Per Pupil | | 9 |
| **ESSER III** | | **3,421,730** |
| Per Pupil | | 688 |
| **E-Rate** | | **11,400** |
| **ERMHS** | | **257,613** |
| **A-G Completion Improvement Grant** | | **116,494** |
| **Educator Effectiveness Block Grant** | | **178,142** |
| **Universal TK Grant** | | **115,911** |
| **Interest** | | **10,000** |
| **Total Revenue** | | **63,869,587** |

**California Connections Academy Southern California**
Title & IDEA-B Funding Projection

| | Title I | Title II | IDEA - B | Title IV | ESSER |
|---|---|---|---|---|---|
| **Funding** | $757,000 | $124,500 | $568,050 | $44,000 | $3,421,730 |
| **Expenses** | | | | | |
| **Office Supplies** | - | - | - | 3,090 | |
| **Professional Development** | - | - | - | - | 249,120 |
| **Other Curriculum** | - | - | - | - | 328,301 |
| **Mental Health Services** | | | | | 43,883 |
| **Travel and Conferences - Administration** | - | - | - | - | - |
| **Career Ladder** | - | - | - | - | - |
| **Other School Contracted Services** | - | - | - | - | - |
| **Tuition Reimbursement** | - | 72,924.00 | - | - | - |
| **Expensed Furniture and Equipment** | - | - | - | - | - |
| **Student Tech and Connectivity** | | | | | 1,988,547 |
| **Internet Reimbursements** | | | | | 283,317 |
| **Student Testing Technology** | - | - | - | - | - |
| **Equipment/Supplies** | - | - | - | - | - |
| **Graduation Costs** | | | | | 55,000 |
| **Student Activities** | | | | | 99,000 |
| **Summer School** | - | - | - | - | 136,487.00 |
| **Instructional Staff** | 757,000.00 | 51,576.00 | 568,050.00 | 40,910.00 | 238,074.69 |
| **Total Expenses** | **757,000.00** | **124,500.00** | **568,050.00** | **44,000.00** | **3,421,729.57** |

**California Connections Academy**

EPA Funding

|  | EPA |
|---|---|
| **Funding** | $11,123,013 |
| | |
| **Expenses** | |
| SPED | |
| Student Testing | |
| **Instructional Staff** | 11,123,013.00 |
| **Total Expenses** | **$11,123,013** |

# California Connections Academy 2022-2023 Budget
## Staffing Model

### Enrollment Plan

| Grade | Combined | 98.6% Capo | 97.9% CenCA | 100.0% CalCAR | 95.7% CalCAN | 100.0% CenCoast | 91.8% CalMB |
|---|---|---|---|---|---|---|---|
| Kindergarten | 474 | 296 | 37 | 99 | 14 | 5 | 24 |
| First | 414 | 246 | 38 | 86 | 8 | 8 | 27 |
| Second | 381 | 229 | 31 | 88 | 6 | 6 | 20 |
| Third | 409 | 237 | 39 | 96 | 9 | 3 | 24 |
| Fourth | 414 | 252 | 35 | 89 | 8 | 5 | 26 |
| Fifth | 403 | 225 | 40 | 87 | 9 | 7 | 35 |
| Sixth | 571 | 363 | 44 | 112 | 9 | 3 | 40 |
| Seventh | 726 | 421 | 68 | 162 | 17 | 12 | 47 |
| Eighth | 776 | 471 | 54 | 179 | 12 | 12 | 48 |
| Ninth | 865 | 537 | 71 | 179 | 11 | 14 | 53 |
| Tenth | 955 | 584 | 72 | 204 | 15 | 10 | 71 |
| Eleventh | 966 | 595 | 82 | 192 | 25 | 10 | 61 |
| Twelfth | 986 | 590 | 64 | 217 | 32 | 10 | 74 |
| **Average Enrollment** | **8,341** | **5,046** | **675** | **1,791** | **175** | **104** | **549** |
| **Funded Enrollment** | **8,204** | **4,976** | **661** | **1,791** | **167** | **104** | **504** |
| **Percent Allocation** | **100%** | **61%** | **8%** | **21%** | **2.10%** | **1%** | **7%** |

### Total Population

| | | |
|---|---|---|
| Kindergarten | 474 | 6% |
| Elementary (1-5) | 2,021 | 24% |
| Middle (6-8) | 2,074 | 25% |
| Secondary (9-12) | 3,773 | 45% |
| **Total Regular FTE** | **8,341** | **100%** |

### Special Population

| Category | % | Factor | Total FTE |
|---|---|---|---|
| IEP | 13.70% | 100.0% | 1,143 |
| IEP-Alt Asses. | 0.70% | 100.0% | 58 |
| 504 | 3.40% | 0.0% | 0 |
| Gifted | 0.90% | 0.0% | 0 |
| ELL | 5.98% | 0.0% | 0 |
| **Total** | **14.400%** | | **1,201** |

### Merit Increase

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,808,039 |
| Admin (merit only) | 6.0% | 533,091 |
| | | 2,341,130 |

### Merit Increase (Net of Benefits & Taxes)

| | | |
|---|---|---|
| Teachers (merit) | 6.0% | 1,233,315 |
| Admin (merit only) | 6.0% | 353,978 |
| | | 1,587,293 |

### Compensation Met

Hourly Staff
Work From Home Stipend Admin
Interim Stipend

### New Staff - Salary

Avg - Existing
Adj. New Staff

### Compensation

School is Bonus to Base

Career Ladder Points
Career Ladder Point %

Summer (# of FTE)
Salary Alignment
Work From Home Stipend Teacher

### Prior Year iNaCA FTE

FTE

### Ratios / Staffing / Salaries, Benefits and Taxes

| Instructional Staff | 21-22 | 22-23 General Fund | 22-23 Combined | 21-22 Approved | 22-23 General Fund | 22-23 EPA | 22-23 'CARES ESSER II | 22-23 Title I | 22-23 Title II | 22-23 Title IV | 22-23 IDEA-B | 22-23 Combined | New | Average 21-22 Salaries | Average 22-23 Salaries | Total General Fund 22-23 Salaries | Total Grant 22-23 Salaries |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Elementary Teachers (K) | 34.0 | 31 | 31.0 | 11.8 | 15.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 15.3 | 3.5 | 56,425 | 59,811 | 910,359 | - |
| Elementary Teachers (1-5) | 34.0 | 114 | 34.0 | 54.2 | 15.7 | 38.6 | 1.1 | 1.5 | 0.6 | 0.0 | 0.0 | 57.4 | 3.3 | 56,425 | 59,811 | 932,900 | 2,498,387 |
| Middle School Teachers (6-8) | 29.2 | 75 | 29.2 | 68.0 | 26.7 | 40.7 | 2.6 | 0.0 | 0.0 | 0.0 | 0.0 | 70.0 | 2.0 | 56,812 | 60,221 | 1,602,889 | 2,611,180 |
| Secondary Teachers (9-12) | 27.70 | 42 | 27.10 | 132.8 | 87.9 | 47.1 | 0.0 | 1.8 | 0.3 | 0.0 | 0.0 | 137.2 | 4.4 | 56,626 | 60,024 | 5,273,551 | 2,956,995 |
| Adjuncts | | 0% | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 27,000 | 27,000 | - | - |
| Special Population Teachers | 23.2 | 28 | 22.6 | 51.0 | 43.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 10.0 | 53.1 | 2.1 | 59,328 | 62,888 | 2,710,434 | 629,229 |
| School Psychologist | 1.0 | | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 90,000 | 95,400 | 23,563 | 71,837 |
| ELL Teacher | | | 3 | 3.0 | 1.9 | 0.0 | 0.0 | 1.1 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 60,510 | 64,140 | 120,584 | 71,837 |
| Family Relationship Coor/Learning Coach | 5.0 | | 5 | 5.0 | 4.4 | 0.0 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 | 5.0 | 0.0 | 58,411 | 61,916 | 271,191 | 38,388 |
| Middle School Advisory Teachers | 170 | 394 | 160 | 12.0 | 5.3 | 0.0 | 0.0 | 7.7 | 0.0 | 0.0 | 0.0 | 13.0 | 1.0 | 59,727 | 63,311 | 332,485 | 486,906 |
| High School Counselors | 200 | 197 | 189 | 19.0 | 19.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.8 | 0.0 | 20.0 | 1.0 | 60,100 | 63,706 | 1,220,286 | 50,177 |
| **Subtotal Instructional Staff** | | | | **357.8** | **220.4** | **126.4** | **3.7** | **12.8** | **0.9** | **0.8** | **10.0** | **375.0** | **17.2** | **57,389** | **60,832** | **13,398,241** | **9,414,937** |
| | | | | | | | | | | | | | | | | | |
| Advisory /Counselor Ratio | | | 178 | | | | | | | | | | | | | | |
| Student/Teacher Ratio (Less Counselors) | | | 23.5 | | | | | | | | | | | | | | |
| Student/Teacher Ratio | | 24.1 | 22.2 | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Other Compensation | | | | | | | | | | | | | | | | 1,960,877 | - |
| **Subtotal Instructional Wages** | | | | | | | | | | | | | | | | **15,359,118** | **9,414,937** |
| | | | | | | | | | | | | | | | | | |
| Benefits | | | | 24.5% | 25.5% | | | | | | | | | | | 3,934,894 | 2,382,490 |
| Pension | | | | 16.92% | 19.10% | | | | | | | | | | | 2,947,313 | 1,784,532 |
| Taxes | | | | 2.0% | 2.0% | | | | | | | | | | | 308,619 | 186,862 |
| **Total Instructional Expense** | | | | | | | | | | | | | | | **-** | **22,549,944** | **13,768,821** |

### Administration

| Administration | 21-22 | 22-23 General Fund | 22-23 Combined | 21-22 Approved | 22-23 General Fund | 22-23 Combined | New | Total General Fund 22-23 Salaries | Total Grant 22-23 Salaries |
|---|---|---|---|---|---|---|---|---|---|
| Executive Director | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Assistant Director of Student Achievement | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Principal | | | 3.0 | 3.0 | 3.0 | 3.0 | 0.0 | | |
| Assistant Principal/Site Administrator I | 750 | 695 | 750 | 4.0 | 5.0 | 5.0 | 1.0 | | |
| Assistant Principal/Site Administrator II | | | 3.0 | 3.0 | 3.0 | 3.0 | 0.0 | | |
| Assistant Principal/Site Administrator III | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Director of Counseling Services | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Manager of Counseling Services | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Director of Student Services | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Sr Manager of Student Services | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Manager of Student Services | | | 2.0 | 3.0 | 3.0 | 3.0 | 0.0 | | |
| Manager of Psychology Services | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Social Worker | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Administrative Assistants General | 350 | 350 | 350 | 3.0 | 3.8 | 3.8 | 0.8 | | |
| Administrative Assistants Statewide | | | | 3.0 | 3.0 | 3.0 | 0.0 | | |
| Administrative Assistants Specialized | | | | 2.0 | 2.0 | 2.0 | 0.0 | | |
| Administrative Assistants Enrollment | | | | 2.0 | 2.0 | 2.0 | 0.0 | | |
| Administrative Assistants Finance | | | | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Administrative Assistants Records | | | | 3.0 | 3.0 | 3.0 | 0.0 | | |
| Administrative Assistants State Reporting | | | | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Administrative Assistants Attendance | | | | 1.0 | 1.0 | 1.0 | 0.0 | | |
| SEIS Coordinator | | | 2.0 | 2.0 | 2.0 | 2.0 | 0.0 | | |
| Mgr of School Outreach | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Assistant Director of Business Services | | | 2.0 | 2.0 | 2.0 | 2.0 | 0.0 | | |
| Director of Finance | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| Sr. Director of Business Services | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| School Enrollment Team Lead | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| School Executive Assistants | | | | 2.0 | 2.0 | 2.0 | 0.0 | | |
| Registrar | | | 2.0 | 2.0 | 2.0 | 2.0 | 0.0 | | |
| Senior Manager of State Attendance | | | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | | |
| **Subtotal Administration** | | | | **52.0** | **53.8** | **53.8** | **1.8** | **4,420,279** | **-** |
| **Total Staff** | | | | **409.80** | **274.2** | **428.9** | **19.1** | | |
| Other Compensation | | | | | | | | 88,140 | |
| **Subtotal Administrative Wages** | | | | | | | | **4,508,419** | **-** |
| | | | | | | | | | |
| Benefits | | | | 24.5% | 25.5% | | | 1,149,647 | - |
| Pension | | | | 16.92% | 19.10% | | | 504,962 | - |
| Taxes | | | | 6.0% | 6.0% | | | 212,760 | - |
| **Total Administrative Expense** | | | | | | | | **6,375,788** | **-** |
| **Total Compensation Expense** | | | | | | | | **28,925,732** | **13,768,821** |

Note: Total Staff row values — 22-23 'CARES ESSER II 3.7, 22-23 Title I 12.8, 22-23 Title II 0.9, 22-23 Title IV 0.8, 22-23 IDEA-B 10.0, 22-23 EPA 126.4.

# California Connections Academy Schools - 2022-2023
## Shared Expense Arrangement

| | | | | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Total ADM | | | | 5,046 | 675 | 1,791 | 175 | 104 | 549 | 8,341 |
| Allocation % | | | | 61% | 8% | 21% | 2% | 1% | 7% | 100% |

### Compensation Expense

| | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **Administrative Services** | | | | | | | | | | |
| General | Yes | 410.49 | per budgeted ADM | 2,071,481 | 277,133 | 735,286 | 71,835 | 42,794 | 225,397 | 3,423,925 |
| SPED | Yes | 21.42 | per budgeted ADM | 108,117 | 14,464 | 38,377 | 3,749 | 2,234 | 11,764 | 178,705 |
| Counseling | Yes | 32.75 | per budgeted ADM | 165,259 | 22,109 | 58,660 | 5,731 | 3,414 | 17,982 | 273,154 |
| Classified | Yes | 299.72 | per budgeted ADM | 1,512,507 | 202,351 | 536,874 | 52,451 | 31,246 | 164,575 | 2,500,004 |
| **Total Administrative Expense** | | | | 3,857,364 | 516,058 | 1,369,196 | 133,765 | 79,688 | 419,718 | 6,375,788 |
| **Instructional Services** | | | | | | | | | | |
| General | Yes | 2,012.65 | per ADM | 15,835,886 | 168,725 | 130,993 | 523,281 | 351,607 | 1,858,464 | 18,868,957 |
| SPED | Yes | 476.38 | per ADM | 2,403,972 | 321,616 | 853,306 | 83,365 | 49,663 | 261,575 | 3,973,496 |
| Counseling | Yes | 214.48 | per ADM | 1,082,311 | 144,797 | 384,174 | 37,532 | 22,359 | 117,766 | 1,788,939 |
| EPA | Yes | - | per ADM | 995,140 | 2,010,139 | 5,952,986 | 33,481 | 20,850 | 100,806 | 9,113,401 |
| CARES ESSER II | Yes | - | per ADM | 238,075 | 41,235 | 39,734 | 8,622 | - | - | 327,665 |
| Title Teachers I, II, IV | Yes | - | per ADM | 849,486 | 171,337 | 251,739 | 51,294 | - | - | 1,323,856 |
| IDEA-B Teachers | Yes | - | per ADM | 568,050 | 81,800 | 186,500 | 24,400 | 9,450 | 52,250 | 922,450 |
| **Total Instructional Expense** | | | | 21,972,921 | 2,939,649 | 7,799,431 | 761,974 | 453,928 | 2,390,861 | 36,318,765 |
| **Total Compensation Expense** | | | | 25,830,285 | 3,455,706 | 9,168,628 | 895,740 | 533,616 | 2,810,579 | 42,694,553 |

### Non-Compensation Expense

| | Shared | Unit Charge | Basis | CapoCA | CenCA | CalCAR | CalCAN | CenCoast | CalMB | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **Enrollment/Unit Based Fees** | | | | | | | | | | |
| Educational Resource Center | No | - | N/A | - | - | - | - | - | - | - |
| ConnexusTM Annual License (LMS) | No | - | N/A | - | - | - | - | - | - | - |
| Technical Support and Repairs | No | - | N/A | - | - | - | - | - | - | - |
| Accounting and Regulatory Report | No | - | N/A | - | - | - | - | - | - | - |
| Direct Course Instruction Support | No | - | per ADM | - | - | - | - | - | - | - |
| Short Term Substitute Teaching | Yes | - | per ADM | - | - | - | - | - | - | - |
| Hardware/Software - Employees | Yes | - | per STAFF | 155,673 | 20,827 | 55,257 | 5,398 | 3,216 | 16,939 | 257,310 |
| Voice Over IP Services | Yes | 18.51 | N/A | 93,404 | 12,496 | 33,154 | 3,239 | 1,930 | 10,163 | 154,386 |
| Human Resources Support | Yes | 64.27 | per ADM | 324,319 | 43,389 | 115,119 | 11,247 | 6,700 | 35,289 | 536,063 |
| School Curriculum Supplies | Yes | 22.48 | per ADM | 113,443 | 15,177 | 40,267 | 3,934 | 2,344 | 12,344 | 187,509 |
| Facility Support Services | Yes | 3.60 | per budgeted ADM | 18,150 | 2,428 | 6,442 | 629 | 375 | 1,975 | 30,000 |
| Student Technology Assistance | No | - | N/A | - | - | - | - | - | - | - |
| Internet Subsidy Payment Process | No | - | N/A | - | - | - | - | - | - | - |
| Enrollment and Records Managem | No | - | N/A | - | - | - | - | - | - | - |
| Curriculum Postage | No | - | N/A | - | - | - | - | - | - | - |
| Tangible and Intangible Instruction | No | - | N/A | - | - | - | - | - | - | - |
| Special Populations Consultative S | No | - | N/A | - | - | - | - | - | - | - |
| Community Outreach | No | - | N/A | - | - | - | - | - | - | - |
| **Revenue Based Fees** | | | | | | | | | | |
| Treasury Services | No | - | N/A | - | - | - | - | - | - | - |
| Marketing Services | No | - | N/A | - | - | - | - | - | - | - |
| School Administration | No | - | N/A | - | - | - | - | - | - | - |
| **Pass-Through Expenses** | | | | | | | | | | |
| Office Supplies | Yes | 6.91 | per ADM | 34,893 | 4,668 | 12,385 | 1,210 | 721 | 3,797 | 57,674 |
| SPED Related Services | No | - | per ADM | - | - | - | - | - | - | - |
| Expensed Furniture and Equipmen | Yes | 30.10 | per budgeted ADM | 151,894 | 20,321 | 53,916 | 5,267 | 3,138 | 16,528 | 251,064 |
| Copiers/Reproduction | Yes | 3.22 | per ADM | 16,240 | 2,173 | 5,765 | 563 | 336 | 1,767 | 26,844 |
| Office Postage | Yes | 4.52 | per ADM | 22,797 | 3,050 | 8,092 | 791 | 471 | 2,481 | 37,681 |
| ISP Payment Reimbursement | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Fa | No | - | N/A | - | - | - | - | - | - | - |
| Student Testing & Assessment Tra | Yes | 51.40 | per ADM | 259,394 | 34,703 | 92,074 | 8,995 | 5,359 | 28,224 | 428,749 |
| Student Testing Technology | No | - | N/A | - | - | - | - | - | - | - |
| Staff Recruiting / Background Che | Yes | 5.14 | per ADM | 25,957 | 3,473 | 9,214 | 900 | 536 | 2,824 | 42,904 |
| Staff Training / Prof. Dvlpmt. | Yes | 126.00 | per ADM | 635,838 | 85,066 | 225,695 | 22,050 | 13,135 | 69,185 | 1,050,969 |
| Travel and Meals - Administration | Yes | 10.16 | per ADM | 51,259 | 6,858 | 18,195 | 1,778 | 1,059 | 5,577 | 84,726 |
| Travel and Meals - Teachers | Yes | 19.38 | per ADM | 97,786 | 13,082 | 34,710 | 3,391 | 2,020 | 10,640 | 161,629 |
| Team Building | Yes | 9.59 | per ADM | 48,400 | 6,475 | 17,180 | 1,678 | 1,000 | 5,266 | 80,000 |
| Maintenance & Repair | Yes | 8.48 | per budgeted ADM | 42,795 | 5,725 | 15,190 | 1,484 | 884 | 4,657 | 70,736 |
| High Speed Internet | Yes | 6.96 | per ADM | 35,141 | 4,701 | 12,474 | 1,219 | 726 | 3,824 | 58,084 |
| Phone | Yes | 5.17 | per ADM | 26,075 | 3,488 | 9,256 | 904 | 539 | 2,837 | 43,099 |
| Rent | Yes | 48.99 | per budgeted ADM | 247,197 | 33,071 | 87,744 | 8,572 | 5,107 | 26,897 | 408,589 |
| Rent Operating Expense | Yes | 5.47 | per budgeted ADM | 27,601 | 3,693 | 9,797 | 957 | 570 | 3,003 | 45,621 |
| Rent Storage Unit | No | - | N/A | - | - | - | - | - | - | - |
| Utilities | Yes | 4.84 | per budgeted ADM | 24,420 | 3,267 | 8,668 | 847 | 504 | 2,657 | 40,363 |
| **Other School Expenses** | | | | | | | | | | |
| Banking fees | No | - | N/A | - | - | - | - | - | - | - |
| Financial Audit | Yes | 7.72 | N/A | 38,974 | 5,214 | 13,834 | 1,352 | 805 | 4,241 | 64,419 |
| District Oversight | No | - | N/A | - | - | - | - | - | - | - |
| STRS Reporting | Yes | 4.38 | per ADM | 22,101 | 2,957 | 7,845 | 766 | 457 | 2,405 | 36,530 |
| District Administrative Fees | No | - | N/A | - | - | - | - | - | - | - |
| Student Activities | No | - | N/A | - | - | - | - | - | - | - |
| Graduation | No | - | N/A | - | - | - | - | - | - | - |
| Board Expenses | Yes | 1.94 | N/A | 9,782 | 1,309 | 3,472 | 339 | 202 | 1,064 | 16,169 |
| Dues - Staff | Yes | 3.76 | per ADM | 18,985 | 2,540 | 6,739 | 658 | 392 | 2,066 | 31,379 |
| Dues - School | No | - | N/A | - | - | - | - | - | - | - |
| Other School Expense | Yes | 0.78 | N/A | 3,915 | 524 | 1,390 | 136 | 81 | 426 | 6,472 |
| Other Curriculum | Yes | 71.32 | N/A | 359,914 | 48,151 | 127,754 | 12,481 | 7,435 | 39,162 | 594,898 |
| Prop 39 Clean Energy Implementa | No | - | N/A | - | - | - | - | - | - | - |
| Other School Contracted Services | Yes | 9.08 | N/A | 45,841 | 6,133 | 16,272 | 1,590 | 947 | 4,988 | 75,770 |
| Accreditation and Consulting | No | - | per ADM | - | - | - | - | - | - | - |
| Insurance - D&O | Yes | 1.55 | N/A | 7,811 | 1,045 | 2,773 | 271 | 161 | 850 | 12,911 |
| AERIES | No | - | per ADM | - | - | - | - | - | - | - |
| Summer School | Yes | 34.58 | per ADM | 174,504 | 23,346 | 61,941 | 6,051 | 3,605 | 18,988 | 288,436 |
| Legal | Yes | 36.39 | N/A | 183,617 | 24,565 | 65,176 | 6,367 | 3,793 | 19,979 | 303,498 |
| Legal Special Education | Yes | 11.99 | N/A | 60,500 | 8,094 | 21,475 | 2,098 | 1,250 | 6,583 | 100,000 |
| **Total Non-Compensation Expense** | | | | 3,378,622 | 452,009 | 1,199,264 | 117,163 | 69,797 | 367,626 | 5,584,482 |
| **Grand Total Shared Expense** | | | | 29,208,906 | 3,907,715 | 10,367,892 | 1,012,903 | 603,413 | 3,178,204 | 48,279,035 |

# CalCA Southern California
## Fee Schedule
## 2022-2023 Budget

| Fee | SoCAL Factor | Notes | Taxable? (Yes/No) |
|---|---|---|---|
| Educational Resource Center | $126.00 | per each enrolled student, calculated as an average over the school year | No |
| Connexus™ Annual License (EMS) | $600.00 | per each enrolled student, calculated as an average over the school year | No |
| Technical Support and Repairs | $150.00 | per each enrolled student, calculated as an average over the school year | No |
| Accounting and Regulatory Reporting | $50.00 | per each enrolled student, calculated as an average over the school year | No |
| Direct Course Instruction Support | $2.75 | per student day; based on enrollment at a point in time each month in a Pearson Online Academy supported course | No |
| Short Term Substitute Teaching Services | $300.00 | per day, if service is provided by a teacher employed by the EMO Partner | No |
| Hardware/Software - Employees | $600.00 | per each staff member employed at the end of the year | Yes |
| Voice Over IP Services | $360.00 | per each staff member employed at the end of the year | No |
| Human Resources Support | $1,250.00 | per each staff member employed at the end of the year | No |
| School Curriculum Supplies | $500.00 | per each teacher employed at the end of the school year | Yes |
| Facility Support Services | $15,000.00 | per each school office location | No |
| Student Technology Assistance* | $575.00 | per each laptop computer provided by CA at any time during the school year*** | Yes |
| Internet Subsidy Payment Processing | $25.00 | per each household receiving an Internet Subsidy Payment at any time during the school year | No |
| Enrollment and Records Management | $40.00 | per each student enrolled at any time during the school year | No |
| Curriculum Postage | $33.00 | per each student enrolled at any time during the school year | No |
| Intangible Instructional Materials - Kindergarten* | $443.00 | per each Kindergarten student enrolled at any time during the school year | No |
| Tangible Instructional Materials - Kindergarten* | $157.00 | per each Kindergarten student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 1st-5th Grade* | $704.00 | per each 1st - 5th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 1st-5th Grade* | $246.00 | per each 1st - 5th grade student enrolled at any time during the school year | Yes |
| Intangible Instructional Materials - 6th-12th Grade* | $795.00 | per each 6th - 12th grade student enrolled at any time during the school year | No |
| Tangible Instructional Materials - 6th-12th Grade* | $280.00 | per each 6th - 12th grade student enrolled at any time during the school year | Yes |
| Treasury Services | 1.50% | of all revenue from governmental sources, excluding any special education revenue | No |
| Marketing Services | 1.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| School Administration | 6.00% | of all revenue from governmental sources, excluding any special education revenue | No |
| Special Populations Consultative Services | $150.00 | per each IEP student per month | No |
| Employee Benefits | 25.50% | per actual gross wages and bonus accrual for administration and teachers | No |
| Community Outreach | 550,000.00 | board approved budget for school's contribution toward outreach effort | - |

| Expenses Reimbursed to Connections Academy at Cost | Expenses Paid by the School by Contractual Obligation |
|---|---|
| Employee Wages and Taxes | Banking fees |
| Employer Contribution to State Pension Plan | Fiscal Consulting |
| Taxes for certified employees | Financial Audit |
| Office Supplies | District Oversight |
| Expensed Furniture and Equipment | STRS Reporting |
| Copiers/Reproduction | Outside Administrative Services |
| Office Postage | Student Activities |
| ISP Payment Reimbursement | Graduation |
| Student Testing & Assessment | Staff Activities |
| Staff Recruiting | Board Expenses |
| Staff Training / Professional Development | Dues |
| Travel and Conferences - Teachers | Insurance - D&O |
| Travel and Conferences - Administration | Other Curriculum Supplies |
| Team Building | Summer School |
| Maintenance & Repair | Legal |
| High Speed Internet | Any other expenses for services not contracted to Connections Academy of California, LLC |
| Phone | |
| Rent | |
| Rent Operating Expense | |
| Rent - Storage Unit | |
| Utilities | |
| Building Safety Program | |
| Contract School Staff | |

**\* Items under Student Technology Assistance and Tangible and Intangible Instructional Materials are provided to the school and its students for use during the school year.**
**They remain the property of Connections Academy and/or its vendors.**

**\*\* Total computers provided by CA are calculated by combining the sum of all computers assigned to a household as counted on the first school day of September**
**plus each computer shipped thereafter at any time during the school year, excluding computers shipped for the following reasons:**
**\*  Reshipment for replacement or repair**
**\*  Student Supplemental Technical Equipment**
**\*  Computers Approved for Special Education Students**

|  | SoCAL |
|---|---|
| **Taxable Fees** | |
| **Tax Rate** | 7.75% |
|  | |
| Hardware/Software - Employees | 12,065 |
| School Curriculum Supplies | 8,792 |
| Student Technology Assistance* | 154,112 |
| Tangible Instructional Materials - Kindergarten* | 3,600 |
| Tangible Instructional Materials - 1st-5th Grade* | 22,678 |
| Tangible Instructional Materials - 6th-12th Grade* | 77,273 |
|  | |
| **Total Tax Liability** | 278,520 |

# Report on Local Indicators

For

## California Connections Academy Schools

Consisting of:
California Connections Academy Central Coast
California Connections Academy Central Valley
California Connections Academy Monterey Bay
California Connections Academy North Bay
California Connections Academy Northern California
California Connections Academy Southern California

Relating to

**California School Dashboard Local Indicators**

Presented to the Board of Directors in Regular Meeting on June 28, 2022

## Background

The state has established eight priorities which must be addressed as part of the state's new accountability system. Several of the state priorities are measured using data collected only at the local level. These are referred to as the "Local Indicators". Prior to 2021, if the charter outcomes do not address a state priority which is considered one of the "Local Indicators", the school did not have to report anything on that Local Indicator section of its state Dashboard and would still qualify to report the "Met" standard.

Each of the Local Indicators had been analyzed, and many did not apply because the charter document has no charter outcomes related to those state priorities. We reported an "N/A" on the indicators that did not apply. These indicators were:

Priority 1: Basic Conditions at School

Priority 2: Implementation of State Academic Standards

Priority 6: Local Climate Survey

Priority 7: Access to a Broad Course of Study

Starting in 2021, a change to this process came during the sweeping changes made to charter law with the passage of AB1505 and AB1507. As a result, all charter schools must report on all the same Local Indicators as every traditional school, regardless of the manner in which the charter document was written. The following is a report on the required Local Indicators using the state of California's Self-Reflection Tools.

## State's Self-Reflection Tools

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

➔ Annually measure its progress in meeting the requirements of the specific LCFF priority.
➔ Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
➔ Report results to the public through the Dashboard utilizing the SBE-adopted the self-reflection tools for each local indicator.

The sections that follow are the school's self assessment using the SBE tool for each Local Priority.

## Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities) (LCFF Priority 1)

Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

## *Implementation of State Academic Standards (LCFF Priority 2)*

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### *Recently Adopted Academic Standards and/or Curriculum Frameworks*

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |

| History-Social Science | | | | 4 | |
|---|---|---|---|---|---|

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

### *Other Adopted Academic Standards*

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Career Technical Education | | | 3 | | |
| Health Education Content Standards | | | | 4 | |

| | | | | | |
|---|---|---|---|---|---|
| Physical Education Model Content Standards | | | | 4 | |
| Visual and Performing Arts | | | | 4 | |
| World Language | | | | 4 | |

### *Support for Teachers and Administrators*

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

> Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| Activities | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | 4 | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

# *Parental Involvement and Family Engagement (LCFF Priority 3)*

## *Introduction*

*Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).*

*Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]*

- *Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.*
- *To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.*

*The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.*

*For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.*

## Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| Building Relationships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | | | | | 5 |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | | | | | 5 |

| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | | | | 4 | |
|---|---|---|---|---|---|
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | | | | 4 | |

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

   We will continue to increase our efforts in our weekly contact rate. This is an area we are dedicated to continuing and improving for students and families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

   We will find ways to better communicate with our families in their home language through verbal and written communication.

### *Building Partnerships for Student Outcomes*

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| Building Partnerships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | | | | 4 | |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | | | | 4 | |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | | | | 4 | |

| | | | | | |
|---|---|---|---|---|---|
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | | | | 4 | |

## Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   We work hard to partner with caretakers and assist them in taking an active role in their students' education.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

   We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

### *Seeking Input for Decision Making*

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | | | | 4 | |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | | | | 4 | |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | | | | 4 | |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | | | | 4 | |

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

   We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

# *School Climate (LCFF Priority 6)*

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

### 1. Data

How much do you like your Connections Academy school?
I like it a lot / I like it a little = 94%

How much do you like your Connections Academy Teachers?
I like it a lot / I like it a little = 98%

Will you be attending Connections Academy again next year?
I will definitely attend next year / I might attend next year = 83%

Would you recommend Connections Academy to other kids?
I would recommend it to anyone / I would recommend it to other kids who I think would like it = 88%

### 2. Meaning

We are very pleased with the overall satisfaction rate of our students.  Their appreciation of both the school and their teachers is encouraging.  We will continue to refine practices to help these rates increase.

### 3. Use

We are very much interested in increasing the percentage of students that remain with us year over year.  Slowing mobility will have a positive effect on all student success outcomes.  We continue to examine and refine practices to increase retention.  *One such action is a school wide social emotional support training that began in the 2021-2022 school year.*

### *Access to a Broad Course of Study (LCFF Priority 7)*

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

*1.   Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)*

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. Being fully aware of the realities of graduation rate, the high school staff has continued implementation of an internal credit recovery program called Project Success. During the 2019-2020 school year, historically at-risk high school students passed an average of 75% of their classes in the Project Success program. During the 2020-2021 school year, the average pass rate has increased to 86.3%. In the 2021 - 2022 school year the pass rate continued to increase to 93%. These early successes are providing the justification and motivation to continue and expand these programs. As an initiative to further improve graduation rate and address the potential for learning loss due to the pandemic, our organization continues to run its own in house summer school program since the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit deficient high school students were sent to a third party program with a success rate of an average of around 50% pass rates. Summer of 2020, we had a 77% pass rate and an 85% summer graduation rate for those in their last year of high school. Summer of 2021, our course pass rate decreased to 72% and our summer graduation rate increased to 96% for those in their last year of high school.

2. *Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)*

This area does not pertain because each charter in the organization is a single school site charter school and individual Local Educational Agency. All students in each school have access to all curriculum and instructional tools provided and have an individualized program to meet their educational needs.

3. *Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)*

While teacher credentialing and student interest are the primary driver of the diverse offerings, there are a handful of instances courses may need to be removed from the catalogue. In the instance of a lack of student need or interest, the removal of a course offering will be considered. In the instance where a teacher with a specialized credential leaves the school, every effort will be made to replace the credential area. If such a replacement is not possible in a given year, school staff work closely with students and their families to find a suitable alternative. This is especially important at the high school level.

4. *In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)*

The high school electives department and counseling created an informational electives website containing course description and information to help students navigate their elective options with the help of the counseling team. This, along with the Student Course Selection Data View allows students access to all available high school electives. In addition, the use of UC Scout and Global School courses have been incorporated for the 2022-2023 school year to ensure all high school students have access to a broad range of courses.

# State Policy Support Information
## for the California Connections Academy Board
### May 16 – June 15, 2022

**Items of Note from the California State Board of Education Meeting May 18:**

<u>Approved</u> Physical Fitness Test: Approve the Finding of Emergency and Readopt the Proposed Emergency Regulations that requires that public schools administer the PFT during the month of February, March, April, or May to each student in grades five, seven, and nine. The law also requires that public schools provide individual results to students for their completed testing and annually report aggregate results in their annual school accountability report card and to the CDE at least every two years. The Action was approved the finding of an emergency.

<u>Approved</u> the remaining 2021–22 Local Educational Agency Comprehensive Support and Improvement Plans Authorized Under the Every Student Succeeds Act Section 1111(d). With respect to the California Assessment of Student Performance and Progress System and English Language Proficiency Assessments for California: Approved the 2021–22 Apportionment Rates, Approved the Proposed Alternate English Language Proficiency Assessments for California Threshold Scores, and Updates on Assessment Program Activities. Here are the items approved:

1. Per-pupil apportionment rates for the 2021–22 school year (contingent on the availability of an appropriation for this purpose) for the CAASPP tests administered as part of the CAASPP System. These are funds that are sent to LEAs each year to help offset the cost of administering the state mandated tests (CAASPP & ELPAC). The amounts are very small but also include a certification by each LEA of the number of students who were tested, per the state's records.

2. Per-pupil apportionment rates for the 2021–22 school year (contingent on the availability of an appropriation for this purpose) for the ELPAC tests administered, Same as # 1: regarding payment to LEA's

3. The State Superintendent of Public Instruction's proposed Initial and Summative Alternate ELPAC threshold scores, to be effective beginning with the 2021–22 administration.

**The Legislature approved a placeholder state budget on June 13**
- Passed 57-16 in the Assembly and 28-8 in the Senate
- Record $300 billion package including $128 billion for schools and community colleges.
- *The Legislature wants to boost ongoing general funding through the Local Control Funding Formula by 16% — a popular move among districts and charter schools complaining of labor shortages and inflation. Newsom favors a 10% increase and spending the difference on one-time funding, including more for community schools, reading coaches for low-income schools and teacher training in math and science.*
- The budget sent to the Governor will get reworked, and a final agreed-upon budget between the legislature and Governor will be introduced the last week of June with Governor Newsom signing the budget by July 1, 2022. Trailer budget bills may also follow in August.

**EdSource published this excellent opinion piece by the founder of APlus+ non-classroom based charter schools**

# 2022-2023 School Year (SY) Product & Technology Memo

## A Message from the Pearson Virtual Schools (PVS) Product & Technology Team

Upon its launch, Connections Academy pioneered a new way of learning through emerging technology, providing opportunities for students in search of an alternative to a traditional classroom setting. Our differentiator was being a virtual school for students with needs that weren't being adequately met at traditional brick and mortar schools.

Today, Connections Academy has evolved to better serve students and increase the value we provide. While many schools, districts and states are now working to adapt to virtual learning based on changes ushered in by the pandemic, Connections Academy remains a leading provider of high quality and individualized learning. For us, virtual learning is not an emergency or a response to a crisis. It is our core area of expertise—it's what we know, what we do, and what we have been doing successfully for 20 years. Based on our experience, we know:

- Students are at the center of everything, and one size does not fit all.
- Academic success is not independent of social and emotional needs.
- Virtual learning continues to create new and exciting possibilities for students to achieve their goals.

Our mission now is to build on our ability to deliver the best learning experience for each individual student. Our extensive efficacy research leveraging years of student outcome data helps us better understand the student's journey and what is important to them. We know what it will take to help students succeed amidst the challenges of a dynamic and ever-changing world—at both Connections Academy and beyond:

- Building relationships between students and teachers matters most.
- Differentiated instruction for learners is key.
- Supporting teachers with the most effective tools and processes is essential.
- Engagement with families and Learning Coaches makes a difference.

This memo provides an overview of how the PVS Product and Technology group is working to support this mission for the upcoming 2022-2023 school year. We hope you find this work as exciting as we do. For additional information, please visit our new Product Highlights web page.

**Michelle Shires**
**Senior Vice President, Product & Technology**

# 2022-2023 School Year (SY) Product & Technology Memo

## NEW! Lesson Introduction Page Personalizes Instruction

Research has shown that personalized instruction leads to better student outcomes and builds student-teacher relationships. The new Lesson Introduction Page is a new way for teachers to personalize their course and showcase their unique style of instruction to their students.
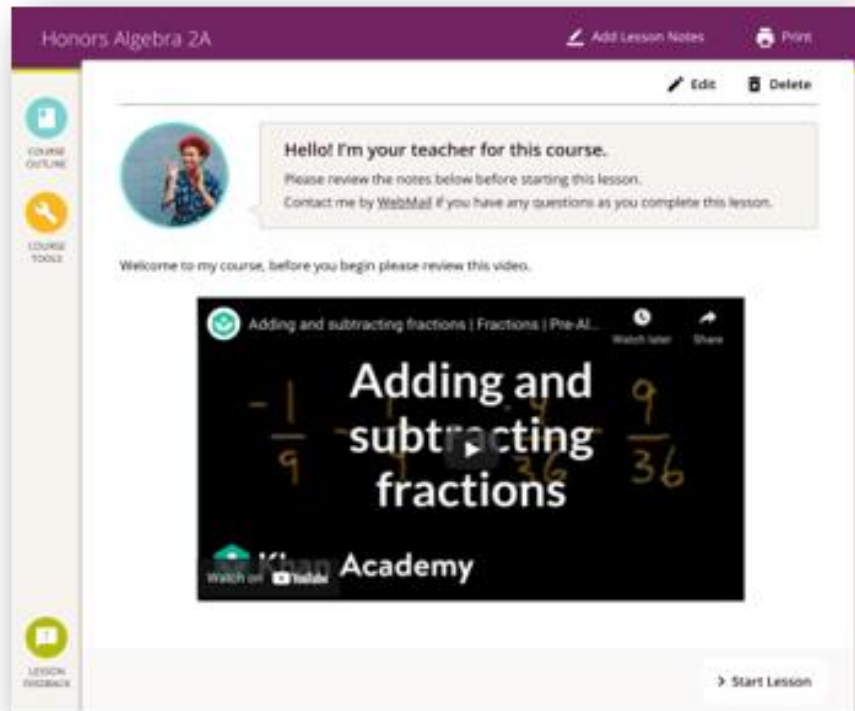


### Seamless Learning for Students

Each Lesson Intro Page includes a header with the teacher's profile image, a hyperlink to the teacher's WebMail account (for quick communication), and an introduction to the lesson displayed within the lesson viewer as the first page of a lesson. This seamless presentation combines curriculum with teacher-personalized instruction. A visual indicator in the course outline quickly identifies lessons that have a teacher-generated Lesson Intro Page.

### Easy, Efficient and Flexible for Teachers

Teachers will access this new feature through the **Lesson Options** link in the header that displays in each lesson. It's easy to use, and the automatic selection of teacher and header information streamlines the process. It also auto-selects a teacher within a section when there is more than one teacher instructing that section.

The Lesson Intro Page supports a variety of HTML content through a rich text editor, including images, links, and common video-embed formats. In addition, the Lesson Intro Page is applied to the entire section, which includes students who may have enrolled in their class after the Lesson Intro Page was created.

Support resources will guide teachers in using the new feature. These resources include how-to instructions, an explanation of best practices, and a set of example Lesson Intro Pages can use as a starting point to build upon based on their students' needs.

# 2022-2023 School Year (SY) Product & Technology Memo

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## NEW! Pearson Curriculum courses for 2022-2023 SY

Based on our 20 years of experience with virtual learning, we are leveraging our expertise to provide students, teachers, and families with the best possible curriculum to support the learning experience.
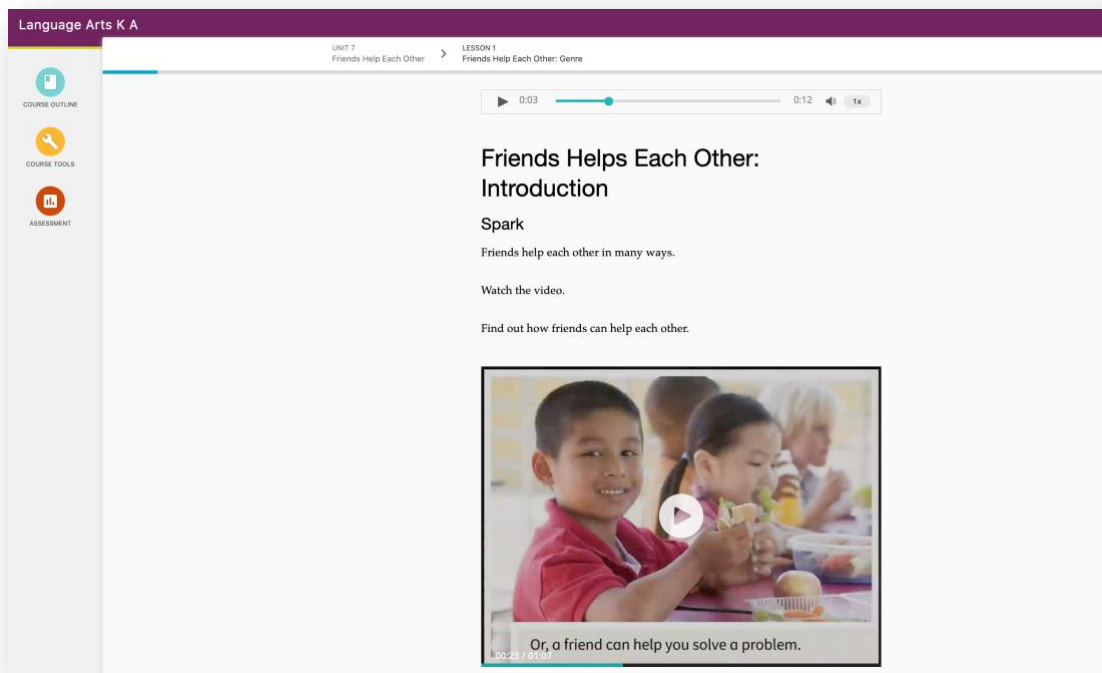


**Aligned to National and State Standards**

Pearson Curriculum courses are designed to provide exceptional alignment with state standards which helps students better prepare for state tests. This also means teachers spend less time gap-filling to cover standards and more time on teaching.

It's important to note the first year of release for Pearson Curriculum courses is an opt-in year, so Connections Academy schools can choose whether to adopt these offerings. During the opt-in year, courses are aligned to national standards. In the second year of their release, the courses are also aligned to state standards and required for all schools.

**Developed for the Dynamic Classroom Instructional Model**

The Pearson Curriculum provides students with an iterative presentation of lessons with check-ins and practice at each step to help them better understand and learn the topic. Teachers also have access to the Dynamic Classroom for Educators course for professional development.

**Greater Engagement, Improved Outcomes**

Our research shows the more students engage with the curriculum, the better they will perform. Pearson Curriculum lessons include features like pop-up examples and peer model videos to increase student engagement. Teacher model videos are also included in our new middle school math courses. Quick Checks provide students and teachers with a frequent view into student understanding.

# 2022-2023 School Year (SY) Product & Technology Memo
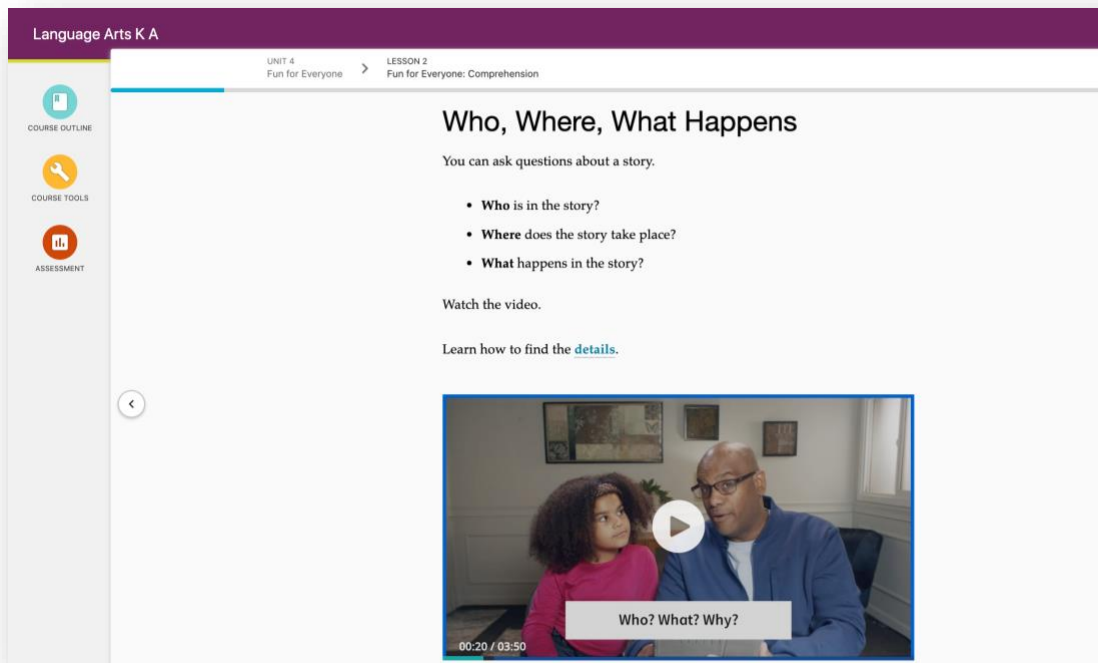


**New Pearson Curriculum Courses Available for Preview**

The new Pearson Curriculum courses are already available for teachers to preview in the Virtual Library. Schools have the choice to opt-in to these courses for the 2022-2023 SY. These courses include:

- Language Arts 1-2
- Math 6-8
- Computer Science K-2, 3-5, and HS
- World History
- Geography & Society
- American Government

In addition, twenty Pearson Curriculum courses are already available and will be offered by all Connections Academy schools during the 2022-2023 SY. These previously published Pearson Curriculum courses include:

- Language Arts K*, 3-8
- Social Studies 3-5
- Science 3-8
- Physical Science
- Biology
- Chemistry
- Physics
- Economics

(* Language Arts K is a new Pearson Curriculum course that will be offered at all Connections Academy schools during 2022-2023 SY except for schools in approval states. At CA schools in approval states, the current version of Language Arts K will be offered for the 2022-2023 SY.)

**User Experience (UX) Improvements for Learning Coaches**

We are proud to share that we've enhanced the user experience for students and Learning Coaches using the Pearson Curriculum. These improvements include the ability to print a page, a lesson, or a unit; easier access to Learning Coach Guides; and the ability for Learning Coaches to submit assessments on behalf of students.

# 2022-2023 School Year (SY) Product & Technology Memo

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## New and Updated Advanced Placement (AP) and Electives Courses

Previously, some AP and electives courses included dated, problematic content that was difficult to maintain. This year we've taken great steps to offer best-in-class AP and elective courses with close to 50 updated or new titles. These courses will be relevant to 21st century learners and help students with career and college readiness. They also provide a wealth of features to engage and students, as well as teacher resources to help with lesson planning.

**New AP & Electives Courses Available for Preview**

The new and updated AP and elective courses are available for teachers to preview in the Virtual Library. Each CA school leadership team chooses courses each school year. During this process, schools determined whether to choose these new and updated courses for 2022-2023 SY.
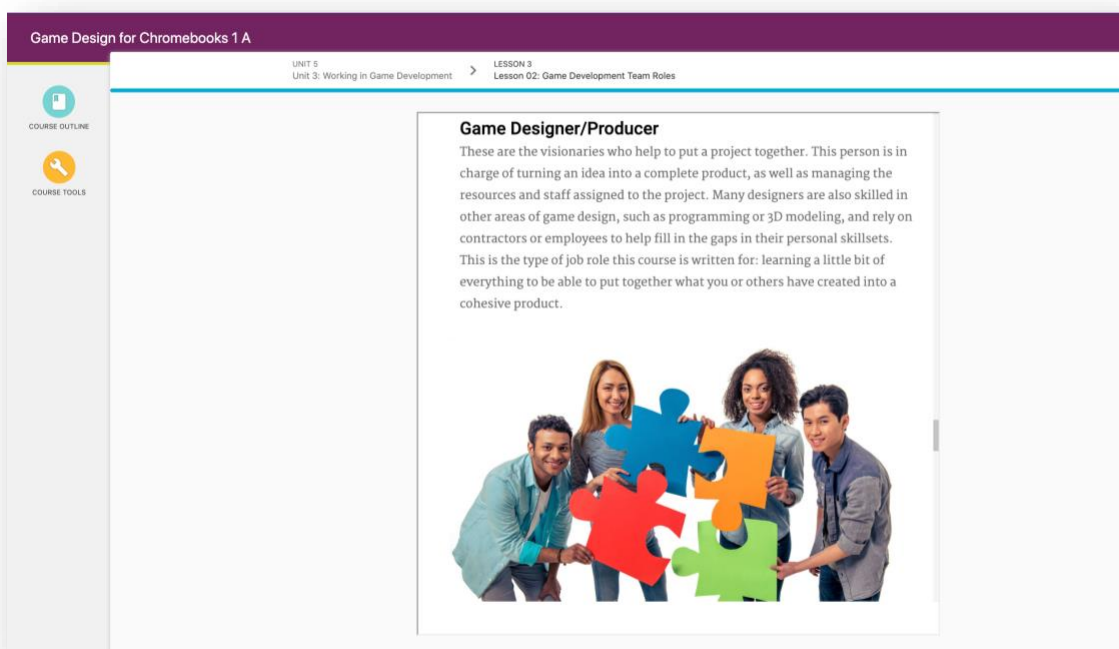


**Automating Third-Party Course Integrations**

As an important step toward the delivery of new and updated AP and Elective courses for the 2022-2023 SY, technical work was completed by our software development teams to automate third-party course integrations into Pearson Online Classroom. This eliminates the manual work previously required for course integrations. It also ensures accurate data for grade syncs between third-party learning management systems and Pearson Online Classroom.

# 2022-2023 School Year (SY) Product & Technology Memo

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## NEW! Updated Look and Feel: Header, Footer, and Mobile Experience

Modernizing the User Interface (UI) for Pearson Online Classroom began last year with the introduction of the new lesson viewer. This modernization work continues by updating headers, footers, and the mobile experience.
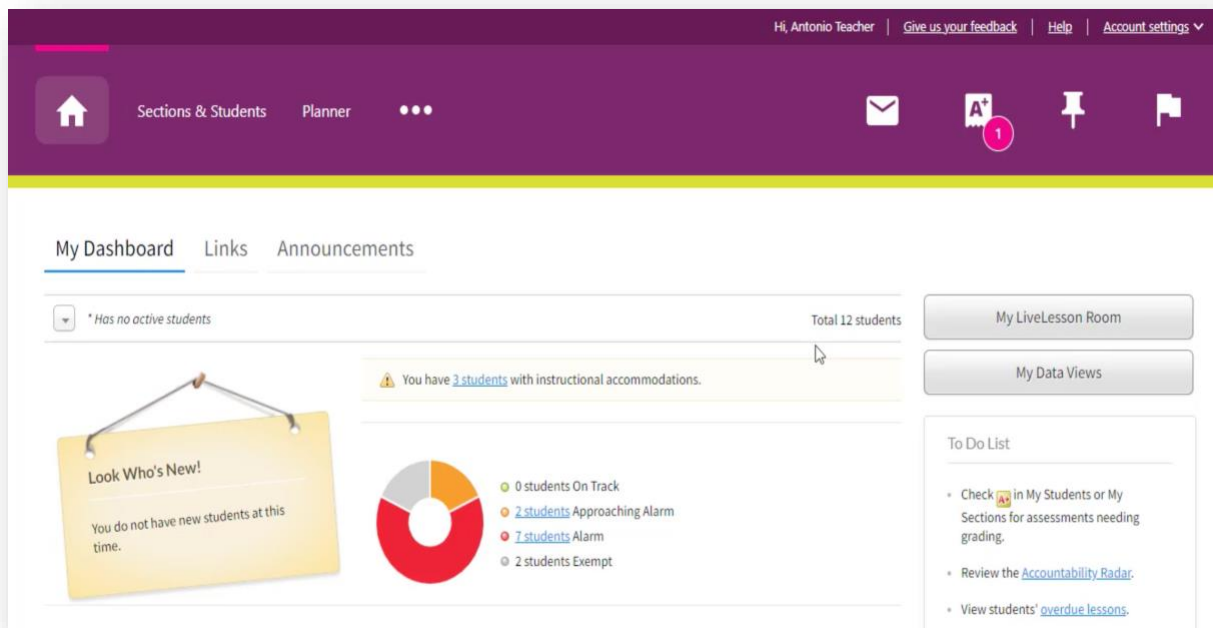


**A Big Impact across Pearson Online Classroom**

The header is the map that directs users to where they need to go, day in and day out, across all devices (mobile, tablet, desktop). Developed with best practices in responsive design and clearly labeled menus and icons, the new header is intuitive for inexperienced users while offering advanced navigational features for experienced users. Few components have the same reach as the header, which is on every page in the system. Redesigning the header provides a powerful visual impact throughout the learning platform and greater consistency with our PVS brand.

In our research into how users access the platform, we found that 62% of parents log in via their mobile phones; so with this in mind we dedicated development resources to improving the mobile experience. It is now consistent with desktop use. These updates are all WCAG-compliant to enhance accessibility. Updates to the footer are simple but sleek, containing the Pearson logo and displaying a modern font, completing the brand continuity throughout the page.
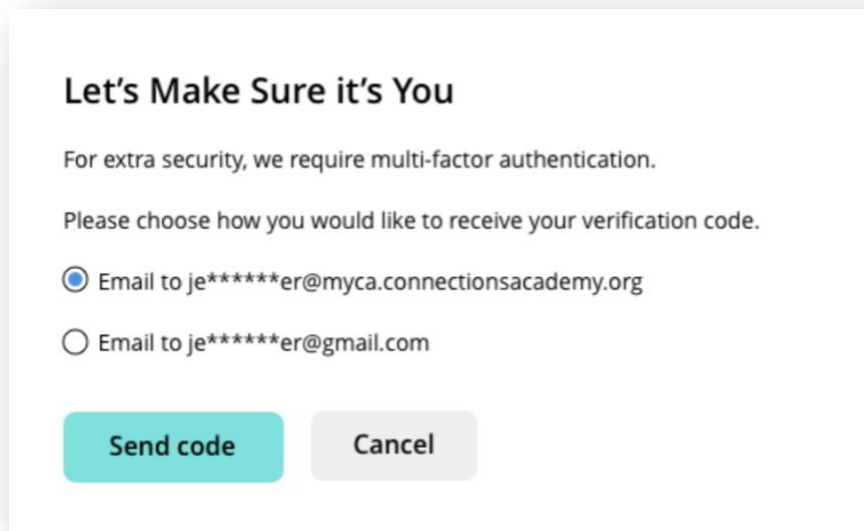
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## NEW! Multifactor Authentication (MFA) for School Staff

PVS is enabling additional authentication tools for school staff to help ensure student data is protected in Pearson Online Classroom. This new multifactor authentication (MFA) will aid in preventing external threats to Pearson Online Classroom. Verification for staff will be quick and convenient. This extra layer of protection and security is specific to school staff due to the large amounts of student data that staff, and administrative accounts have access to.

# 2022-2023 School Year (SY) Product & Technology Memo

School staff returning for the 2022-2023 SY will be asked to verify their work and alternate email addresses in the Employee Email Verification Data View. New 22-23 SY school staff must provide an alternate email address during the onboarding process. When staff first log in to Pearson Online Classroom with their username and password, a verification dialogue popup window prompts them to select a preferred verification method. Once a user logs in using MFA, they will not be prompted to log in again for 12 hours.

**Who Will be Impacted by this MFA Update?**
- Connections Academy Staff (HR-supported)
- Connections Academy School Staff (non-HR supported: Reach, WCA, PCA, TECCA)
- Board Members
- Pearson Online Schools
- Contractors hired/managed directly by the schools (Sub services, Special Ed services, etc.)
- Contractors hired/managed by a corporate team (Special Pops vendors)

# 2022-2023 School Year (SY) Product & Technology Memo

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## Using Efficacy and Research to Reimagine Learning

The Product and Technology group continues to work towards providing high-quality and individualized learning for Connections Academy students. As part of this effort, ongoing research is helping us gain better and real-time insights about the student journey and what is key to student success. These insights are helping us to reimagine learning for students and teachers across the CA network.
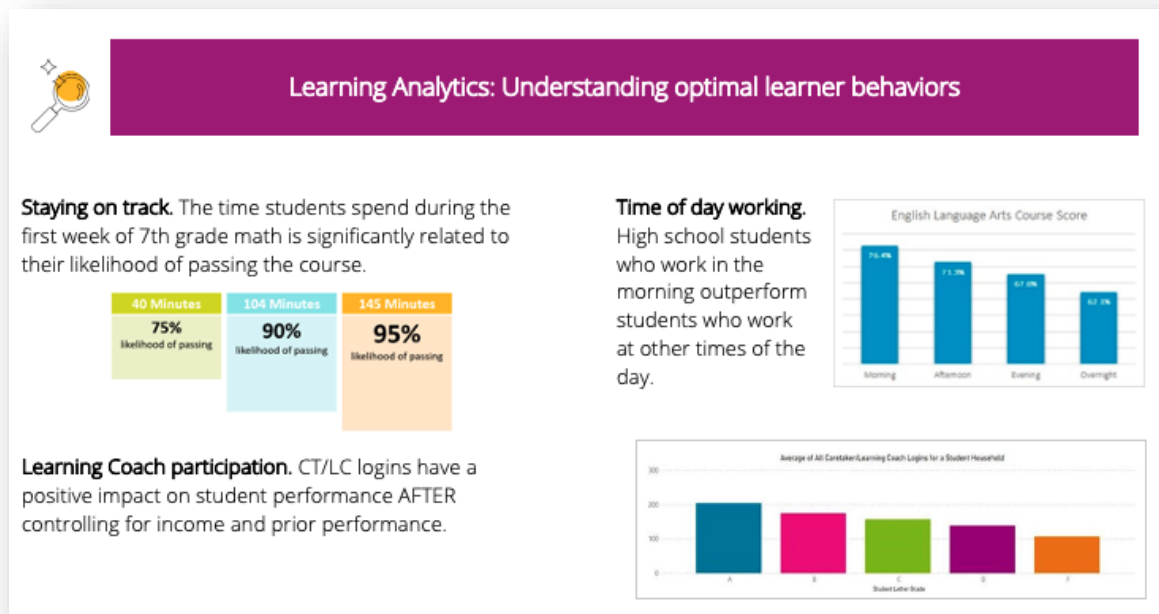


**Real-Time Data and Insights**

As part of our research, we watch closely to see how students respond to the curriculum content—like a teacher walking the aisles of the virtual classroom. This research considers real-time usage and clickstream data as well as student outcomes. It enables us to identify successful behaviors and create an Optimal Learner Data Footprint (OLDF). This positions us to confirm, learn, and assert what we believe and can act on.

**What We Can Confirm, Learn, and Assert**

We recently confirmed high-performing students interact more with course assets like Peer Model Videos, and Check-Ins and Practice examples. We also discovered learning objects specific to well-being in the curriculum did not have an impact on outcomes, so we will be responding accordingly. We can now assert a growing number of data-driven research results, such as:

- Students are significantly less likely to withdraw when they have an adult to turn to at school for support or advice.
- The top predictor for withdrawal is level of participation at week six.
- Learning Coach logins have a positive impact on student performance.

This research into the student journey will continue through the 2022-2023 SY.

# 2022-2023 School Year (SY) Product & Technology Memo