California Connections Academy

California Online Public Schools (CalOPS) Annual Board Meeting

Published on June 16, 2023 at 12:44 PM PDT

Date and Time

Wednesday June 21, 2023 at 3:30 PM PDT

Location

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

1201 Cara Road, Dinuba, CA 93618

8422 Madison Avenue, Fair Oaks, CA 95628

3753 W. Norberry Street, Lancaster, CA 93536

32946 Calle San Marcos San Juan Capistrano, 92675

9423 Reseda Blvd. Apt#230, Northridge, CA 91324

5716 Owl's Nest Drive, Santa Rosa, CA 95409

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Join Zoom Meeting

https://zoom.us/j/99738547973

Meeting ID: 997 3854 7973

Dial In:

+1 (669) 444-9171 ext. 99738547973# US

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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 Eva McGahey at (714) 248-6179 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.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**3:30 PM**
	A. Call the Meeting to Order		Diana Rivas	
	B. Roll Call		Diana Rivas	
	C. Approval of Agenda	Vote	Diana Rivas	

II. **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.

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/about/school-board.

III. **Oral Reports**

	A. Superintendent's Report	FYI	Richard Savage	

	Purpose	Presenter	Time

1. Graduation Plans and End of Year Activities Update
2. 2023-2024 Enrollment and Staffing Updates
3. Sponsoring District(s) Update

| **B.** Principals' Report (attached) | FYI | | |

1. Elementary School - Marcus White
2. Middle School - Heather Tamayo
3. High School - Kara Mannix

| **C.** CalCA Financial Report | FYI | LaChelle Carter | |

1. Consolidated Financial Report (attached)
2. Special Education Service Contracts Update
3. Funding Determination Update

| **D.** Policy and Compliance Report | FYI | Dan Hertzler | |

1. Policy and Compliance Report (attached)
2. Charter Renewal Update

IV. Consent Items

A. Approval of Minutes from the May 23, 2023 Board Meeting (attached)	Vote	Diana Rivas	
B. Approval of Staffing Report (attached)	Vote	Stephen Ford	
C. Approval of Pearson Invoice(s) (attached)	Vote		
D. Approval of Contracts over $20k (attached)	Vote	LaChelle Carter	
E. Approval of Evaluation Software Purchase (attached)	Vote	Stephen Ford	
F. Approval of Regular Vendor List and Associated Payments (attached)	Vote	LaChelle Carter	
G. Approval of Board Designee for Charter Petition Renewals (attached)	Vote	Dan Hertzler	

		Purpose	Presenter	Time

V. Action Items

A. Approval of Directors to Three Year Terms — Vote — Dan Hertzler

    1. Adam Pulsipher
    2. Paul Hedrick

B. Approval of Officers for the 2023-2024 School Year — Vote — Dan Hertzler

    1. President - Elaine Pavlich
    2. Vice President - Diana Rivas
    3. Treasurer - Michael K. Henjum
    4. Secretary - Adam Pulsipher

C. Approval of 2023-2024 Preliminary Budgets (attached) — Vote — Jason Sitomer

D. Approval of Local Control and Accountability Plans (LCAPs) (attached) — Vote — Leslie Dombek

E. Approval of CalCA Board of Directors Bylaws Update and Renewal (attached) — Vote — Dan Hertzler

F. Approval of Master Contract and List of Special Education Providers and Authorization of the Director of Finance to Negotiate, Amend, Finalize, and Execute Contracts Listed and Any Future Providers for the 2023-2024 School Year (attached) — Vote — LaChelle Carter

G. Approval of College and Career Access Pathways Dual Enrollment Partnership Agreement (attached) — Vote — Leslie Dombek

H. Approval of Associated Banking Resolutions (attached) — Vote — LaChelle Carter

I. Approval of Education Protection Account Resolution and Budgets (attached) — Vote — Matthew Percin

		Purpose	Presenter	Time
J.	Approval of Marketing and Public Relations Budget for the 2023-2024 School Year (attached)	Vote	Julie Colombero	

VI. Information Items

		Purpose	Presenter	Time
A.	Pearson Virtual Schools Update	FYI	Laura Johnson	

    1. School Success Partner (SSP) Update

		Purpose	Presenter	Time
B.	Local Indicator Report (attached)	FYI	Leslie Dombek	

VII. CLOSED SESSION

Brown Act; Cal. Gov't Code §54957(b) – to consider appointment, employment, evaluation of performance, discipline of an employee, Title: Evaluation of School Leader of California Connections Academies

VIII. Closing Items

		Purpose	Presenter	Time
A.	Adjourn Meeting	Vote	Diana Rivas	

Adjournment and Confirmation of the Next Meeting - September 05, 2023 at 3:30 pm PT

Coversheet

Principals' Report (attached)

Section: III. Oral Reports
Item: B. Principals' Report (attached)
Purpose: FYI
Submitted by:
Related Material: CalCA Principals' Report 06.21.pdf

Principals' Report
California Connections Academy Schools
2022-23

SITE REPORTS

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

Greetings from Northern California and the High School Team!

The end of the year is fast approaching, and everyone at the high school is bustling with various end-of-year events. We recently had a fantastic prom, as well as both Northern and Southern California Grad Nights. It was truly wonderful to witness families coming together at our end-of-year festivals. Currently, our main focus is on wrapping up the remaining loose ends of the school year. Graduation is just around the corner, and the staff is putting in tremendous effort to ensure that every student successfully crosses that finish line. Teachers are actively assisting students in finishing the semester on a high note, while counselors are nearly finished with their end-of-year calls with families, preparing for the upcoming year. This time of year is both hectic and exhilarating, and it seems to pass by in the blink of an eye!

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

Greetings from Elementary,

It is such a busy and fun time of year. We wrapped up state testing. Additionally, we were able to see many of our families at our End of the Year Festivals. It was a time of reconnecting and celebrating a great year of learning and growth. Finally, we are being really proactive in reaching out to families and encouraging them to finish their coursework strong. It has been a true pleasure supporting our students and families on their educational journey this year.

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

Greetings from Southern California and the Middle School Team.

As always, the end of the year has been an absolute whirlwind. The Southern California End of Year Festival was a huge success. We hosted almost 800 people, including staff, at the Orange County Fairgrounds! We fed our staff, engaged with our families, and created some great memories. We will be hosting an 8th grade Knotts's trip on Tuesday, June 13, taking 55 students for a day of fun. To further celebrate our 8th grade students, Middle School is preparing to host our eighth grade families, in both Mission Viejo and Ripon, and give them a venue to pick up promotion certificates. Currently, there are almost 450 people attending the Mission Viejo event, and almost 200 attending the Ripon event. Families will be able to enjoy food, photo opportunities, and time with our staff. We hope to make this a regular event. We continue to look to the future and are excited about where our school is headed.

Month for Report: June
Enrollment Update

		DATA as of June 12, 2023						
		SoCal	NorCal	Central Valley	North Bay	Central Coast	Monterey Bay	All CalCA
2022-2023	Enrolled	4856	1687	641	138	106	460	7888
2023-2024	Enrolled	319	143	79	10	13	35	599
	Approved	75	31	16	0	4	11	137
	Pre-Approved	862	328	196	41	34	113	1574
	Applicant	1816	612	433	106	106	165	3238

Field Trips

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*

Sacramento Fire Station - Sacramento, CA - 6/12/23
- 39 Attendees: (24 students, 15 adults) (as of 8:30am on 6/12/23)
- Cost: Free
- Guided tour through a working fire station followed by games in the local park.

NorCal End of Year Festival - Pleasanton, CA - 5/31/23
- Attendees: 305 total (124students, 33 non-students, 48 adults)
- Cost: TBD
- Held at Alameda County Fairgrounds (second time using a fairgrounds due to our growing number of families) where attendees were able to participate in multiple games and activities, such as t-shirt decorating, a photo booth, music activities, arts and crafts, board games, lawn games, tug of war, big shot soccer, and more!

Central Region - *Central and Central Coast*

Central End of Year Festival - Pismo Beach, CA - 6/9/23
- Attendees: 118 total (41 students, 13 non-students, 64 adults)
- Cost: TBD
- Held at the Dinosaur Caves Park where attendees were able to participate in multiple games and activities, such as superhero picture frame creations, lawn games, board games, meet teachers, and more (all with a stunning view)!

Southern Region - *Southern California*

SoCal End of Year Festival - Costa Mesa, CA - 6/1/23

- Attendees: 512 total (196 students, 52 non-students, 264 adults)
- Cost: TBD
- Held at the Orange County Fairgrounds where attendees were able to participate in multiple games and activities, such as an obstacle course, a dunk tank with teachers, a painting class, a book exchange, elementary school crafts, tug of war, chess, meet teachers, and many other exciting activities.

Outreach Update

Our talented students continue to make us proud! We have just learned that high school student Dominic has won the WORLD CHAMPIONSHIPS for his level as a Jui-Jitsu competitor! Here are a few other outstanding students showcased on our school [Facebook page](#).

- Talented golfer, Janae consistently places in the top 5 in local US Kids Golf and Junior Golf Association of Northern California competitions.
- Student Savannah is on a competitive horse-riding team and participates in Gymkhana competitions monthly while maintaining a 4.0 GPA
- High school student Gigi has committed to playing beach volleyball for Tulane University!

Several thoughtful and inquisitive community members attended recent prospective family webinars hosted by the CalCA marketing team:

- Thursday, May 25th: 78 attendees
- Tuesday, June 6th: 33 attendees

Coversheet

CalCA Financial Report

Section: III. Oral Reports
Item: C. CalCA Financial Report
Purpose: FYI
Submitted by:
Related Material: Financial Report CalCA June 2023.docx.pdf

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

FINANCIAL REPORT

Submitted for June 2023

TO: Board of Directors

FROM: LaChelle Carter, Director of Finance

RE: Written Financial Report for CalCA Schools

DATE: June 16, 2023

BACKGROUND

This written update will be prepared for each board meeting in order to facilitate the flow of the board meeting by reducing the need for verbal reports. Board members are expected to review the written report which is part of their board packet. Questions or comments about anything in the report, or other related matters, are welcomed during the board meeting. In addition, board members can reach out with questions prior to the board meeting if needed.

If additional information comes up between the time the written report is submitted and the board meeting date, it will be provided verbally. This report will include information for all CalCA schools, and board members are reminded that they now have fiduciary responsibility for all schools the corporation operates.

FINANCIAL ITEMS:

Monthly Financial Reports:

Previously, financials were reported through April 2023. The financial reports for May are included in this board package and bring the board up-to-date on the fiscal status of California Online Public Schools (CalOPS) and its charter schools for the 2022-23 school.

Consolidated Financial Report:

The consolidated financial report shows the overall fiscal picture for the California Online Public Schools (CalOPS) Corporation. This corporation encompasses California Connections Academy: Southern California, Central, Northern California, North Bay, Central Coast and Monterey Bay. This report has been reviewed and summarized below.

Revenue-California Online Public Schools are eligible for local, state and federal funding with the exception of Central Coast and Monterey Bay who were not eligible for federal funding under a "schoolwide basis", based on the fact that the number of students enrolled that met the FREE or REDUCED lunch income requirements was still lower than 40% during the 2021-22 school year. Since, then, both schools exceed the 40% threshold, *based on the 2022-23 Fall 1 Census Data which accounts for: Enrollment counts, English language acquisition status, Immigrant Counts, Free/reduced-price meal-eligibility, and Special Education.* We are currently in the process of completing the application process so these two schools can receive Title I, II and IV funding for the 2023-24 school year.

As for most charter schools, our largest source of revenue is the Local Control Funding Formula (LCFF), which are unrestricted funds received through three channels, with the three elements known as the Principal Apportionment/State Aid, In-lieu of Property Taxes and Education Protection Account.

Our current federal funding includes:

- *ERMHS*- Funds apportioned to special education based primarily on a reimbursement model, with a cap per student. The purpose of these funds are to provide educational mental-health related services for students with or without an individualized education program(IEP), including out-of-home residential services for emotionally disturbed pupils. Some of these funds are state and some are federal. For the 2022-23 school year, the SELPA has moved to a new model which will simplify the way these funds are handled. These funds are now being paid based on the schools' ADA on a monthly basis and no longer require additional reporting to receive funds.
- *Title I*- Revenue is to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach minimum proficiency.
- *Title II*- Money to help increase the academic achievement of all students by funding programs that improve teacher and principal quality through professional development and other activities, and providing low-income and minority students greater access to effective teachers, principals, and other school leaders.
- *Title IV*- Designed to fund efforts that improve students' academic achievement through the operation of well-rounded educational programs, improvement of school conditions, health and safety initiatives, and improvement of technology and digital literacy.
- *IDEA*- Federal funding allocated for special education and related services. Based on special education enrollment totals along with enrollment and low income students considered in poverty counts.
- *ESSER III-* Funding for schools to help with expenses and the financial implications of COVID-19, particularly expanded learning opportunities, learning support tools and resources, and staff training. Expires in September 2024. *These funds are starting to be used this year. Some of the areas this revenue will be allocated to are staffing to address concerns related to COVID-19, COVID-19 testing and prevention supplies.*

Our current state funding includes:

- *LCFF State Aid*-monthly payments made to schools based on grade span counts and special populations such as English Language Learners, free and reduced lunch, foster and homeless counts. This is a large part of the school's revenue and consistent cash flow.
- *LCFF Education Protection Account*- funding provided to schools for general purpose state aid. These funds must be spent on instructional rather than administrative costs.
- *Mandate Block Grant Reimbursement*- restricted funding based on a formula using average daily attendance and designed to offset costs that schools spend on state mandated programs such as state testing.
- *Educator Effectiveness Block Grant*- One time funding to provide professional learning for teachers, administrators, paraprofessionals, and classified staff in order to promote educator equity, quality, and effectiveness. These funds will be expended in accordance with the adopted plan over several years.
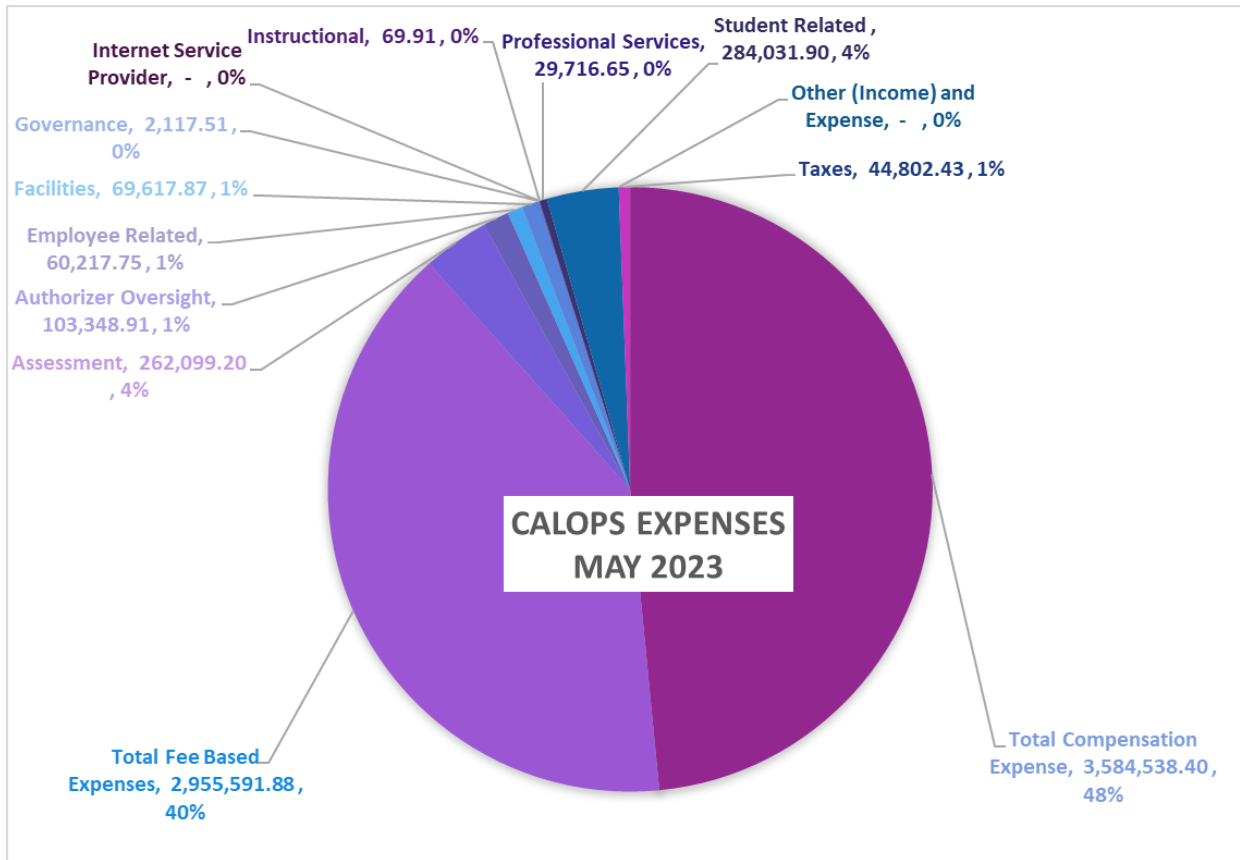
Our current local funding includes:

- *LCFF Property Tax*- The portion of taxes collected by the authorizing school district that must be transferred to the charter school serving that geographic location for the students that reside in that geographic location.
- *Lottery*- Quarterly payments, based on prior year average daily attendance. Funding is divided into restricted and unrestricted funds and must always be used exclusively for the education of students and can include instructional materials.
- *E-RATE*- Funding to assist with affordable high speed internet access and telecommunication services.

In the month of May, the schools received $13,004,221 in revenue, making the year to date total $95,558,134 (88% of the anticipated $108,484,078 expected for the year). Please note yearly allocations can change throughout the year based on recalculations of enrollment and adjustments from the funding source.

Expenses- Expenditures for May totaled $7,381,982 which puts our year to date spending at 84% of what is budgeted. We continue to explore purchases that will assist our schools during the coming organizational changes. As we continue to discuss needed changes as a result of the transition from Pearson, anticipate some pre-paid expenses that will impact cash flow however, not the budget. As purchases are made for the 2023-24 school year, we will account for them as part of next year's budget despite the payment being released prior to July 1, 2023.

Below is a chart illustrating the usage of funds for the year for the CalOps organization as a whole.

CALOPS EXPENSES MAY 2023

- Instructional, 69.91, 0%
- Internet Service Provider, - , 0%
- Governance, 2,117.51, 0%
- Facilities, 69,617.87, 1%
- Employee Related, 60,217.75, 1%
- Authorizer Oversight, 103,348.91, 1%
- Assessment, 262,099.20, 4%
- Professional Services, 29,716.65, 0%
- Student Related, 284,031.90, 4%
- Other (Income) and Expense, - , 0%
- Taxes, 44,802.43, 1%
- Total Compensation Expense, 3,584,538.40, 48%
- Total Fee Based Expenses, 2,955,591.88, 40%

Balance Sheet: The cash balance in all of our accounts at the March close was approximately $48,825,010.59. With the exception on Central Coast, debt owed between Pearson Virtual Schools (PVS) and any CalOPs schools thru April have been resolved. May invoices presented in this board package and expected to be approved during the June board meeting will be scheduled to be released once given board approval.

Schools' Summary:

SoCal- During the month of May, SoCal received local and state funding that included LCFF State Aid, LCFF EPA, LCFF Property Tax, Lottery, Mandated Cost Grant, and SpED State. The SoCal expenses at April close were only at 84% of the amount budgeted.

SoCal Revenue vs Expenses May 2023

SOCAL EXPENSES MAY 2023
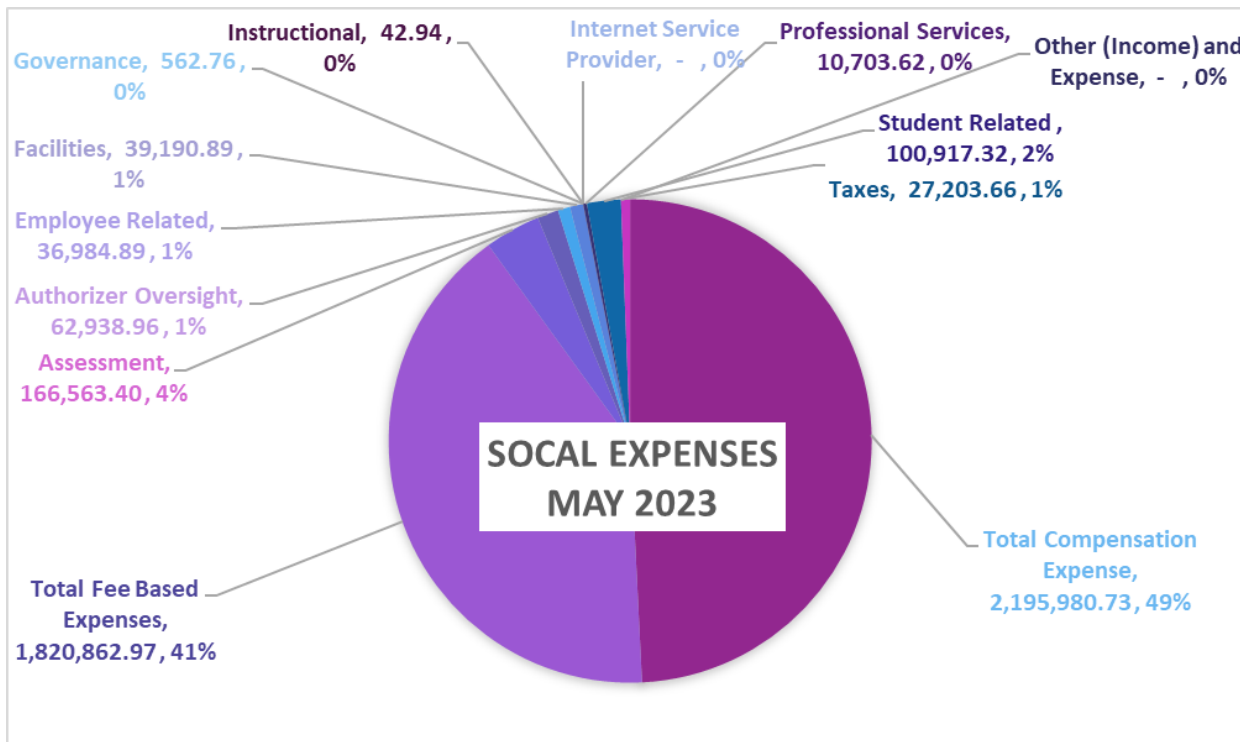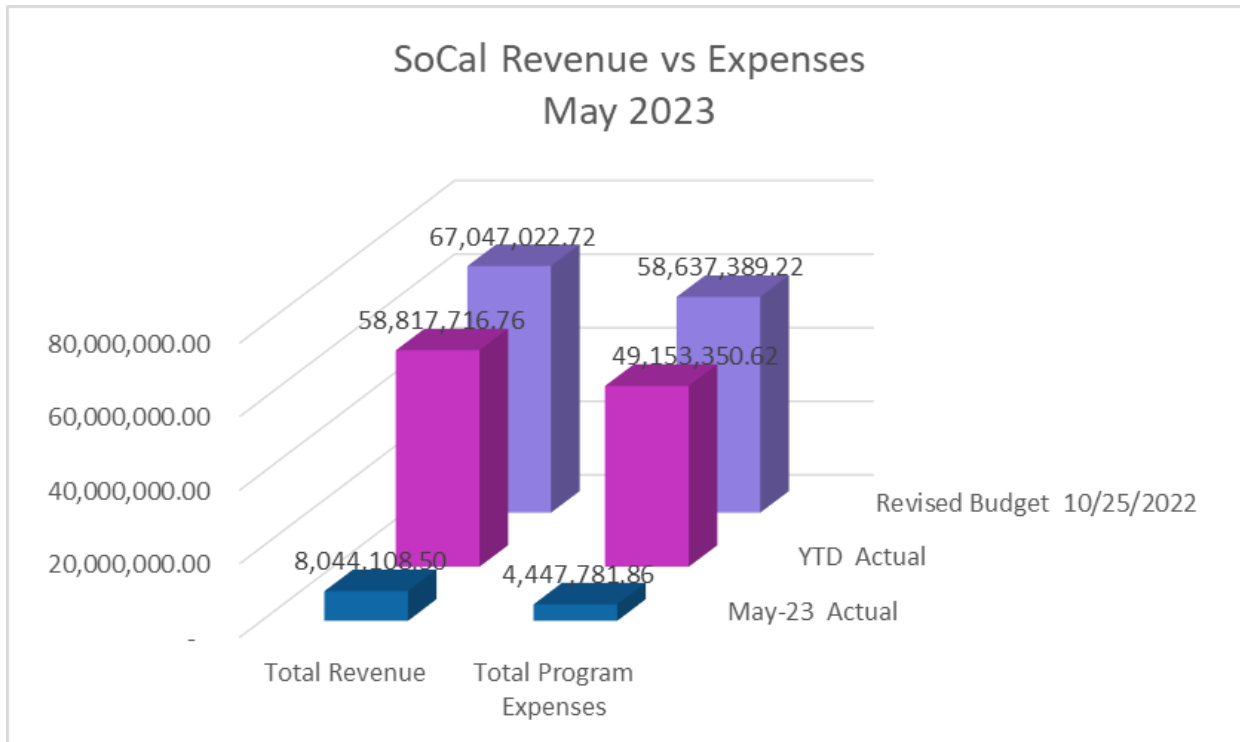
Central Valley- The revenue received by this school in January included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, LCFF Property Tax , and SpED State. In all, the school has received 89% of their revenue for the year and has expenses 83% of their budget.

Central Valley Revenue vs Expenses
May 2023

CENTRAL VALLEY EXPENSES MAY 2023
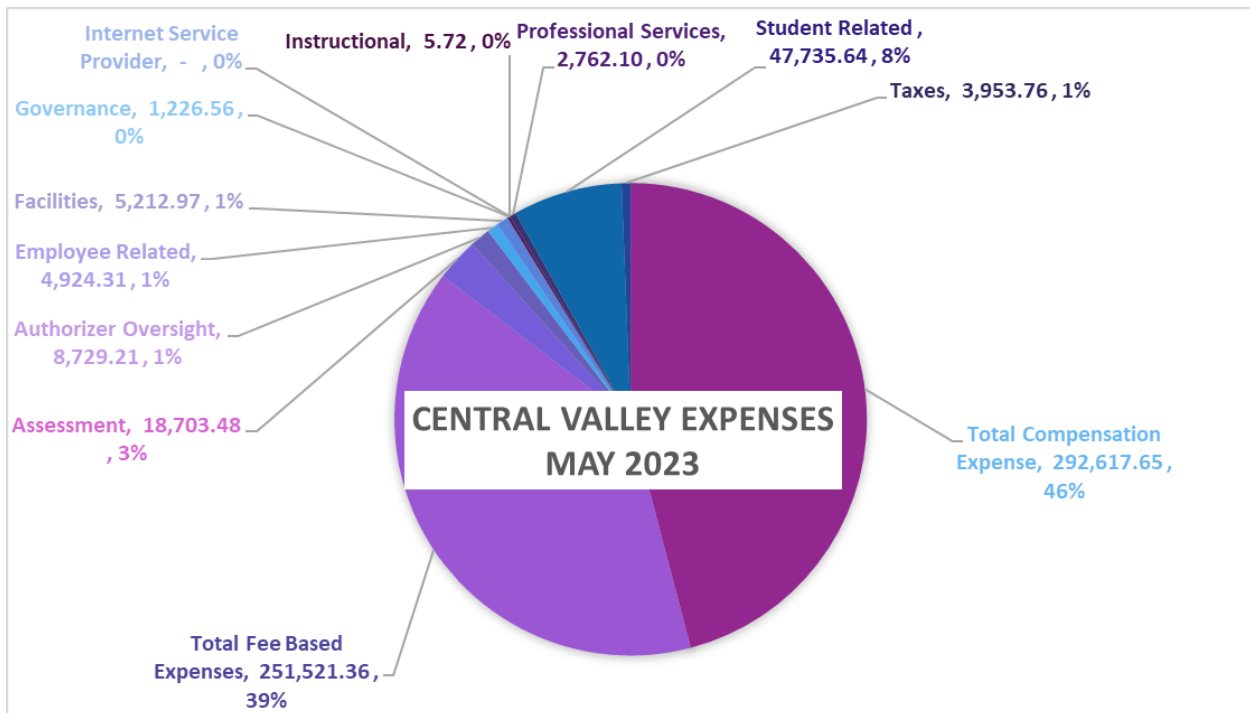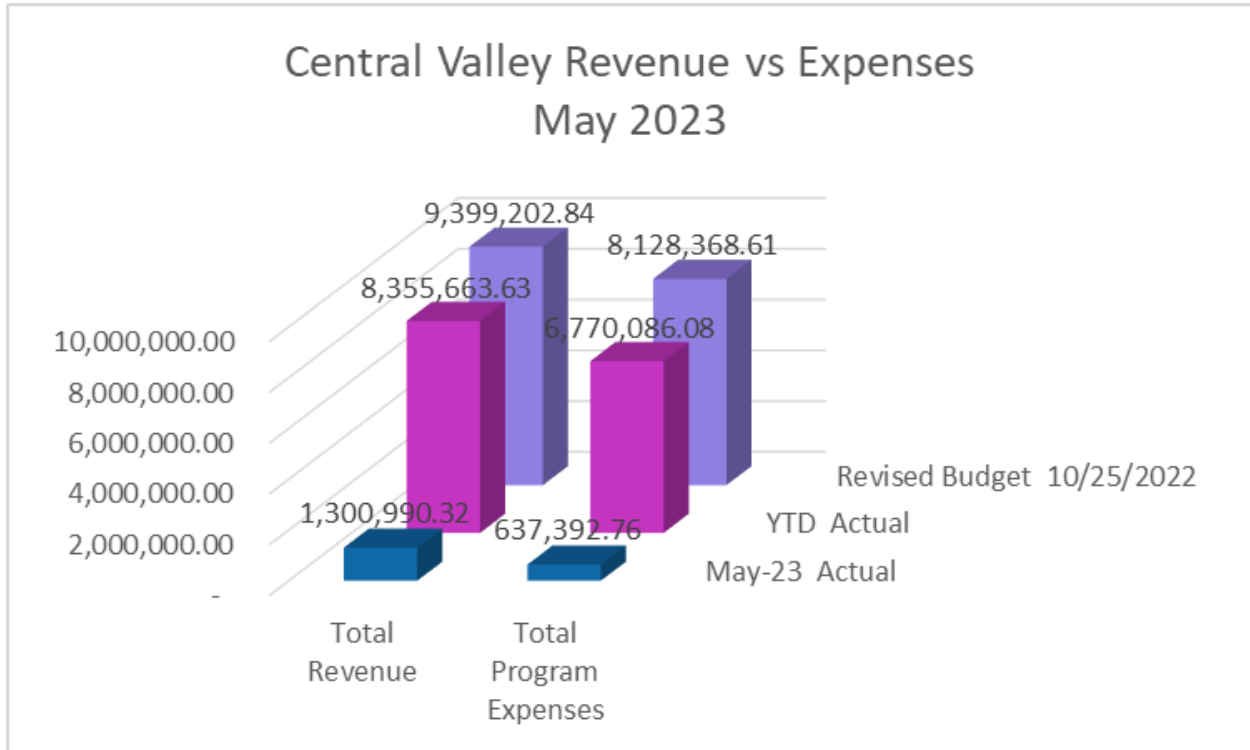
NorCal- The revenue received by this school in May included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, and SpED State. NorCal has received 88% of its projected revenue and has expenses recorded at 85% of its budget.
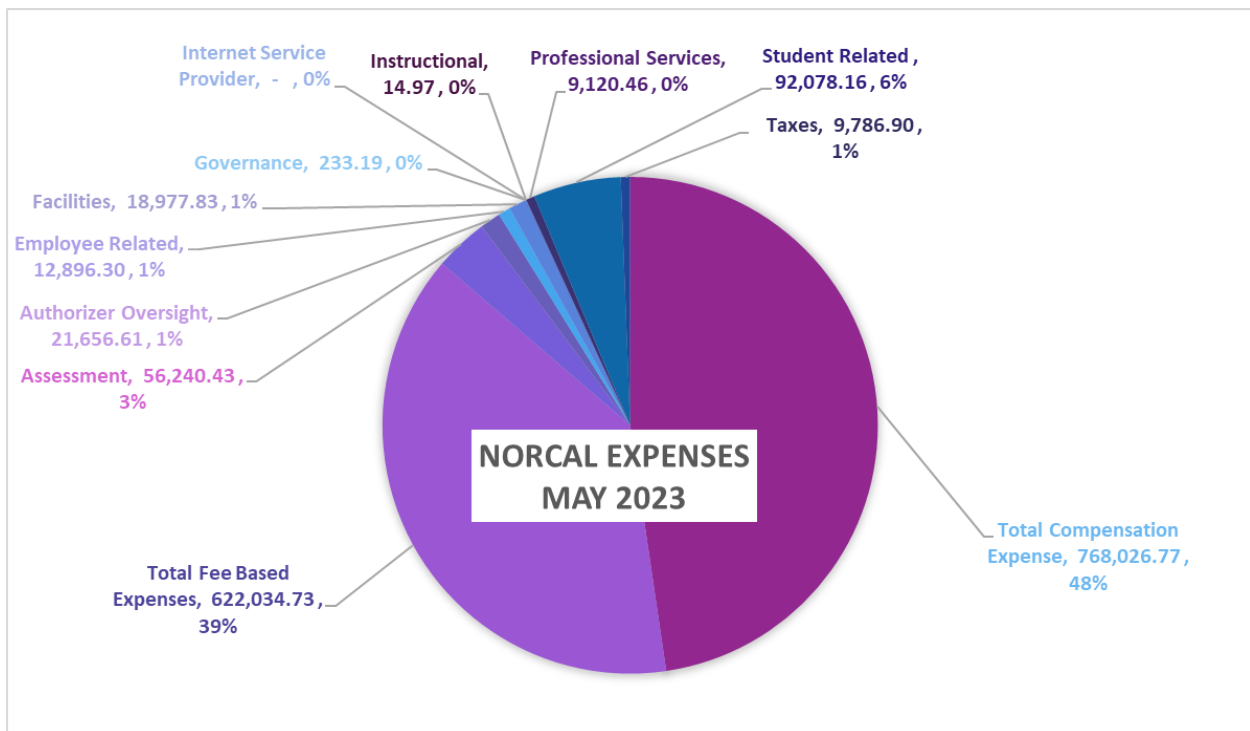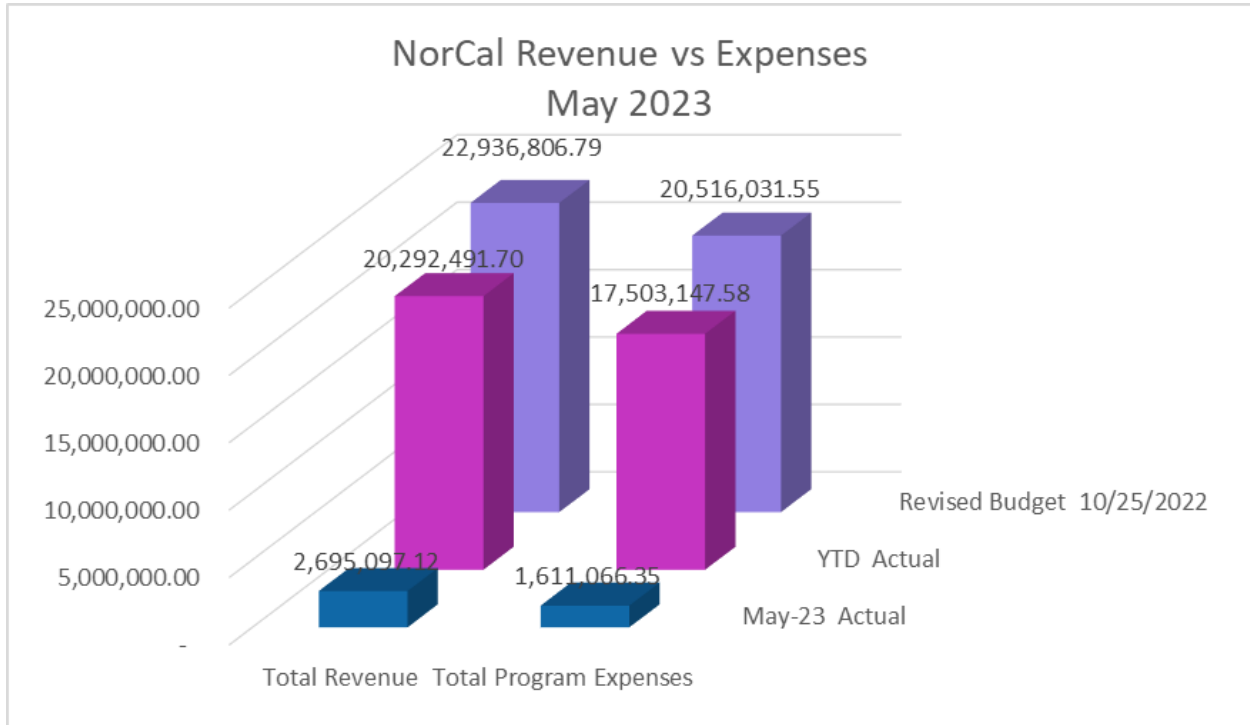
North Bay-The revenue received by this school last month included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, SpED State,and ERHMS. North Bay's current year expenses are around 76% and the revenue received is 84% of the projected amount for the school year.
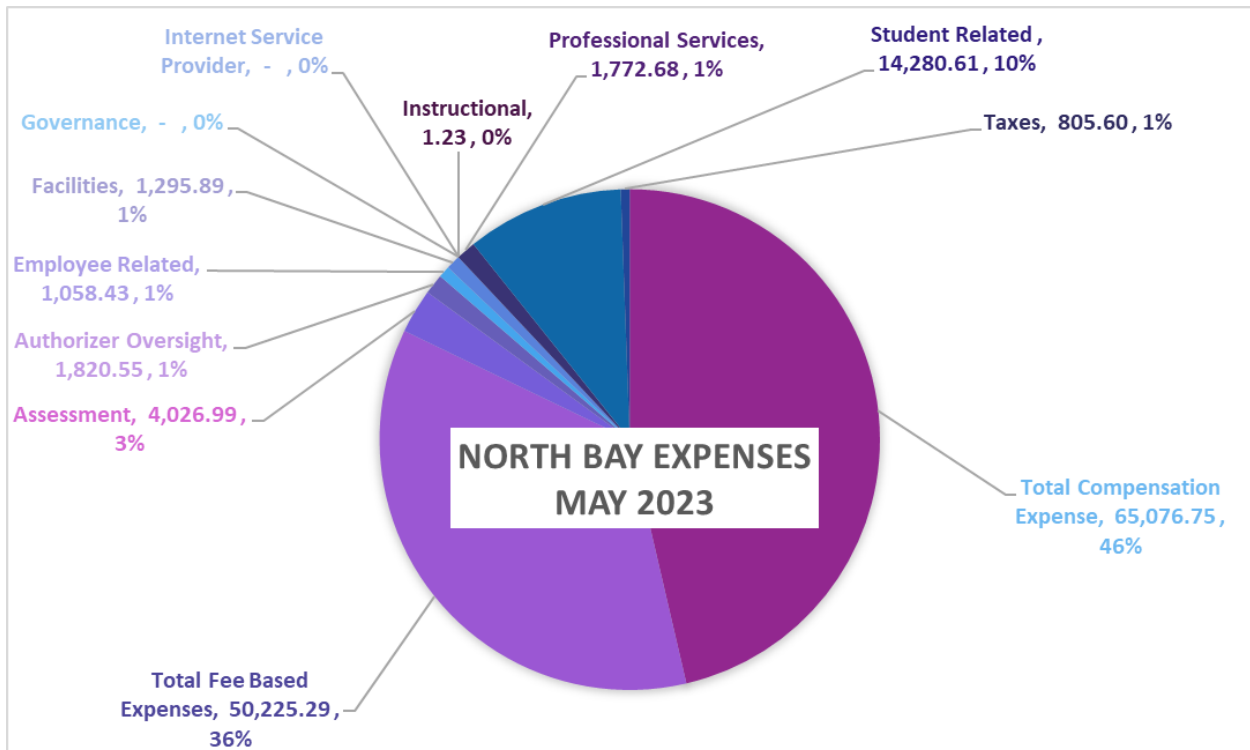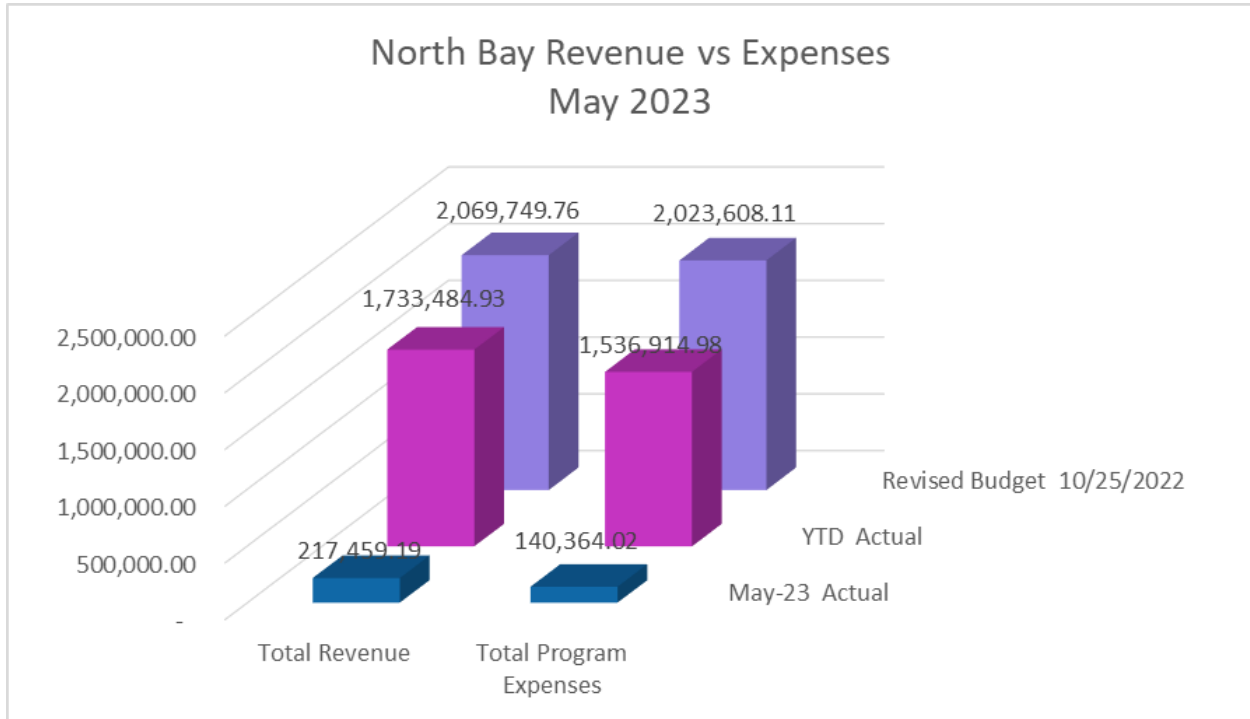
North Bay Revenue vs Expenses
May 2023

NORTH BAY EXPENSES MAY 2023

*Central Coast-*The revenue received by this school in January included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, ERHMS and SpED State. The school has received approximately 87% of

their projected revenue. Their expenses are about 82% of budgeted for the year.

Central Coast Revenue vs Expenses
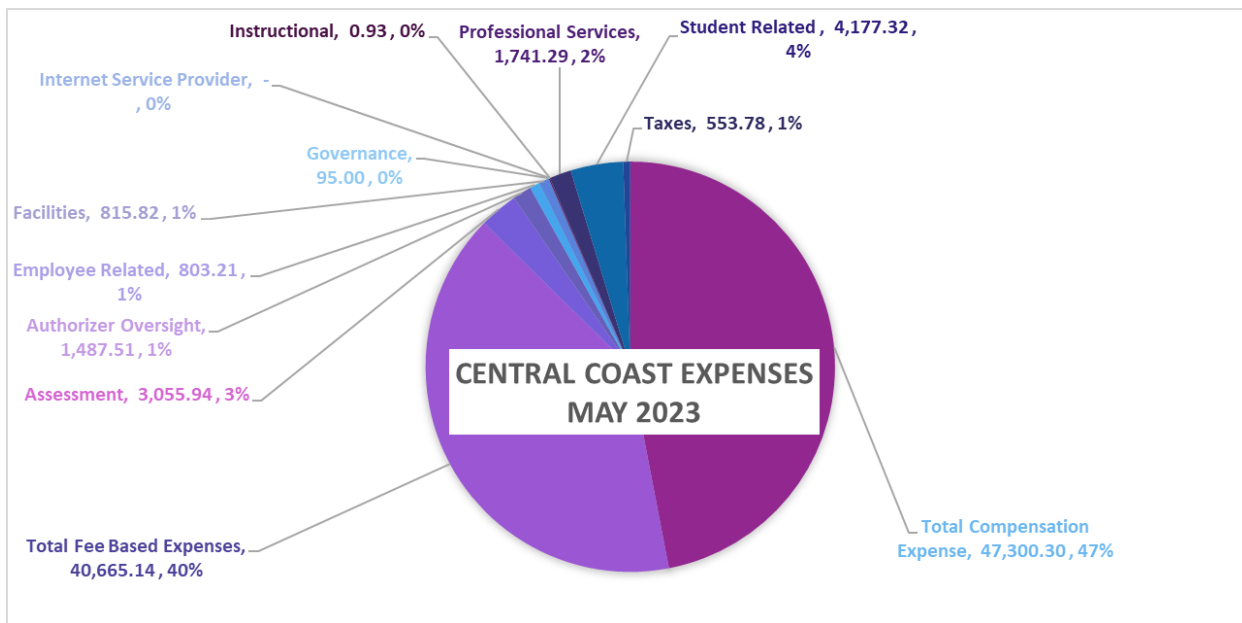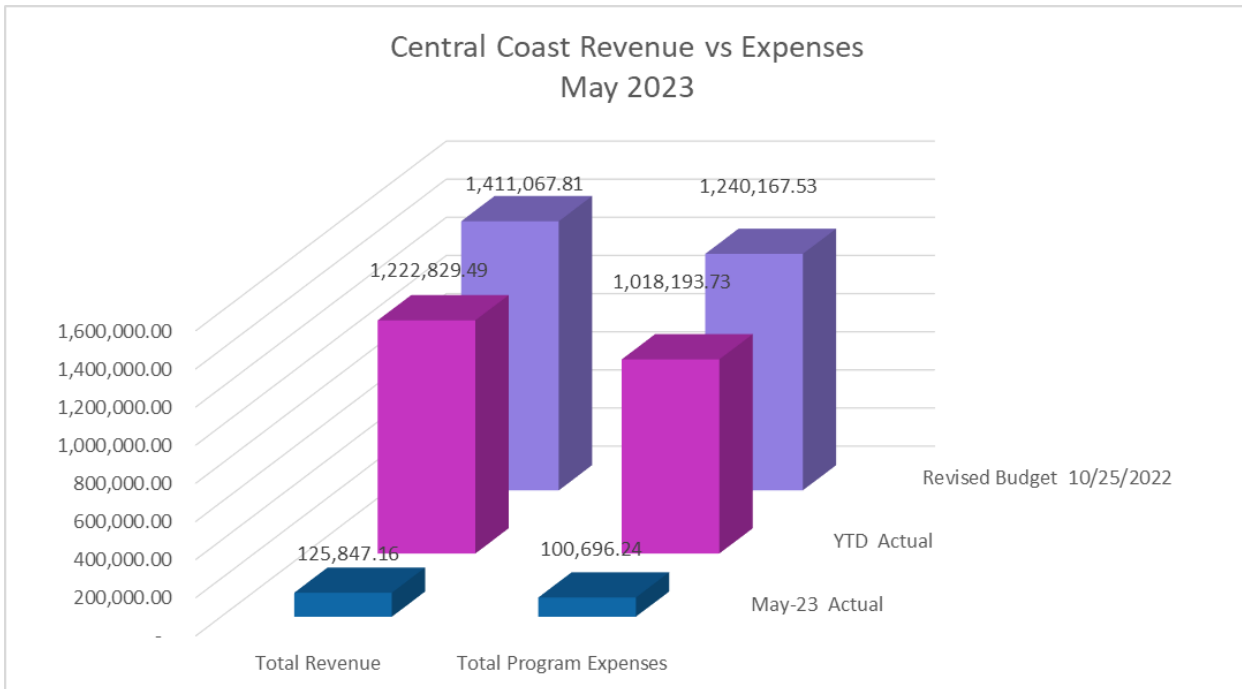May 2023

CENTRAL COAST EXPENSES MAY 2023

Monterey Bay- The revenue received by this school last month included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, ERHMS and SpED State. For the year they have received 84% of their revenue and have expenditures that total 91% of their budget.

Monterey Bay Revenue vs Expenses
May 2023

Total Revenue:
- Revised Budget 10/25/2022: 5,620,228.34
- YTD Actual: 5,135,947.77
- May-23 Actual: 620,718.41

Total Program Expenses:
- Revised Budget 10/25/2022: 5,747,862.37
- YTD Actual: 4,848,596.83
- May-23 Actual: 444,680.90

MONTEREY BAY EXPENSES MAY 2023

- Internet Service Provider, - , 0%
- Governance, - , 0%
- Facilities, 4,124.47 , 1%
- Employee Related, 3,550.61 , 1%
- Authorizer Oversight, 6,716.07 , 1%
- Assessment, 13,508.96 , 3%
- Instructional, 4.12 , 0%
- Professional Services, 3,616.50 , 1%
- Student Related , 24,842.85 , 6%
- Taxes, 2,498.73 , 1%
- Total Compensation Expense, 215,536.20 , 48%
- Total Fee Based Expenses, 170,282.39 , 38%

Financial Reports:

ConApp Report:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds such as Federal Title I, II and IV to county offices, school districts, and direct-funded charter schools throughout California.

Annually, typically from mid-May to the end of June, each local educational agency (LEA), using the Consolidated Application and Reporting System (CARS), submits the spring release of the ConApp. The spring release documents participation in these programs and provides assurances that the LEA will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

The winter release of the ConApp is submitted via CARS from mid-January to the end of February each year and contains the LEA entitlements for each funded program. For each federal program entitlement, LE As allocate funds for the program as indicated by the program requirements.

The winter report that was originally due mid-January was due on Jun 8, 2023 and was submitted by Charter Impact on time. We will be awaiting the currently still delayed Spring report and submit the day appropriately.

Special Education Service Contracts Update:

Finance and the Student Services department continue to work together to explore quality providers to serve our growing special education needs. There have been no new contracts or addendums created since the last board meeting for the 2022-23 School Year. We are however preparing contracts for Extended School Year (ESY) services and for the 2023-24 school year. .

Coversheet

Policy and Compliance Report

Section: III. Oral Reports
Item: D. Policy and Compliance Report
Purpose: FYI
Submitted by:
Related Material: CalOPS June 2023 Board Policy Update.pdf

June 2023 CalOPS Board Policy Update

California State Board of Education May 2023 Action:

California Charter Schools Association worked for the last few years with WestEd & State Board of Education on verified data for renewals for California Connections Academy & others in the "middle" track of renewal. Below is the list of wins achieved at the May California State Board of Education meeting:

- The SBE made clear that verified data is not required for renewing charter schools in the default renewal ("middle") track.

- Flexibility on participation rates for verified data: An authorizer may consider pandemic or natural disaster impacts on participation and **may waive the 95% participation rate** requirement if there is evidence that selection bias has not occurred.

- Student Groups: Charters will now only have to submit student group data from verified assessments when test publishers produce this data (protecting charters from having to generate reports not available from the test publisher). Authorizers are now directed to consider student subgroup growth compared to similar student group norms, wherever possible.

- More assessments now qualify. The SBE approved 10 new academic progress indicators for inclusion within the approved verified data list, including iReady for high school grades. The CORE Student Growth Percentiles are now explicitly called out as allowable evidence of CAASPP-based growth

- Authorizers will now be directed to consult test publisher guidance on what constitutes one year's growth on their respective assessments: this allows needed flexibility and changed norms over time, due to the pandemic, etc.

- Removed the narrow window that only allowed charters renewing in 2020-21 to present evidence of learning disruptions due to the COVID pandemic or other natural disasters. The charter school may present evidence of pandemic- or natural disaster-related learning disruptions at any time that they resulted in school closures.

California Legislative Action:

Budget:

While the budget deficit has grown to $32 million, Governor Newsom's May revised budget did not propose K12 education cuts, and the legislature has until June 15, 2023, to propose its budget.

On Monday June 12th, the Senate and Assembly announced that they came to an agreement on a state Budget Proposal and they will be sending it to the Governor for approval. Pertinent information in relation to TK-12 education are:

- 8.22% COLA for LCFF and specified categorical programs including Special Education
- Roughly $300 million for the LCFF Equity Multiplier
- Most of the originally proposed cuts to block grants have been reduced.

There is confidence that these changes will move quickly and be adopted by July 1. Possibility of a 1 year extension for all charters as well as a 1 year extension to the Non-Classroom Based Moratorium in the education trailer bill.

Bill to extend charter renewal by one year:

Senate Bill 739 which extends the charter renewal period by one year passed out of the California Senate on a vote of 28-0.   Next, the bill moves to the Assembly Education Committee. With an Assembly Speaker change – the new Speaker is Robert Rivas who will lead on June 30, 2023 - it is uncertain what committee chairs will survive the transition & the trajectory of this bill. However, the California Charter Schools Assn remains positive for its passage & has cited this bill as its top priority for the 2023 legislative session.

Senate Bill 426 which would have changed "non-classroom-based" education to "flex-based education" failed to pass in the California Senate.

Coversheet

Approval of Minutes from the May 23, 2023 Board Meeting (attached)

Section: IV. Consent Items
Item: A. Approval of Minutes from the May 23, 2023 Board Meeting (attached)
Purpose: Vote
Submitted by:
Related Material: 230523 Meeting Minutes for Review.pdf

California Connections Academy

Minutes

California Online Public Schools (CalOPS) Board Meeting

Date and Time
Tuesday May 23, 2023 at 3:30 PM

Location
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
1201 Cara Road, Dinuba, CA 93618
8422 Madison Avenue, Fair Oaks, CA 95628
3753 W. Norberry Street, Lancaster, CA 93536
32946 Calle San Marcos San Juan Capistrano, 92675
9423 Reseda Blvd. Apt#230, Northridge, CA 91324
5716 Owl's Nest Drive, Santa Rosa, CA 95409

Join Zoom Meeting
https://zoom.us/j/99738547973
Meeting ID: 997 3854 7973
Dial In:
+1 (669) 444-9171 ext. 99738547973# US

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 Eva McGahey at (714) 248-6179 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.

Directors Present

D. Rivas (remote), E. Pavlich (remote), E. Wickliffe (remote), M. Nunez (remote), P. Hedrick (remote)

Directors Absent

A. Pulsipher, M. Henjum

Directors who arrived after the meeting opened

E. Wickliffe

Guests Present

A. Larsen (remote), B. Jamero, D. Hertzler (remote), D. Kozub (remote), Doreen Stringer (remote), E. McGahey, H. Roney (remote), H. Tamayo (remote), Jason Sitomer (remote), K. Mannix (remote), Kelsey Dickman (remote), L. Carter (remote), L. Dombek (remote), L. Johnson (remote), Matt Percin (remote), Meena Duguay (remote), Member of the Public (remote), Member of the Public (remote), Niki Ehrke (remote), R. Romero (remote), R. Savage (remote), S. Ford (remote)

I. Opening Items

A. Call the Meeting to Order

D. Rivas called a meeting of the board of directors of California Connections Academy to order on Tuesday May 23, 2023 at 3:50 PM.

B. Roll Call

Jason Sitomer - Charter Impact Managing Director
Matt Percin - Charter Impact Director of Client Finance
Chandre Sanchez - PVS Academic Success Partner
Donna Kozub - PVS School FInacial Services
Laura Johnson - PVS School Success Partner
Bernie Jamero - CalCA Executive Assistant - in person at Ripon Office
Eva McGahey - CalCA Administrative Assistant - in person at CAPO Office
Kelsey Dickman - CalCA Teacher
Meena Duguay - CalCA Teacher
Ashley Larsen - CalCA Administrative Assistant
Heather Tamayo - CalCA Middle School Principal
Kara Mannix - CalCA High School Principal
Niki Ehrke - CalCA Teacher
Doreen Stringer - CalCA Teacher
Richard Savage - CalCA Superintendent
Richie Romero - CalCA Deputy Superintendent

Steve Ford - CalCA Assistant Superintendent of Human Resources
Dan Hertzler - CalCA Director of Business Services
LaChelle Carter - CalCA Director of Finance
Leslie Dombeck - CalCA Director of Student Achievement
2 Members of the Public

C. Approval of Agenda

E. Pavlich made a motion to approve the agenda.
D. Rivas seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Pavlich	Aye
M. Nunez	Aye
A. Pulsipher	Absent
P. Hedrick	Aye
D. Rivas	Aye
E. Wickliffe	Absent
M. Henjum	Absent

II. Oral Reports

A. Superintendent's Report

R. Savage informs the board of the CalCA commencement ceremonies occurring on June 20th and 22nd. He extends an invitation to the Board Members. Discusses the End of Year Festivals approaching in NorCal on May 31, SoCal on June 1, and Central Valley on June 9. Recently had our Prom which was a huge success and held staff appreciation last week for our employees!
State testing completed, this week is makeups and we want to increase participation. Will be evaluating these stats and implementing changes to increase participation for next year.
We aim to get to 9000 for enrollment in 23-24 school year, but currently holding steady at about 8300-8400 students.
CAPOUSD visit went well and asked for support with assembly bill that would aid our funding and enrollment. Waiting on a response, but hopeful that they will follow up with state legislature in support.
Plan to renew three charters this summer and we are beginning the process early to ensure success.
E. Wickliffe arrived at 3:59 PM.

B. Principals' Report (attached)

K. Mannix notes that end of year mode is upon us and that this past semester has rushed by, wrapping up quickly. High school is working on plenty of end of year celebratory events are occurring. Prom this year was the biggest yet. Two Grad Night celebrations this

year, and this is the second year with a Northern California Grad Night. This encourages connections between graduates and fosters a fun in person event

H. Tamayo states that the teachers are bouncing back from State Testing. Middle school is offering two opportunities for virtual promotion to celebrate our students. There will be a promotion streaming to celebrate this in SoCal. Here families are encouraged to join, have food, and pick up promotion certificates. There will be a pickup in Ripon with 50 students signed up so far. Knott's Berry Farm offered this year and got up to 53 kids before needing to lock down sign ups. Hopeful to keep this up in years to come.

D. Rivas expresses gratitude for the principals' participation in the Board Meeting and verbal comments to accompany their written report. Asks about the virtual field trips and who they are open to. K. Mannix explains that our virtual field trips are open to all students but often targeted towards one grade band or another.

E. Pavlich asks about SoCal promotion streaming and when it will occur. H. Tamayo informs it will be June 22 and all Board Members are welcome.

C. CalCA Financial Report

L. Carter is excited to introduce funding determinations for five of six charters and all of them were approved. Three four year extensions were approved for 100% funding for Central Valley, North Bay, and Northern California. Central Coast and Monterey Bay were approved for 3 years, which is very exciting! It was expected they would only be approved for 2 years, but we are thrilled to be wrong in this case.

Auditing is coming through early and onboarding Charter Impact, so it's a very busy time. Financially in a great place and have about 47 million in account, owe PVS 12.5 million which is already set aside to be paid out. Recieved various funding and are in a good place with that.

Trending high in budget for accounting and audit expenses. This is due to onboarding of Charter Impact and the addition of a service with our auditing company. Student activities is also a bit high, but we want to make sure we are celebrating and engaging our students. Expected increases in graduation and testing expenses in the near future.

D. Policy and Compliance Report (attached)

D. Hertzler details the budget plan released by the governor and notes the ever changing nature of it. There are some updates on bills, SB 739 has to do with charter renewal and has been adjusted to only extend renewal to 1 year from the initial 2 years. Working through the Northern California, North Bay and Central Coast Charter petitions to be submitted to authorizers this Summer. Funding for non-classroom based schools went up to the State Board, who gave some grace and offered 100% funding for schools that may not otherwise have been approved. We received great approvals.

D. Rivas asks about SB 739 when the bill will come into effect if passed. D. Hertzler answers that any of the schools affected by the pandemic renewal delays would be allowed a 1 year postponement, but CalOPS is working to get everything ready in advance so that even if it does pass, it won't be affecting our own charter renewals.

III. Consent Items

A. Approval of Minutes from the April 25, 2023 Board Meeting (attached)

B. Approval of Staffing Report (attached)

C. Approval of Pearson Invoice(s) (attached)

D. Approval of 2023-2024 School Year School Handbook Supplement (attached)

E. Approval of Corporate Tax Returns (attached)

F. Approval of Contracts over $20k (attached)

M. Nunez made a motion to approve the Consent Agenda.
The board **VOTED** to approve the motion.

Roll Call
M. Henjum   Absent
M. Nunez   Aye
E. Pavlich   Aye
A. Pulsipher   Absent
P. Hedrick   Aye
E. Wickliffe   Aye
D. Rivas   Aye

IV. Action Items

A. Approval of Salary Schedule for the 2023-2024 School Year (attached)

S. Ford introduces the suggested salary schedule for the 23-24 school year. It is the best way to keep competitive and compliant. There were many options considered and other districts across the state referenced before settling on these numbers.
It is a minimum of a 5% raise from the current 22-23 school year. Once everyone is on the salary schedule, there will be a 2.5% raise thereafter annually.
This is all about transparency and ease of understanding compensation.
M. Nunez asks about Step 5 Column 1 being the lowest level salary for someone within the organization. S. Ford clarifies that yes, it is for the teachers within CalCA/CalOPS.
D. Rivas asks about how to go about calculating the Admin Assistant salary on Step 50. S. Ford responds that the step number doesn't correlate to wage, but that each job title is related to a row, with columns defining their pay within that. The salary schedule makes for a clear definition of where people are in terms of their pay.
E. Pavlich made a motion to approve the Salary Schedule for the 2023-2024 School Year.
M. Nunez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Wickliffe   Aye

M. Henjum   Absent

E. Pavlich   Aye

P. Hedrick   Aye

M. Nunez   Aye

A. Pulsipher Absent

D. Rivas   Aye

B. Approval of Merit Bonus for 2022-2023 to be Paid in July of 2023

S. Ford explains the transition going on within CalCA/CalOPS leaves employees deserving of a one time 5% bonus due to the extra strain on our staff.

M. Nunez expresses gratitude for the attached Board Information Memo and states that it helped to explain the reasoning and fiscal impact.

E. Pavlich made a motion to approve the Merit Bonus for 2022-2023 to be Paid in July of 2023.

M. Nunez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Pulsipher Absent

M. Henjum   Absent

M. Nunez   Aye

D. Rivas   Aye

E. Pavlich   Aye

E. Wickliffe   Aye

P. Hedrick   Aye

C. Approval of Board Meeting Schedule for 2023-2024 School Year (attached)

D. Hertzler introduces the new proposed schedule for the 2023-2024 school year. He suggests moving the meetings from the last Tuesday of the month to the first Tuesday of the month. This will be better for the burden on the financial team and also benefit the content of these meetings and timing in regards to holidays.

M. Nunez made a motion to approve the Board Meeting Schedule for 2023-2024 School Year.

E. Pavlich seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

E. Pavlich   Aye

M. Henjum   Absent

M. Nunez   Aye

E. Wickliffe   Aye

P. Hedrick   Aye

A. Pulsipher Absent

Roll Call

D. Rivas   Aye

D. Approval of Contract with School Pathways Student Information System (attached)

R. Romero introduces School Pathways' Student Information System (SIS). Currently we use Pearson Online Classroom as both a learning management system and a student information system. The SIS is necessary for state reporting. The departments most affected by the SIS have been involved in the selection and their preferences were taken into account when selecting this SIS over others tested. School Pathways is also a company native to California and designed specifically for virtual schools. This is a 3 year contract with price protection to prevent cost increases for the duration of the contract.
D. Rivas expresses appreciation for the fact that this SIS is a California organization and thinks it will be a good fit with the SIS knowing the needs of our school.
E. Pavlich made a motion to approve the contract with School Pathways Student Information System.
M. Nunez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Rivas   Aye

M. Henjum   Absent

A. Pulsipher Absent

E. Pavlich   Aye

E. Wickliffe   Aye

M. Nunez   Aye

P. Hedrick   Aye

V. Information Items

A. State Accountability Update

L. Dombeck presents the School Enhancement Target Review for Quarter 3 (Q3) of the 22-23 school year. She discusses grad rates, academics and engagement. Rainbow list shows promising statistics school wide. Project Success Update, we are currently at a 92% pass rate. We have hired more teachers to encourage our students and help them succeed. SMART goal data shows we are not meeting goals for Schoolwide PLC's and Math PLC's but this is often due to not having wrapped up our goals completely by mid semester. We expect to see an increase in completion by Q4.
Great participation with our students with iReady and MAP diagnostics. CAASPP participation is going to be analyzed to encourage more participation in the future.
L. Dombeck states there will be more targeted instruction over summer school. Middle School summer school will be targeting Math and Language Arts. High School targets credit recovery students. June 26- July 28 (MS) and June 26- Aug 7th (HS) are dates for summer school.

L. Dombeck notes the school advisory committee meeting on Friday, June 2 12 PM-1 PM. Board members will be receiving invitations this week and it will be open to parents and staff as well.

D. Rivas comments on her appreciation for L. Dombeck's report and notes the full circle nature of the data with increased participation and engagement encouraging student success. L. Dombeck is thankful for the feedback.

B. Pearson Virtual Schools Update

L. Johnson shares enrollment team is working hard to keep up with the enrollments for the upcoming school year. PVS is partnering with CalCA for student outreach with students that haven't confirmed their intent to return.

L. Johnson highlights the product memo document. Page 330 of Board Packet features lesson introduction pages and their success in this past year, leading to better academic outcomes. Page 331 highlights the upcoming year and custom assessment tool available in the Fall. Also shows the enhanced capabilities of the virtual classroom for the Fall.

C. Sanchez updates the Board on our Small Wins: the ability to manage temporary zeros (manually entered in the past, now automated and saves time for teachers) and scheduling webmails up to a week in advance for Learning Coaches, Caretakers and Teachers. End of Year evaluation has been sent along to Board Members for the annual review on Dr. R. Savage.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:06 PM.

Respectfully Submitted,
D. Rivas

Documents used during the meeting

- CalCA Principals' Report 05.23.pdf
- Financial Report CalCA May 2023.docx.pdf
- Central Coast April 2023 Close File Board.pdf
- Central Valley April 2023 Close File Board (1).pdf
- Monterey Bay April 2023 Close File Board.pdf
- North Bay April 2023 Close File Board.pdf
- Northern California April 2023 Close File Board.pdf
- Southern California April 2023 Close File Board.pdf

- CalOPS May 2023 Board Policy Update.pdf
- CalOPS Salary Schedule 23-24 - Sheet1 (1).pdf
- BIM Merit Bonus 23-24- CalOPS.pdf
- CalOPS 23-24 Meeting Schedule for Review.pdf
- School Pathways Quote Form with California Connections Academy (10.2.2023-10.1.2026 Annual) w. Forms 5.11.2023.pdf
- SET Data Review Q3 2223 - Board Meeting.pdf
- PVS Product Memo May '23.pdf

Coversheet

Approval of Staffing Report (attached)

Section: IV. Consent Items
Item: B. Approval of Staffing Report (attached)
Purpose: Vote
Submitted by:
Related Material: CalCA Staffing Report Month.06.2023.pdf
                      John Teutimez III Resume.pdf
                      Ashley Larsen - resume.pdf
                      Losey Resume 2023.pdf
                      Bradley Ofoegbu Resume.pdf
                      SFord Resume.pdf

CALCA Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Larsen, Ashley	School Admin Asst I	$20.00	0.00	05/22/2023
Losey, Chase	School Admin Asst I	$20.00	0.00	06/05/2023
Ofoegbu, Bradley	Teacher - Secondary	$63,470.00	0.00	05/18/2023
Teutimez III, John J.	Teacher - Special Ed	$70,470.00	0.00	05/25/2023
Ford, Stephen	Assistant Sup HR	$160,000	0.00	01/15/23

Departing Employees

Name	Area	Last Day of Work	Reason for Leaving
Kain, Jamie M.	Coord St Services	05/12/2023	Career Change
Vu, Jeannette T.	Teacher - Secondary	05/08/2023	No Reason Given

Promotion / Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date
N/A	N/A	N/A	N/A	N/A	N/A

John Teutimez III

EDUCATIONAL SPECIALIST TEACHER

CONTACT

📱 714-399-5663

✉️ jb7476@sbcglobal.net

📍 Cypress, CA

🧭 https://kennedy.auhsd.us/Kennedy/Staff/

EDUCATION

Bachelor of Arts

California State Long Beach

Long Beach, CA | 1998

Single Subject Teaching Credential

California State Long Beach

Long Beach, CA | 2002

Educational Specialist Teaching Credential Moderate/Severe

Dominguez Hills University

Carson, CA | 2003

SKILLS

▪ Supervising students

PROFILE

I **am a reliable, responsible, and hard working person**. I am a mature team worker and adaptable to all challenging situations. I am able to work well both in a team environment as well as using my own initiative. I am able to work well under pressure and adhere to all given deadlines.

EXPERIENCE

Educational Specialist Teacher Moderate/Severe

AUHSD | Hope School | 2003 - 2012

Contributed educational expertise to help student learning.

Supported student educational and vocational planning to help optimize learning strategies and long term career benefits.

Monitored progress of each student and provided formal and informal evaluation upon completion of work placements.

Assess student knowledge levels and abilities with assessments.

Community Based Instruction.

Monitored Vocational job sites.

Educational Specialist Teacher Moderate/Severe

AUHSD | Kennedy High School | 2012 - Present

Maintain student attendance records and grades using Aeries.

Community Based weekly instruction.

Monitored Vocational job sites.

Contributed educational expertise to help student learning.

Supported student educational and vocational planning to help optimize learning strategies and long term career benefits.

Monitored progress of each student and provided formal and informal evaluation upon completion of work placements.

Assess student knowledge levels and abilities with assessments.

- Good Listening skills

- Lesson planning

- Critical Thinking

- Conflict resolution

- Completing assessments

- Group and individual instructions
- Classroom management

ADDITIONAL EXPERIENCE

WASC Co-Coordinator 2015-2016

ASB Co-Advisor 2016-2017

ASB Class Advisor 2013-2016

Varsity Golf Coach 2014-2019

Best Buddies Advisor 2020-Present

Co-Teaching Culinary 2017-Present

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ASHLEY LARSEN

28881 Via Leona - San Juan Capistrano, CA 92675

ashleyjanelarsen@gmail.com - (949) 393-2000

SUMMARY

Professional and personable Office and Human Recourses Administrator with years of experience in Skilled Nursing and other administrative, marketing and transactional expertise.

PROFESSIONAL EXPERIENCE

COMPASS, INC – Laguna Beach, CA   December 2019 – December 2022
Licensed Real Estate Agent – DRE #02079036
- Worked as both Selling and Buyers Agent for Orange County Real Estate company
- Reviewed and executed confidential documents, contracts and disclosures
- Participated in Open Houses in the local market to sell properties
- Educated buyers and sellers with all aspects of the housing market

FIVE OAKS HEALTHCARE – San Juan Capistrano, CA   February 2020 – October 2021
Director of Human Resources
- Oversaw Health, Dental and Vision benefits for 400+ employees at five skilled nursing facilities in Washington and Oregon
- Verified and submitted quarterly Payroll Based Journaling Reports for all facilities
- Acted as point of contact for Payroll Coordinators and Business Office Managers at all facilities
- Handled all Human Resource related situations, including Workers Comp, new hire paperwork, and 401k management
- Worked closely with the company Controller in completing bi-monthly payroll

THE STAUBACH COMPANY – Irvine, CA   June 2004 – December 2005
Front Office Administrator
- Performed all duties of lead Office Administrator including running phones, making appointments, and greeting guests
- Assisted in weekly Accounts Payable process
- Arranged and ordered all office supply inventory and maintenance

EDUCATION

BRIGHAM YOUNG UNIVERSITY - Provo, UT   June 2001 – April 2005
- Bachelor of Arts Degree in American Studies
- Minor in Marriage, Family and Human Development

SKILLS, ACTIVITIES & INTERESTS

- Proficient in PC and Mac
- Proficient in Microsoft Word, Excel, Power Point, and Adobe Acrobat, and PayNorthwest - a payroll, time, attendance and HR software system
- Former secretary of women's regional service organization in San Clemente, CA for 4 years
- Married with four children - two girls and two boys

Chase Losey

Aspiring Public School Counselor

1313 W Memory Ln
Santa Ana, CA 92706
(949) 607-7575
chaselosey@gmail.com

EXPERIENCE

Starbucks, Rancho Santa Margarita & Costa Mesa — *Shift Manager*
SEPTEMBER 2021 - PRESENT

- Responsible for daily operations of the store while upholding standards of the management team
- Maintaining inventory and responsible for cash handling duties- customer transactions as well as daily deposits and working with US Bank to ensure accuracy
- Maintain a safe and hazard free environment, working with and scheduling maintenance team when in need of facility repairs
- Maintain a positive environment that keeps customers coming back, and employees happy and feeling empowered when they come to work
- Collaboration with my team to ensure our customer connections and satisfaction were top priority

InterCare Therapy, Compton, CA — *Behavior Interventionist*
MAY 2021 - SEPTEMBER 2021

- Working with young children on the autism spectrum in their home while implementing ABA practices
- Facilitating communication between parents, case workers, and insurance companies as needed to provide effective treatment for clients
- Running trials and data collection to document behavior changes in client according to specific treatment goals for each individual client

Nanny For Family of Three, Torrance, CA – HomeSchool Teacher
AUGUST 2020 - MAY 2021

- Responsible for play, meals, education, and daily wellness for children ages two, seven, and fifteen

YMCA, Castille Elementary School — *Teacher II*
JANUARY 2019 - APRIL 2020

- Created and implemented curriculum in my classroom based on CORE and STEM practices for Kinders and 1st Graders in the program
- Maintained safety and cleanliness based on licensing standards
- Facilitated communication between Castille teachers and staff/admin, students, and parents
- Provided a safe, educational, fun, and nurturing environment for students

SKILLS

Great communication and interpersonal connections

Experience with general customer service and especially working in education with students, parents, teachers, and administration

Strong work ethic and dedication to my job

Prioritize teamwork and compromise

Ability to prioritize tasks and delegate when necessary

Organized and energized by problem solving and making a positive difference!

CERTIFICATIONS

Registered Behavior Technician
Child Abuse Prevention Training
DPR Management in Child Care
CPR/First Aid

EDUCATION

Graduated March 2022 from University of California, Irvine

B.A. English - Specialization in English for Future Teachers

REFERENCES

Eva McGahey
CalCA Referral   **(949) 234-7837**

Calley Greenwood
Starbucks Manager   **(510) 828-2523**

Edith Castillo
Starbucks Manager   **(714) 606-3993**

FURTHER WORK AND EDUCATION EXPERIENCE AVAILABLE UPON REQUEST

BRADLEY OFOEGBU

uzobradley@gmail.com

12322 York Ave APT C •Hawthorne, CA 90250 • (310) 706-1121

EDUCATION

The University of Texas at Austin	Bachelor of Science and Arts in Mathematics	Dec 2017
	Minor: Spanish	
	Overall GPA: 3.02	
Universidad de Cantabria	Spanish Language and Culture Program in Santander, Spain	Summer 2015

EXPERIENCE

Mathnasium — *Lead Math Instructor;* Houston, TX & Los Angeles, CA   June 2020 – August 2022
- Instructed students at a 1 to 4 teacher to student ratio while guiding them through various mathnasium worksheets and math topics.
- Administrated tasks to other instructors and led the center in the absence of manager.
- Updated parents on the progress of their children to see if the program showed any improvement through their progress in school.

KIPP Northeast College Prep — Algebra II & Geometry Teacher; Houston, TX   August 2018 – May 2020
- Organized weekly lesson plans for students to reach the bar of success through state examinations.
- Established behavioral systems to increase student engagement and decrease student distraction.
- Provided prompt feedback to both students and parents through grading and meetings to keep students on track.

University of Texas Learning Assistants– *Calculus Learning Assistant;* Austin, TX   July 2017 – December 2017
- Administered grades for student in selected University calculus courses.
- Assisted students in their given problem areas of calculus.

College Nannies, Sitters, & Tutors– *Nanny/Baby sitter/Tutor;* Austin, TX & Houston, TX   May 2017 - August 2018
- Provided care and meals to children of all ages for any given family.
- Provided transportation for children of different families in any needed situation.
- Tutored children from elementary through high school and administered SAT/ACT examinations

UTeach Outreach-*Second Grade Section Leader;* Austin, TX   Jan 2015 – May 2015
- Traveled outside of the campus to educate second grade students in Science, Technology, Engineering, and Mathematics curriculum (STEM).
- Organized Lesson Plans and Lesson Materials for other student teachers to travel across the Austin area.
- Sorted grades for students teachers enrolled in the UTeach Outreach course.

LEADERSHIP EXPERIENCE AND ACTIVITIES

Alpha Phi Alpha Fraternity, Inc. (Epsilon Iota Chapter) - *Chaplain, Social Chair, & Step Master*   Fall 2016 - Fall 2017
- Secured venues for chapter events; Led social media advertising for the chapter; Led in prayer and spiritual events; Conducted step routines and created shows to display for competitions and exhibition performances.

Texas Interdisciplinary Program-*Mentor*   Fall 2015 - Spring 2016
- Lead and Mentor incoming freshmen in order to achieve a smooth transition into college, and academic success.

Student African American Brotherhood-*Secretary & Spiritual Development*   Fall 2014 –Spring 2016
- Organized and released key information to fellow members of SAAB such as upcoming events and volunteer opportunities; spread spirituality and lead other members to Christ through upholding our mission statement through our faith in God.

African Student Association-*Male Dance Chair*   Fall 2014 – Spring 2017
- Led Male Dance team in choreography with such events from the annual Fest Africa to various ASA weekends and showcases.

Black Health Professions Organization-*Active Member*   Spring 2014 – Spring 2017
- Promoted diversity in the health care field through the African American pre health professions community on campus

HONORS

- Jesse Jones Scholarship Recipient	Fall 2013
- Linda Lorelle Scholarship Recipient	Fall 2013
- Ethyl Hedgeman Lyle Scholarship Recipient	Fall 2013

ADDITIONAL INFORMATION

Certifications: Texas Mathematics Classroom Teacher (Grades 7-12)
Computer Skills: MS Word, PowerPoint, Zoom
Languages: Spanish, Igbo (Language in Nigeria)
Interests: Acting, Dancing, Music, The arts, Nutrition and weight lifting.

Stephen E. Ford
2801 Capital Place
Melissa Tx 75454
661-406-7685

Objective:
Results-oriented and dedicated educational professional with 24 years of experience in education, including 20 years in educational leadership. A proven track record of success in driving educational initiatives, fostering student growth, and cultivating a positive learning environment. Seeking challenging leadership role in education or educational sales to utilize my strong leadership skills and expertise.

Education:

Masters Degree, Educational Administration
Cal State Bakersfield, Bakersfield Ca.
2000

B.S. Biology and Cellular Chemistry
Cal State Bakersfield, Bakersfield, Ca.
By way of BYU, Provo Ut.

Professional Experience:

Regional Sales Vice President, Educational Sales Company
Tylar Texas, EducationAdvanced
June 2020 - Jan 2023

- Led a regional sales team, overseeing sales strategies and objectives to meet and exceed revenue targets.
- Developed and implemented sales training programs to enhance team performance and product knowledge.
- Cultivated strong relationships with key stakeholders and clients to drive customer satisfaction and loyalty.
- Collaborated with marketing and product development teams to provide valuable input for product enhancements and new offerings.
- Analyzed market trends, competitive landscape, and customer feedback to identify growth opportunities and drive business development initiatives.

Educational Sales Representative, Educational Sales Company
Tylar Texas - EducationAdvanced
Aug 2019 - June 2020

- Demonstrated exceptional sales skills to promote and sell educational products and solutions to schools and educational institutions.
- Built and maintained a robust sales pipeline by identifying and targeting potential customers.
- Conducted presentations and product demonstrations to showcase the value and benefits of the company's offerings.
- Negotiated contracts and pricing agreements with clients to drive revenue growth and maximize profitability.

Educational Leadership Experience:
Antelope Valley Union High School District and William S Hart Union School District
Lancaster, Ca. and Valencia, Ca.
Aug 2000 - Aug 2019

- Served as Principal for 11 years, overseeing all school departments and activities.
- Developed and implemented strategic plans and policies to enhance educational programs and student outcomes.
- Led and mentored a team of educators, providing guidance and support to foster professional growth.
- Collaborated with stakeholders, including teachers, parents, and administrators, to create a positive and inclusive learning environment and new learning spaces.
- Implemented innovative teaching methodologies and technologies to enhance student engagement and academic achievement.
- Managed budgets, resources, and facilities to ensure effective operation and utilization of resources.

Skills:

Strong leadership and management abilities in educational settings.
Strategic planning and implementation of educational programs.
Excellent interpersonal and communication skills.
Proven track record in driving sales and meeting revenue targets.
Relationship building and client management expertise.
Analytical thinking and problem-solving capabilities.
Proficient in leveraging technology for educational purposes.
Proven track record of hiring and developing onboarding plans.

References:
Available upon request

Coversheet

Approval of Pearson Invoice(s) (attached)

Section:	IV. Consent Items
Item:	C. Approval of Pearson Invoice(s) (attached)
Purpose:	Vote
Submitted by:	
Related Material:	CalMB May 2023 Invoice and Support.pdf
	Central Coast May 2023 Invoice and Support.pdf
	Central Valley May 2023 Invoice and Support.pdf
	North Bay May 2023 Invoice and Support.pdf
	NorCal May 2023 Invoice and Support.pdf
	SoCal May 2023 Invoice and Support.pdf

Pearson

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
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number :	91000013524
Date :	08-JUN-2023
Due Date :	
Payment Terms :	
Customer Account :	3973052
Project Number :	82067712
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	$168,254.07
Tax Total	:	USD	$2,498.73
Invoice Total	:	USD	$170,752.80
Amount Due	:	USD	$170,752.80

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

Invoice Number: 91000013524							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067712	CALCAMB	Direct Charges	23		168,254.07	2,498.73	170,752.80

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

Invoice Total	**Total Quantity**	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
		USD	USD	USD	USD	USD	USD
	23	$168,254.07	$	$	$	$2,498.73	$170,752.80

Invoice Total	**Subtotal**	**Total Tax**	**Invoice Total**
	USD	USD	USD
	$168,254.07	$2,498.73	$170,752.80

Charges for the Following Period:	May 2023

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,008.34
Connexus ™ Annual License (EMS)	24,100.00
Curriculum Postage	1,787.50
Direct Course Instruction Support	2,057.00
Educational Resource Center	5,061.00
Enrollment and Records Management	2,166.66
Facility Support Services	150.00
Hardware/Software - Employees	750.00
Human Resources Support	1,562.50
Internet Subsidy Payment Processing	831.25
Monthly Fee per Student on an IEP	10,200.00
School Curriculum Supplies	458.33
Student Technology Assistance	14,806.25
Tangible and Intangible Instructional Materials	55,491.53
Technical Support and Repairs	6,025.00
	127,455.36

Revenue Based Charges

Marketing Services	4,799.85
School Administration	28,799.09
Treasury Services	7,199.77
	40,798.71

Total Amount Due	**168,254.07**

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**
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000013525
Date	:	08-JUN-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	4235156
Project Number	:	82067676
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	$40,206.30
Tax Total	:	USD	$553.78
Invoice Total	:	USD	$40,760.08
Amount Due	:	USD	$40,760.08

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

Invoice Number: 91000013525 | Page **2** of **2**

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067676	CALCACC	Direct Charges	21		40,206.30	553.78	40,760.08

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	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
Invoice Total		USD	USD	USD	USD	USD	USD
	21	$40,206.30	$	$	$	$553.78	$40,760.08

	Subtotal	Total Tax	Invoice Total
Invoice Total	USD	USD	USD
	$40,206.30	$553.78	$40,760.08

Charges for the Following Period:	May 2023

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	466.66
Connexus ™ Annual License (EMS)	5,600.00
Curriculum Postage	418.00
Direct Course Instruction Support	302.50
Educational Resource Center	1,176.00
Enrollment and Records Management	506.66
Facility Support Services	25.00
Hardware/Software - Employees	250.00
Human Resources Support	520.84
Internet Subsidy Payment Processing	211.35
Monthly Fee per Student on an IEP	1,800.00
School Curriculum Supplies	(250.00)
Student Technology Assistance	3,354.16
Tangible and Intangible Instructional Materials	12,967.13
Technical Support and Repairs	1,400.00
	28,748.30

Revenue Based Charges

Marketing Services	1,348.00
School Administration	8,088.00
Treasury Services	2,022.00
	11,458.00

Total Amount Due	**40,206.30**

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
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000013521
Date	:	08-JUN-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3922001
Project Number	:	82067685
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	$248,708.30
Tax Total	:	USD	$3,953.76
Invoice Total	:	USD	$252,662.06
Amount Due	:	USD	$252,662.06

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

Invoice Number: 91000013521							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067685	CENCA	Direct Charges	24		248,708.30	3,953.76	252,662.06

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Invoice Total	**Total Quantity**	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
		USD	USD	USD	USD	USD	USD
	24	$248,708.30	$	$	$	$3,953.76	$252,662.06

Invoice Total	**Subtotal**	**Total Tax**	**Invoice Total**
	USD	USD	USD
	$248,708.30	$3,953.76	$252,662.06

Charges for the Following Period:	May 2023

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,958.34
Community Outreach	2,083.34
Connexus ™ Annual License (EMS)	35,500.00
Curriculum Postage	2,420.00
Direct Course Instruction Support	1,149.50
Educational Resource Center	7,455.00
Enrollment and Records Management	2,933.34
Facility Support Services	200.00
Hardware/Software - Employees	1,750.00
Human Resources Support	3,645.84
Internet Subsidy Payment Processing	1,516.66
Monthly Fee per Student on an IEP	19,500.00
School Curriculum Supplies	833.33
Student Technology Assistance	26,689.59
Tangible and Intangible Instructional Materials	74,282.29
Technical Support and Repairs	8,875.00
	191,792.23

Revenue Based Charges

Marketing Services	6,696.00
School Administration	40,176.06
Treasury Services	10,044.01
	56,916.07

Total Amount Due	248,708.30

Pearson

INVOICE

Customer Bill-to:	**Customer Ship-to:**	**Connections Education LLC dba**	**Invoice Number**	:	91000013523
California Connections Academy North Bay	California Connections Academy North Bay	**Pearson Virtual Schools USA**	**Date**	:	08-JUN-2023
33272 Valle Road	33272 Valle Road	509 S Exeter Street, Suite 202	**Due Date**	:	
SAN JUAN CAPISTRANO, CA 92675-4842	SAN JUAN CAPISTRANO, CA 92675-4842	Baltimore, MD 21202	**Payment Terms**	:	
		Tel: 1-800-843-0019	**Customer Account**	:	3903212
		Email: poblsalesops@pearson.com	**Project Number**	:	82067687
Attention:		**Tax ID No:**	**Currency**	:	USD
Accounts Payable		68-0519943	**Shipment Terms**	:	
			Purchase Order Number	:	CalCAN
			Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$49,620.65
Tax Total	:	USD	$805.60
Invoice Total	:	USD	$50,426.25
Amount Due	:	USD	$50,426.25

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

Invoice Number: 91000013523							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067687	CalCAN	Direct Charges	23		49,620.65	805.60	50,426.25

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$49,620.65	$	$	$	$805.60	$50,426.25

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$49,620.65	$805.60	$50,426.25

Charges for the Following Period:	May 2023

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	575.00
Connexus ™ Annual License (EMS)	6,900.00
Curriculum Postage	563.75
Direct Course Instruction Support	181.50
Educational Resource Center	1,449.00
Enrollment and Records Management	683.34
Facility Support Services	75.00
Hardware/Software - Employees	350.00
Human Resources Support	729.16
Internet Subsidy Payment Processing	314.06
Monthly Fee per Student on an IEP	1,950.00
School Curriculum Supplies	250.00
Student Technology Assistance	4,791.67
Tangible and Intangible Instructional Materials	17,064.87
Technical Support and Repairs	1,725.00
	37,602.35

Revenue Based Charges

Marketing Services	1,413.91
School Administration	8,483.51
Treasury Services	2,120.88
	12,018.30

Total Amount Due	49,620.65

Pearson

INVOICE

Customer Bill-to:	**Customer Ship-to:**	**Connections Education LLC dba**
California Connections Academy Northern California	California Connections Academy Northern California	**Pearson Virtual Schools USA**
33272 Valle Road	33272 Valle Road	509 S Exeter Street, Suite 202
SAN JUAN CAPISTRANO, CA 92675-4842	SAN JUAN CAPISTRANO, CA 92675-4842	Baltimore, MD 21202
		Tel: 1-800-843-0019
Attention:		**Email**: poblsalesops@pearson.com
Accounts Payable		**Tax ID No:**
		68-0519943

Invoice Number :	91000013522
Date :	08-JUN-2023
Due Date :	
Payment Terms :	
Customer Account :	3922560
Project Number :	82067686
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	$614,667.59
Tax Total	:	USD	$9,786.90
Invoice Total	:	USD	$624,454.49
Amount Due	:	USD	$624,454.49

REMITTANCE INFORMATION

Make Checks Payable to:	**Bank Wire to:**		
Pearson Virtual Schools USA	**Bank Name**	:	Bank of America N A
32369 Collection Center Drive	**Bank Address**	:	
Chicago, IL 60693-0323	**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

Invoice Number: 91000013522							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067686	CALCAR	Direct Charges	24		614,667.59	9,786.90	624,454.49

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Invoice Total	**Total Quantity**	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
		USD	USD	USD	USD	USD	USD
	24	$614,667.59	$	$	$	$9,786.90	$624,454.49

Invoice Total	**Subtotal**	**Total Tax**	**Invoice Total**
	USD	USD	USD
	$614,667.59	$9,786.90	$624,454.49

Pearson

Charges for the Following Period:	May 2023

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	7,341.66
Community Outreach	4,166.66
Connexus ™ Annual License (EMS)	88,100.00
Curriculum Postage	6,275.50
Direct Course Instruction Support	4,356.00
Educational Resource Center	18,501.00
Enrollment and Records Management	7,606.67
Facility Support Services	525.00
Hardware/Software - Employees	3,600.00
Human Resources Support	7,500.00
Internet Subsidy Payment Processing	3,472.91
Monthly Fee per Student on an IEP	42,750.00
School Curriculum Supplies	2,041.66
Student Technology Assistance	63,872.92
Tangible and Intangible Instructional Materials	194,079.25
Technical Support and Repairs	22,025.00
	476,214.23

Revenue Based Charges

Marketing Services	16,288.63
School Administration	97,731.78
Treasury Services	24,432.95
	138,453.36

Total Amount Due	**614,667.59**

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**
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number :	91000013520
Date :	08-JUN-2023
Due Date :	
Payment Terms :	
Customer Account :	3921999
Project Number :	82067684
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		$2,998,367.45
Tax Total :	USD		$27,203.66
Invoice Total :	USD		$3,025,571.11
Amount Due :	USD		$3,025,571.11

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

Invoice Number: 91000013520 | | | | | | | Page **2** of **2**

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067684	CAPOCA	Direct Charges	26		2,451,431.43	27,203.66	2,478,635.09
82067684	CAPOCA	Pass Through	15		546,936.02	0.00	546,936.02

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	Total Quantity	Subtotal	CGST	SGST	IGST	Total Tax	Invoice Total
Invoice Total		USD	USD	USD	USD	USD	USD
	41	$2,998,367.45	$	$	$	$27,203.66	$3,025,571.11

	Subtotal	Total Tax	Invoice Total
Invoice Total	USD	USD	USD
	$2,998,367.45	$27,203.66	$3,025,571.11

Pearson

Charges for the Following Period:	May 2023

Compensation Expenses

Benefits - Administration	106,020.60
Benefits - Instructional	511,275.86
Credit for Nonbillable Earnings Paid by the School	(81,887.82)
Withholdings	244,384.57
	779,793.21

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	21,025.00
Community Outreach	45,833.34
Connexus ™ Annual License (EMS)	252,300.00
Curriculum Postage	18,199.50
Direct Course Instruction Support	11,434.50
Educational Resource Center	52,983.00
Enrollment and Records Management	22,060.00
Facility Support Services	1,525.00
Hardware/Software - Employees	9,200.00
Human Resources Support	19,166.67
Internet Subsidy Payment Processing	9,963.67
Monthly Fee per Student on an IEP	114,000.00
School Curriculum Supplies	5,708.34
Short Term Substitute Teaching Services	34,400.00
Student Technology Assistance	183,281.25
Tangible and Intangible Instructional Materials	561,226.43
Technical Support and Repairs	63,075.00
	1,425,381.70

Revenue Based Charges

Marketing Services	48,088.62
School Administration	288,531.72
Treasury Services	72,132.93
	408,753.27

Pass Through Expenses

Miscellaneous	384,439.27
	384,439.27

Total Amount Due	**2,998,367.45**

Coversheet

Approval of Contracts over $20k (attached)

Section: IV. Consent Items
Item: D. Approval of Contracts over $20k (attached)
Purpose: Vote
Submitted by:
Related Material: Education Advanced 23-24, 24-25, 25-26.pdf
                      Nearpod 23-24 SY.pdf
                      ParentSquare 23-24 SY.pdf

CALIFORNIA CONNECTIONS ACADEMY

2022-2023 PURCHASE ORDER

California Online Public Schools

dba California Connections Academy Southern California
33272 Valle Road, San Juan Capistrano, CA 92675

(949) 461-1667 Phone   (949) 240-7895 Fax

Purchase Order Number: 2022 - 23 - 26

Date: 5/30/2023

Vendor Contact Name: Amy Stock

Vendor Phone Number: 903-858-4497

Vendor Fax Number:

Email P.O. to vendor? ☐ Yes   ☐ No

Vendor Email: billing@educationadvanced.com

Vendor: Education Advanced, Inc.

Address: 2702 E. Fifth St, #372

City: Tyler

State: TX

Zip 75701

Product/Description	Order #	Discount	Cost	Qty	Total Cost
Evaluation PS: Administrator Virtual Training (District) - EV One Time Fee	00007302		$ 750.00	1	$ 750.00
Evaluation PS: Onboarding - EV One Time Fee	00007302		$ 750.00	1	$ 750.00
Evaluation: Certified Staff Base Fee Subscription 12 month contract from the date the PO is received.	00007302		$ 28.00	440	$ 12,320.00
Evaluation: Certified Staff Base Fee Subscription SY 24-25 *(with 5% discount)*	00007302	$ 616.00	$ 28.00	440	$ 11,704.00
Evaluation: Certified Staff Base Fee Subscription SY 25-26 *(with 5% discount)*	00007302	$ 616.00	$ 28.00	440	$ 11,704.00
					$ -
					$ -
				Order Total	$37,228.00

Signatures (or email approval):

Bernie Jamero — 5/30/2023
Purchaser/Requestor — Date

Richie Romero — 5/30/2023
Administrator Approval (required) — Date

☐ via email approval (see attached)

Cathelle Carter — 5/30/2023
Audited By (optional) — Date

EDUCATION ADVANCED

Education Advanced, Inc
2702 E. Fifth St, #372
Tyler, TX 75701
(903) 858-4497
billing@educationadvanced.com
http://www.educationadvanced.com

Sales Rep	Amy Stock

Contact Name	Steve Ford		Quote Number	00007302
Bill To Name	California Connections Academy		Created Date	5/24/2023
Bill To	33272 Valle Road		Expiration Date	7/31/2023
	San Juan Capistrano, CA 92675			
	US			

Product	Line Item Description	Sales Price	Quantity	Discount	Total Price
Evaluation PS: Administrator Virtual Training (District) - EV	One Time Fee	$750.00	1.00		$750.00
Evaluation PS: Onboarding - EV	One Time Fee	$750.00	1.00		$750.00
Evaluation: Certified Staff Base Fee Subscription	12 month contract from the date the PO is received.	$28.00	440.00		$12,320.00
Evaluation: Certified Staff Base Fee Subscription	SY 24-25	$28.00	440.00	5.00%	$11,704.00
Evaluation: Certified Staff Base Fee Subscription	SY 25-26	$28.00	440.00	5.00%	$11,704.00

Quote for Services has been submitted for your approval. The terms of agreement for services will be governed by Education Advanced's Terms of Service located at https://educationadvanced.com/terms/

Subtotal	$38,460.00
Total Price	$37,228.00

Notes	Please send PO to billing@educationadvanced.com

Quote Acceptance Information

Accepted By _____

Signature _____

Accepted Date _____

CALIFORNIA CONNECTIONS ACADEMY

2022-2023 PURCHASE ORDER

California Online Public Schools

dba California Connections Academy Southern California
33272 Valle Road, San Juan Capistrano, CA 92675

(949) 461-1667 Phone   (949) 240-7895 Fax

Purchase Order Number: 2022 - 23 - 30

Date: 6/14/2023

Vendor Contact Name: Annalise Ansell

Vendor Phone Number: 305-677-5030

Vendor Fax Number:

Email P.O. to vendor? ☐ Yes   ☐ No

Vendor Email: annalise.ansell@nearpod.com

Vendor: Nearpod Inc.

Address: 1855 Griffin Road A-290

City: Dania Beach

State FL

Zip 33004

Product/Description	Quote #	Discount	Cost	Qty	Total Cost
Service Start: 07/13/2023 Service End: 07/12/2024	196057				
Nearpod Premium Plus - District (8500 Students)	196057	$ 23,700.00	$ 50,150.00	1	$ 26,450.00
Nearpod English Learner (300 Students)	196057	$ -	$ 6,600.00	1	$ 6,600.00
Flocabulary Plus (8500 Students)	196057	$ 12,920.00	$ 32,300.00	1	$ 19,380.00
Nearpod Math Program (8500 Students)	196057	$ 18,904.00	$ 47,260.00	1	$ 28,356.00
Online Training (3 - Trainings)	196057	$ -	$ 1,350.00	1	$ 1,350.00
			Order Total		$82,136.00

Signatures (or email approval):

Bernie Jamero   6/14/2023
Purchaser/Requestor   Date

Richie Romero   6/14/2023
Administrator Approval (required)   Date

LaNuelle Carter   6/14/2023
Audited By (optional)   Date

☐ via email approval (see attached)

DocuSign

Quote ID: 196057

Sales Order For:	**Contact Information:**

Account	CALIFORNIA CONNECTIONS ACADEMY	**Company Name**	Nearpod Inc.
Address	33272 VALLE RD SAN JUAN CAPO, California 92675 UNITED STATES	**Address**	1855 Griffin Road A-290 Dania Beach, FL 33004
Contact	Heather Tamayo	**Nearpod Contact**	Annalise Ansell
			annalise.ansell@nearpod.com
		Company Phone	305-677-5030

Service Start: 07/13/2023

Service End: 07/12/2024

Please Note: If you are a *Tax-Exempt Customer*, please include your Sales Tax-Exempt Certificate with signed documents/proof of payment. Otherwise, applicable tax will be included in your invoice.

Ask your Nearpod Rep about locking in your rate for up to 3 years with multi-year pricing.

PRODUCTS

Product	Quantity	List Price	Discount	Total
Nearpod Premium Plus - District	8500 - Students	$50,150.00	($23,700.00)	$26,450.00
Nearpod English Learner	300 - Students	$6,600.00	($0.00)	$6,600.00
Flocabulary Plus	8500 - Students	$32,300.00	($12,920.00)	$19,380.00
Nearpod Math Program	8500 - Students	$47,260.00	($18,904.00)	$28,356.00
Online Training	3 - Trainings	$1,350.00	($0.00)	$1,350.00

	Total	(USD) $82,136.00

Special Terms:

Nearpod Math Program is priced based on K-8th grade enrollment (40% off) since it does not yet include 9-12th grade content, however, the whole school will have access to the product.

This quote includes a complimentary 60-minute Nearpod Math implementation webinar training that is separate from the 3 paid trainings.

Product Description Detail

Nearpod Premium Plus - District

Nearpod Premium Plus - District:

Nearpod Premium Plus, including unlimited access to:

- Nearpod's lesson, video, and activity creation and delivery platform with 20+ formative assessment and media features
- Nearpod Lesson Library with 8,500+ standards-aligned, interactive lessons for all K-12 subject areas, featuring favorite educational brands
- Nearpod Video & Activity Library with 10,200+ standards-aligned interactive videos and 3,300+ activities for all K-12 subject areas, featuring favorite educational brands, that can be used on their own, or added to Nearpod slides lessons
- District features including larger class sizes, unlimited storage, School and District shared Libraries, LMS integration, and more
- Premium Plus lesson delivery features, including Live Teacher Annotation, Co-Teaching, and Live to Student-Paced

Nearpod English Learner

Nearpod EL is a standards-aligned supplemental program that provides the content, tools, and organization needed to create daily differentiated learning experiences that maximize language acquisition for all learners. Nearpod EL empowers every teacher to:

- Differentiate instruction with EL Content Companions and language supports, all organized in one place
- Engage every learner with equitable learning experiences
- Know where students need help through real-time data

Flocabulary Plus

Flocabulary Plus

Unlimited access to Flocabulary including:

- 750+ standards-aligned K-12 lessons across all core subjects and beyond, each lesson includes a hip-hop video and instructional vocabulary activities
- Week in Rap lessons, added weekly August through May to spotlight current events and help students make real-world connections
- Student Accounts, enabling teachers to assign lessons and activities and view results of assessments
- Upcoming comprehension content and features exclusive to Flocabulary Plus with 200+ new lessons and a new interactive activity

Nearpod Math Program

Nearpod Math Program

Powered by Nearpod Premium Plus, Nearpod Math is a supplemental math program that provides unlimited access to:

Quote ID: 196057   Quote Date: June 13, 2023

-Nearpod Math Library: 5,000 new standards-aligned lessons, videos and practice activities

-Virtual manipulatives: Fraction Tiles, Base 10 Blocks, Algebra Tiles, and Color Tiles

-Enhanced Course Navigation and reporting: designed to explicitly align to a districts' core curriculum with improved course navigation, standards-based search and preview functionality

Online Training

Online Training:

Webinar: Up to 2-hour session with a Nearpod Trainer for up to 50 participants.

Training Policy

Training Cancellation Policy
Nearpod requests 48 hours notice to cancel or reschedule a confirmed session. If the session is not canceled but no one attends, this session will be considered expired.

Minimum Attendance Policy
Nearpod requests that at least 10 participants attend a confirmed training session. If there are fewer than 10 participants, the session may be modified and will not be recorded.

Free Training Resources
Access to daily public webinars, on-demand webinars and how-to resources and videos can be accessed here: http://nearpod.com/resources

Terms
This Sales Order is valid until: Service will run from 07/13/2023 until 07/12/2024, or from when customer is first provided access to the purchased service(s) for a length of time equal to the time between the Start Date and End Date, whichever is later. **The agreed upon price for this timeframe is (USD) $82,136.00.** Nearpod price quotes are confidential, unless disclosure is required by subpoena or state law. Education List Pricing is only available for PreK-12 Education customers. Please submit this price quote attachment with your Purchase Order. Tax-exempt customers should include their tax-exempt number on their Purchase Order. This Sales Order covers the Nearpod and/or Flocabulary Services described herein and is governed by the Nearpod Terms and Conditions available online at: https://nearpod.com/terms-conditions, the Nearpod Privacy Policy available online at: https://nearpod.com/privacy-policy, the Flocabulary Terms of Use available online at: https://flocabulary.com/terms-of-use/, and the Flocabulary Privacy Policy available online at: https://flocabulary.com/privacy-policy/, as applicable. **Customers providing a Purchase Order are required to remit payment within 30 days of invoicing. Otherwise, payment is required within 7 business days. Failure to remit payment may cause a disruption in service. By signing this Agreement, I certify that I am authorized to sign on behalf of the Customer and agree to the Terms and Conditions of this Sales Order and any documents incorporated herein.** **If you are a Tax-exempt customer, please include your Sales Tax-Exempt Certificate with signed documents/proof of payment. Otherwise, applicable tax will be included in your invoice.** **Is a PO Required for Payment?** Yes / No If Yes, please provide PO number below and submit PO with this Sales Order. If No, please return this Sales Order with Signature below and indicate payment method. **Purchase Order (Net 30):** Please provide PO #: _____ If PO is not provided, payment is due immediately via Credit Card, Check, ACH, or Wire _____   **Check, ACH or Wire**   _____   **Credit Card** Please provide email address to receive secure payment link: _____ Expiration Date: _____ Name on card: _____ Name: _____ Signature: _____ Date: _____ Tax Exempt #: _____

Form W-9
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer
Identification Number and Certification

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

Print or type. See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Nearpod Inc.

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☑ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

1855 Griffin Road, A290

6 City, state, and ZIP code

Dania Beach, Florida 33004

7 List account number(s) here (optional)

Requester's name and address (optional)

Part I   Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number
☐☐☐ – ☐☐ – ☐☐☐☐

or

Employer identification number
4 6 – 0 9 9 3 6 7 9

Part II   Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person ▶ *Severine Vieux*   Date ▶ 01 / 10 / 2023

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

• Form 1099-INT (interest earned or paid)

• Form 1099-DIV (dividends, including those from stocks or mutual funds)
• Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
• Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
• Form 1099-S (proceeds from real estate transactions)
• Form 1099-K (merchant card and third party network transactions)
• Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
• Form 1099-C (canceled debt)
• Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

Cat. No. 10231X   Form **W-9** (Rev. 10-2018)

Doc ID: 573a6c527f6c201f660de07de858fa4c90c61b2d

CALIFORNIA CONNECTIONS ACADEMY

2022-2023 PURCHASE ORDER

California Online Public Schools

dba California Connections Academy Southern California
33272 Valle Road, San Juan Capistrano, CA 92675

(949) 461-1667 Phone   (949) 240-7895 Fax

Purchase Order Number: 2022 - 23 - 27

Date: 6/6/2023

Vendor Contact Name: Linn Sillers

Vendor Phone Number: 805-452-0109

Vendor Fax Number:

Email P.O. to vendor? ☐ Yes   ☐ No

Vendor Email: linn@parentsquare.com

Vendor: ParentSquare, Inc.

Address: PO Box 841604

City: Los Angeles

State CA

Zip 90084-1604

Product/Description	Reference #	Discount	Cost	Qty	Total Cost
ParentSquare Pricing Term Start Date: July 1, 2023 Pricing Term End Date: June 30, 2024	20230525-171356543				
Engage 2023 - Term: 12 Months	20230525-171356543		$ 4.50	8000	$ 36,000.00
Secure Documents - Term: 12 Months	20230525-171356543	$ 1.00	$ 1.00	1	$0.00
Community Groups - Term: 12 Months	20230525-171356543	$ 1.00	$ 1.00	1	$0.00
District Onboarding (5-14.9K) - Term: 12 Months	20230525-171356543	$ 1,500.00	$ 3,000.00	1	$ 1,500.00
			Order Total		$37,500.00

Signatures (or email approval):

Bernie Jamero   6/6/2023

Purchaser/Requestor   Date

Richie Romero   6/6/2023

Administrator Approval (required)   Date

Lachelle Carter   6/6/2023

Audited By (optional)   Date

☐ via email approval (see attached)

ParentSquare™

California Online Public Schools

Pricing Term Start Date: July 1, 2023 | **Pricing Term End Date:** June 30, 2024 | **Quote Create Date:** May 25, 2023 | **Reference:** 20230525-171356543

California Online Public Schools

33272 Valle Road
San Juan Capistrano, CA 92675
United States

Hilary Bessette

Assistant Director of Student Achievement
hbessette@californiaops.org
7142026802

Richie Romero

Deputy Superintendent
rromero@calca.connectionsacademy.org
877-384-0366

Comments

Linn Sillers - Sales Director / Co-Founder ParentSquare, Inc.

Products & Services

Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
Engage 2023	July 1, 2023	12	8,000	$4.50 / year	$36,000.00 / year for 1 year

DocuS

Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
· Mobile App & Web Portal · Language Translation · Analytics, Reporting & Archiving · SIS Integrations, SSO (API, SFTP, other) · Smart & Urgent Alerts · Posts & Newsletters · Social Media & Website Share · Attendance & Auto Notices (includes lunch balances) · Direct Messaging · Appointments (including parent-teacher conferences) · Volunteering & Sign Ups · Directory · StudentSquare · Calendar & Event RSVP · Forms & Permission Slips (includes Surveys)					
Secure Documents	July 1, 2023	12	1	$1.00 / year	$0.00 / year after $1.00 discount for 1 year
Community Groups	July 1, 2023	12	1	$1.00 / year	$0.00 / year after $1.00 discount for 1 year
District Onboarding (5 - 14.9K) · Coordination between ParentSquare Implementation Team and Points of Contact	July 1, 2023		1	$3,000.00	$1,500.00 after $1,500.00 discount

DocuS

Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
· Creation & configuration of the ParentSquare site · Data migration and review of Staff, Student, Parent and Roster data · Digital training opportunities including recurring webinars, digital training modules, and videos · Access to "Resource Kit" and Best Practice materials to support Launch · Ongoing help and support for Admins via email, chat, and voice · Discovery call with Implementation Manager · District walkthrough videos w/ Q&A option · 1 hour of training or CS consultation (Engagement Team) · Launch check in meeting · Ongoing engagement with Customer Success Team					

Annual subtotal	$36,000.00
after $2.00 discount	
One-time subtotal	$1,500.00
after $1,500.00 discount	
Total	**$37,500.00**

Signature

Before you sign this quote, an email must be sent to you to verify your identity. Find your profile below to request a verification email.

Richie Romero rromero@calca.connectionsacademy.org	Signed

Amanda Dempsey amanda.dempsey@parentsquare.com	Signed

This quote expires on June 30, 2023

Purchase terms

District/School Agreement -- The Services are subject to the terms contained in this Order Form and School Agreement which are located at www.parentsquare.com/agreement, and incorporated by reference into this Order Form ("ParentSquare School Agreement").

By executing this Order Form, the undersigned certifies that (i) the undersigned is a duly authorized agent of District/School, and (ii) the undersigned has read the ParentSquare School Agreement and will take all reasonable measures to enforce them within the District/School.

NOTE: Pricing above does not reflect ParentSquare's right to increase pricing up to 5% each annual period.

Privacy Policy -- The ParentSquare Privacy Policy may be reviewed here - https://www.parentsquare.com/privacy

Terms of Use -- The ParentSquare Terms of Use may be reviewed here - https://www.parentsquare.com/terms

StudentSquare Consent -- Pursuant to Children's Online Privacy and Protection Act ("COPPA"), ParentSquare relies on the School's consent on behalf of students in order to allow those under 13 years of age to use our services.

Questions? Contact me

Linn Sillers

Sales Director / Co-Founder

linn@parentsquare.com

+18054520109

ParentSquare, Inc.

PO Box 841604,

Los Angeles, CA 90084-1604

United States

Coversheet

Approval of Evaluation Software Purchase (attached)

Section: IV. Consent Items
Item: E. Approval of Evaluation Software Purchase (attached)
Purpose: Vote
Submitted by:
Related Material: California Connections Academy 3 yr Quote.pdf
                        2022-23-26 Education Advanced PO Docusign.pdf

EDUCATION ADVANCED

Education Advanced, Inc
2702 E. Fifth St, #372
Tyler, TX 75701
(903) 858-4497
billing@educationadvanced.com
http://www.educationadvanced.com

Sales Rep	Amy Stock

Contact Name	Steve Ford	Quote Number	00007302
Bill To Name	California Connections Academy	Created Date	5/24/2023
Bill To	33272 Valle Road	Expiration Date	7/31/2023
	San Juan Capistrano, CA 92675		
	US		

Product	Line Item Description	Sales Price	Quantity	Discount	Total Price
Evaluation PS: Administrator Virtual Training (District) - EV	One Time Fee	$750.00	1.00		$750.00
Evaluation PS: Onboarding - EV	One Time Fee	$750.00	1.00		$750.00
Evaluation: Certified Staff Base Fee Subscription	12 month contract from the date the PO is received.	$28.00	440.00		$12,320.00
Evaluation: Certified Staff Base Fee Subscription	SY 24-25	$28.00	440.00	5.00%	$11,704.00
Evaluation: Certified Staff Base Fee Subscription	SY 25-26	$28.00	440.00	5.00%	$11,704.00

Quote for Services has been submitted for your approval. The terms of agreement for services will be governed by Education Advanced's Terms of Service located at https://educationadvanced.com/terms/

Subtotal	$38,460.00
Total Price	$37,228.00

Notes	Please send PO to billing@educationadvanced.com

Quote Acceptance Information

Accepted By _____

Signature _____

Accepted Date _____

2022-2023 PURCHASE ORDER

CALIFORNIA CONNECTIONS ACADEMY

California Online Public Schools

dba California Connections Academy Southern California
33272 Valle Road, San Juan Capistrano, CA 92675

(949) 461-1667 Phone   (949) 240-7895 Fax

Purchase Order Number:	2022 - 23 - 26
Date:	5/30/2023
Vendor Contact Name:	Amy Stock
Vendor Phone Number:	903-858-4497
Vendor Fax Number:	
Email P.O. to vendor?	☐ Yes ☐ No
Vendor Email:	billing@educationadvanced.com

Vendor:	Education Advanced, Inc.
Address:	2702 E. Fifth St, #372
City:	Tyler
State	TX
Zip	75701

Product/Description	Order #	Discount	Cost	Qty	Total Cost
Evaluation PS: Administrator Virtual Training (District) - EV One Time Fee	00007302		$ 750.00	1	$ 750.00
Evaluation PS: Onboarding - EV One Time Fee	00007302		$ 750.00	1	$ 750.00
Evaluation: Certified Staff Base Fee Subscription 12 month contract from the date the PO is received.	00007302		$ 28.00	440	$ 12,320.00
Evaluation: Certified Staff Base Fee Subscription SY 24-25 *(with 5% discount)*	00007302	$ 616.00	$ 28.00	440	$ 11,704.00
Evaluation: Certified Staff Base Fee Subscription SY 25-26 *(with 5% discount)*	00007302	$ 616.00	$ 28.00	440	$ 11,704.00
					$ -
					$ -
				Order Total	$37,228.00

Signatures (or email approval):

Bernie Jamero   5/30/2023
DocuSigned by:
Purchaser/Requestor   Date

Richie Romero   5/30/2023
DocuSigned by: 6E5D3AF457A644A
Administrator Approval (required)   Date

Cachelle Carter   5/30/2023
DocuSigned by: 22344735983E4C6
Audited By (optional)   Date

☐ via email approval (see attached)

EDUCATION ADVANCED

Education Advanced, Inc
2702 E. Fifth St, #372
Tyler, TX 75701
(903) 858-4497
billing@educationadvanced.com
http://www.educationadvanced.com

Sales Rep	Amy Stock

Contact Name	Steve Ford		Quote Number	00007302
Bill To Name	California Connections Academy		Created Date	5/24/2023
Bill To	33272 Valle Road San Juan Capistrano, CA 92675 US		Expiration Date	7/31/2023

Product	Line Item Description	Sales Price	Quantity	Discount	Total Price
Evaluation PS: Administrator Virtual Training (District) - EV	One Time Fee	$750.00	1.00		$750.00
Evaluation PS: Onboarding - EV	One Time Fee	$750.00	1.00		$750.00
Evaluation: Certified Staff Base Fee Subscription	12 month contract from the date the PO is received.	$28.00	440.00		$12,320.00
Evaluation: Certified Staff Base Fee Subscription	SY 24-25	$28.00	440.00	5.00%	$11,704.00
Evaluation: Certified Staff Base Fee Subscription	SY 25-26	$28.00	440.00	5.00%	$11,704.00

Quote for Services has been submitted for your approval. The terms of agreement for services will be governed by Education Advanced's Terms of Service located at https://educationadvanced.com/terms/

Subtotal	$38,460.00
Total Price	$37,228.00

Notes	Please send PO to billing@educationadvanced.com

Quote Acceptance Information

Accepted By _____

Signature _____

Accepted Date _____

Coversheet

Approval of Regular Vendor List and Associated Payments (attached)

Section: IV. Consent Items
Item: F. Approval of Regular Vendor List and Associated Payments (attached)
Purpose: Vote
Submitted by:
Related Material:
Pre-Approved Payment Draft List 22-23 - FINAL 23-24 Pre-Approval Request for Board (1).pdf

2023-24 Vendor/Payee Pre-Approval Amounts				
PAYEE	**BUDGET LINE ITEM**	**Purpose**	**Approval Amount**	**FREQUENCY**
Adventist Health Glendale	Student Related: SPED Related Services	Sped Service Provider	$10,000.00	Monthly
Aeries Software	Professional Services: AERIES	Data Management System	$75,000.00	Annually
California Charter Schools Association	Governance: Dues - School	Charter Membership	$126,000.00	Annually
Capistrano Unified School District	Authorizer Oversight: District Oversight	District Oversight	$650,000.00	Monthly
Capturing Kids' Hearts	Employee Related: Staff Training/Prof. Dvlpmt	School Wide Profes Dev	$350,000.00	As Needed
Classkick	Professional Services: Other School Contracted Services	Teaching Tool	$65,000.00	Annually
CliftonLarsonAllen LLP	Professional Services: Accounting Services/Audit	Audit/Accounting	$90,000.00	Semi-Annually
College Board	Assessment: College State Testing	AP Testing	$15,000.00	Semi-Annually
College Board	Assessment: College State Testing	AP Testing	$20,000.00	Periodically
Community Therapy Services, LLC	Student Related: SPED Related Services	Sped Service Provider	$55,000.00	Monthly
Curriculum Associates	Instructional: Other Curriculum	Teaching Tool	$60,000.00	Annually
Effectual Educational Consulting Services	Student Related: SPED Related Services	Sped Service Provider	$500,000.00	Monthly
El Paseo Children's Center, Inc.	Student Related: SPED Related Services	Sped Service Provider	$3,000,000.00	Monthly
Global Teletherapy	Student Related: SPED Related Services	Sped Service Provider	$600,000.00	Monthly
InterPres Corp	Facilities: Office Rent	Association Fees	$45,000.00	Quarterly
Learning A-Z	Employee Related: Staff Training/Prof. Dvlpmt	Training	$10,000.00	Annually
Nearpod	Instructional: Other Curriculum	Teaching Tool	$100,000.00	Annually
OC Fair & Event Center	Student Related: Student Activities	Student Activity	$20,000.00	As Needed
Orange County Dept. of Education	Authorizer Oversight: STRS Reporting	STRS	$75,000.00	Quarterly
Oxford Consulting Services, Inc.	Student Related: SPED Related Services	Sped Service Provider	$2,000,000.00	Monthly
PC Connection	Assessment: Student Testing Technology	Student/Staff-Testing Techonolo	$2,000,000.00	As Needed
Pearson Virtual Schools USA (LiveSpeech)	Student Related: SPED Related Services	Sped Service Provider	$650,000.00	Monthly
Pediatric Therapy Associates	Student Related: SPED Related Services	Sped Service Provider	$50,000.00	Monthly
Princeton Review, The	Professional Services: Other School Contracted Services	Teaching Tool	$20,000.00	Annually
Procopio, Cory, Hargreaves & Savitch LLP	Professional Services: Legal Services	Legal	$10,000.00	Monthly
Professional Tutors of America, Inc.	Student Related: SPED Related Services	Sped Service Provider	$10,000.00	Monthly
Ripon Unified School District	Authorizer Oversight: District Oversight	District Oversight	$450,000.00	Annually
Specialized Therapy Services	Student Related: SPED Related Services	Sped Service Provider	$20,000.00	Monthly
SPG (The Speech Pathology Group)	Student Related: SPED Related Services	Sped Service Provider	$10,000.00	Monthly
Stanford Sierra Youth and Families	Student Related: SPED Related Services	Sped Service Provider	$750,000.00	Monthly
Swiftreach Networks, LLC	Professional Services: Other School Contracted Services	Auto Dialer/Messenger	$15,000.00	Annually
TLC Child & Family Services (Journey Academy)	Student Related: SPED Related Services	Sped Service Provider	$250,000.00	Monthly
TPR Education, LLC	Professional Services: Other School Contracted Services	Teaching Tool	$20,000.00	Annually
TTC4Success	Student Related: SPED Related Services	Sped Service Provider	$800,000.00	Monthly
YM&C (Young, Minney & Corr, LLP)	Professional Services: Legal Services	SpED Legal	$500,000.00	Monthly
Alpaugh Unified School District	Authorizer Oversight: District Oversight	District Oversight	$190,000.00	Annually
Charter Impact	Professional Services: Other School Contracted Services	Service Provider	$2,000,000.00	Annually
Middletown Unified School District	Authorizer Oversight: District Oversight	District Oversight-North Bay	$18,000.00	Monthly
Scotts Valley Unified School District	Authorizer Oversight: District Oversight	District Oversight-Monterey Bay	$120,000.00	Monthly
Cuyama Unified School District	Authorizer Oversight: District Oversight	District Oversight-Central Coast	$30,000.00	Monthly
Trello	Professional Services: Other School Contracted Services	Operations Tool	$110,000.00	Annually
Board On Track	Professional Services: Other School Contracted Services	Board Relations	$15,000.00	Annually
Brandtastic	Professional Services: Other School Contracted Services	Marketing	$25,000.00	As Needed
CES (Cornerstone Educational Solutions)	Student Related: SPED Related Services	Sped Service Provider	$50,000.00	Monthly
Charter Schools Development Center	Governance: Dues - School	Charter Membership	$50,000.00	Annually
Clever	Professional Services: Other School Contracted Services	Operations Tool	$75,000.00	Annually
Delta Math	Instructional: Other Curriculum	Teaching Tool	$10,000.00	Annually
Docusign	Professional Services: Other School Contracted Services	Operations Tool	$35,000.00	Annually
Education Advanced, Inc.	Professional Services: Other School Contracted Services	Teaching Tool Testhound	$10,000.00	Annually
Instructure, Inc.	Other Contracted Services	Teaching Tool Canvas	$50,000.00	Annually
Milestones Therapy Group	Student Related: SPED Related Services	Sped Service Provider	$80,000.00	Monthly
Mindful Assessments and Counseling	Student Related: SPED Related Services	Sped Service Provider	$15,000.00	Monthly
Pearson	Other Contracted Services	Service Provider	$50,000,000.00	Monthly
TinyEYE Therapy Services	Student Related: SPED Related Services	Sped Service Provider	$75,000.00	Monthly

Coversheet

Approval of Board Designee for Charter Petition Renewals (attached)

Section: IV. Consent Items
Item: G. Approval of Board Designee for Charter Petition Renewals (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS Charter Renewal Petitions - 6.21.23.pdf

Board Information Memo
California Online Public Schools

SUBJECT: Charter Renewal Petitions - Board Designee

Category (Contract Approval, Policy, Personnel, General Approval. etc.): Board Designee
Date: 6/21/23
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Information
Decision Type (Action Item, Information Only, etc.): Consent & Information

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Background (Brief Summary of Background Information):

The Charter Petitions for our charters with Ripon USD (CalCA / CalOPS NorCal), Middletown USD (CalCA / CalOPS North Bay), and Scotts Valley USD (CalCA / CalOPS Monterey Bay) are expiring at the end of the 2023/2024 school year. With the help and support of Young, Minnie & Corr, we are preparing renewal petitions for submission to these authorizers. With the coming transitions, these petitions are being submitted as California Online Public Schools. The proposed submission dates are as follows:

- Scotts Valley USD - CalOPS Monterey Bay - July 26, 2023
- Middletown USD - CalOPS North Bay - August 10, 2023
- Ripon USD - CalOPS NorCal - August 15, 2023

Rationale (Why is this important and why is this coming to the Board):

With the summer break from Board Meetings, we are bringing this information to the Board for your review as well as to ask the Board to Designate Superintendent Richard Savage and/or his designee to facilitate the submission process for these petitions.

Evidence of Due Diligence:
Extensive work with Young, Minnie & Corr's charter petition specialists as well as our internal teams throughout this last school year.

Fiscal Impact:
Standard fees for support from YM&C.

Potential Conflicts of Interest: None

Recommendation/Board Action (if applicable):

Recommend the Board Designate Superintendent Richard Savage or his designee to execute the submission of the Charter Petition Renewals for CalOPS Monterey Bay, North Bay, and NorCal for submissions in the summer of 2023.

Prepared/Recommended/Approved By:

Dan Hertzler, Director of Business Services

Coversheet

Approval of 2023-2024 Preliminary Budgets (attached)

Section:	V. Action Items
Item:	C. Approval of 2023-2024 Preliminary Budgets (attached)
Purpose:	Vote
Submitted by:	
Related Material:	FY24-CCAS-Budget Presentation_6.16.23.pdf

**CHARTER
IMPACT**

California Connections Academy

- Southern California
- Central Valley
- Northern California
- North Bay
- Monterey Bay
- Central Coast

Budget Presentation – FY 2023-24

Revenue Assumptions

- LCFF based on 8.22% COLA

- State SPED based on 8.22% COLA

- Lottery assumed at $237 per student

- Title funding held constant at last years number

- One-time revenue will vary between schools

- No reduction for Learning Recovery or Arts, Music funding in out-years

CHARTER IMPACT

Expense Assumptions

- All expenses are based on the prior per ADA average

- Due to ongoing negotiations, all FY23-24 Pearson fees are modeled on the prior-year, as well, *but these are subject to change as the negotiations take place*

- Salaries & Benefits are allocated by ADA

CHARTER
IMPACT

SoCal – Highlights

- FY24 budgeted surplus of $6.4M (9% of expenses)
- COLA projected for LCFF and State SPED

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	5114
ADA	5046
Attendance Rate	98.0%
Unduplicated %	51.0%
Revenue per ADA	$14,707
Expenses per ADA	$13,426

Grade level	2023-24	2024-25	2025-26
COLA	8.22%	3.94%	3.29%
Total Enrollment	5,149	5,149	5,149
Total ADA	5,045.66	5,045.66	5,045.66
Total Target Base Plus Add-Ons	$ 57,202,339	$ 59,457,537	$ 61,411,226
Average Base per ADA	$ 11,337	$ 11,784	$ 12,171
Total Supplemental Grant	$ 5,834,639	$ 6,307,256	$ 6,514,503
Total LCFF	$ 63,140,459	$ 65,872,350	$ 68,036,826
Total Funding per ADA	$ 12,514	$ 13,055	$ 13,484

CHARTER IMPACT

SoCal – Revenue & Expense

	Annual/Full Year
	Budget
Revenue	
State Aid-Rev Limit	$ 63,140,460
Federal Revenue	4,877,546
Other State Revenue	6,187,889
Other Local Revenue	-
Total Revenue	**$ 74,205,895**

	Annual/Full Year
	Budget
Expenses	
Certificated Salaries	$ 22,876,704
Classified Salaries	537,195
Benefits	8,599,883
Books and Supplies	16,806,936
Subagreement Services	10,052,503
Operations	1,146,212
Facilities	314,009
Professional Services	7,406,486
Depreciation	3,100
Interest	-
Total Expenses	**$ 67,743,028**

- ESSER III: $3.2M
- UPK: $89K
- Total revenue +10% YOY

- 19% increase in certificated and classified salaries (*includes bonuses*)
- 5% increase in Total Benefits year to year
- All other expenses projected in-line with last year's per ADA projected actuals

CHARTER IMPACT

SoCal – Fund & Cash Balance

	Annual/Full Year Budget
Total Surplus(Deficit)	$ 6,462,867
Beginning Fund Balance	17,718,071
Ending Fund Balance	$ 24,180,938
As a % of Annual Expenses	35.7%

- Fund balance and surplus within state and authorizer requirements

- Fund balance subject to change in anticipation of the June 2023 financial close

Month-End Cash Balance

- Strong cashflow; steadily increasing
- Low point in August, which is normal for how revenue is paid

CHARTER IMPACT

SoCal – Three Year Forecast

	2023-24	2024-25	2025-26
	Budget	**Forecast**	**Forecast**
Assumptions			
LCFF COLA	*8.22%*	*3.94%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*5,149*	*5,149*	*5,149*
Average Daily Attendance	*5,046*	*5,046*	*5,046*
Total Revenue	**$ 74,205,895**	**$ 77,599,454**	**$ 78,532,950**
Total Expenses	**$ 67,743,028**	**$ 70,837,797**	**$ 74,032,882**
Surplus (Deficit)	**$ 6,462,867**	**$ 6,761,657**	**$ 4,500,068**
	9.5%	9.5%	6.1%
Fund Balance, Beginning of Year	$ 17,718,071	$ 24,180,938	$ 30,942,595
Fund Balance, End of Year	**$ 24,180,938**	**$ 30,942,595**	**$ 35,442,663**
	35.7%	*43.7%*	*47.9%*
Cash Flow Adjustments			
Total Change in Cash	7,907,678	7,217,006	4,499,283
Cash, Beginning of Year	24,736,070	32,643,748	39,860,754
Cash, End of Year	**$ 32,643,748**	**$ 39,860,754**	**$ 44,360,037**

- Revenue expected to increase every year
- Expenses increase by COLA year-over-year
- Positive surplus and cash balances all three years

Central Valley – Highlights

- FY24 budgeted surplus of $737K (8% of expenses)
- COLA projected for LCFF and State SPED

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	654
ADA	644
Attendance Rate	98.0%
Unduplicated %	64.0%
Revenue per ADA	$15,662
Expenses per ADA	$14,517

Grade level	2023-24	2024-25	2025-26
COLA	**8.22%**	**3.94%**	**3.29%**
Total Enrollment	656.88	656.88	656.88
Total ADA	643.74	643.74	643.74
Total Target Base Plus Add-Ons	$ 7,272,674	$ 7,559,357	$ 7,807,748
Average Base per ADA	$ 11,297	$ 11,743	$ 12,129
Total Supplemental Grant	$ 931,339	$ 999,196	$ 1,032,028
Total Concentration Grant	$ 426,870	$ 544,916	$ 562,821
Total LCFF	$ 8,640,773	$ 9,113,750	$ 9,413,216
Total Funding per ADA	$ 13,423	$ 14,157	$ 14,623

CHARTER
IMPACT

Central Valley – Revenue & Expense

	Annual/Full Year
	Budget
Revenue	
State Aid-Rev Limit	$ 8,640,774
Federal Revenue	662,632
Other State Revenue	779,179
Other Local Revenue	-
Total Revenue	**$ 10,082,585**

	Annual/Full Year
	Budget
Expenses	
Certificated Salaries	$ 2,924,368
Classified Salaries	68,671
Benefits	1,260,007
Books and Supplies	2,559,281
Subagreement Services	1,253,886
Operations	147,945
Facilities	43,000
Professional Services	1,088,250
Depreciation	-
Interest	-
Total Expenses	**$ 9,345,407**

- ESSER II: $400k
- Total revenue +10% YOY

- 14% increase in certificated and classified salaries (*includes bonuses*)
- 14% increase in Total Benefits year to year
- All other expenses projected in-line with last year's per ADA projected actuals

CHARTER IMPACT

Central Valley – Fund & Cash Balance

	Annual/Full Year Budget
Total Surplus(Deficit)	$ 737,178
Beginning Fund Balance	3,011,132
Ending Fund Balance	$ 3,748,310
As a % of Annual Expenses	*40.1%*

- Fund balance and surplus within state and authorizer requirements

- Fund balance subject to change in anticipation of the June 2023 financial close

Month-End Cash Balance

- Strong cashflow; steadily increasing
- Low point in August, which is normal for how revenue is paid

CHARTER IMPACT
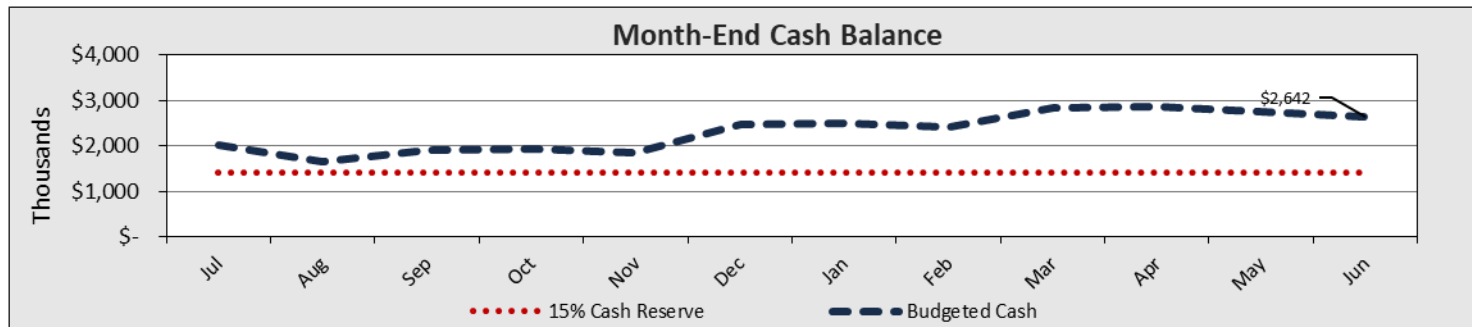
Central Valley – Three Year Forecast

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions			
LCFF COLA	8.22%	3.94%	3.29%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	656.88	656.88	656.88
Average Daily Attendance	643.74	643.74	643.74
Total Revenue	$ 10,082,585	$ 11,154,572	$ 11,165,651
Total Expenses	$ 9,345,407	$ 10,075,611	$ 10,277,824
Surplus (Deficit)	$ 737,178	$ 1,078,961	$ 887,827
Fund Balance, Beginning of Year	$ 3,011,132	$ 3,748,310	$ 4,827,271
Fund Balance, End of Year	$ 3,748,310	$ 4,827,271	$ 5,715,097
	40.1%	47.9%	55.6%
Cash Flow Adjustments			
Total Change in Cash	865,120	891,796	920,457
Cash, Beginning of Year	2,733,959	3,599,079	4,490,875
Cash, End of Year	$ 3,599,079	$ 4,490,875	$ 5,411,332

- Revenue expected to increase every year
- Expenses increase by COLA year-over-year
- Positive surplus and cash balances all three years

NorCal – Highlights

- FY24 budgeted surplus of $1.38M (6% of expenses)

- COLA projected for LCFF and State SPED

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	1788
ADA	1766
Attendance Rate	98.0%
Unduplicated %	49.1%
Revenue per ADA	$14,303
Expenses per ADA	$13,517

Grade level	2023-24	2024-25	2025-26
COLA	**8.22%**	**3.94%**	**3.29%**
Total Enrollment	1,802	1,802	1,802
Total ADA	1,766.29	1,766.29	1,766.29
Total Target Base Plus Add-Ons	$ 19,970,033	$ 20,757,346	$ 21,439,404
Average Base per ADA	$ 11,306	$ 11,752	$ 12,138
Total Supplemental Grant	$ 1,960,658	$ 2,136,761	$ 2,206,972
Total LCFF	$ 21,974,931	$ 22,940,091	$ 23,693,872
Total Funding per ADA	$ 12,441	$ 12,988	$ 13,414

CHARTER IMPACT

NorCal – Revenue & Expense

	Annual/Full Year
	Budget
Revenue	
State Aid-Rev Limit	$ 21,974,932
Federal Revenue	1,155,683
Other State Revenue	2,132,029
Other Local Revenue	-
Total Revenue	**$ 25,262,643**

	Annual/Full Year
	Budget
Expenses	
Certificated Salaries	$ 7,995,741
Classified Salaries	187,758
Benefits	3,070,351
Books and Supplies	5,990,534
Subagreement Services	3,499,534
Operations	396,400
Facilities	154,055
Professional Services	2,580,445
Depreciation	-
Interest	-
Total Expenses	**$ 23,874,817**

- ESSER II: $630K
- Total revenue +10% YOY

- 16% increase in certificated and classified salaries (*includes bonuses*)
- 4% increase in Total Benefits year to year
- All other expenses projected in-line with last year's per ADA projected actuals

CHARTER IMPACT

NorCal – Fund & Cash Balance

	Annual/Full Year Budget
Total Surplus(Deficit)	$ 1,387,826
Beginning Fund Balance	4,634,118
Ending Fund Balance	$ 6,021,944
As a % of Annual Expenses	25.2%

- Fund balance and surplus within state and authorizer requirements

- Fund balance subject to change in anticipation of the June 2023 financial close

Month-End Cash Balance

- Strong cashflow; steadily increasing
- Low point in August, which is normal for how revenue is paid

CHARTER IMPACT

NorCal – Three Year Forecast

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions			
LCFF COLA	8.22%	3.94%	3.29%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	1,802	1,802	1,802
Average Daily Attendance	1,766.29	1,766.29	1,766.29
Total Revenue	$ 25,262,643	$ 27,008,379	$ 27,956,708
Total Expenses	$ 23,874,817	$ 25,548,450	$ 26,058,037
Surplus (Deficit)	$ 1,387,826	$ 1,459,928	$ 1,898,671
Fund Balance, Beginning of Year	$ 4,634,118	$ 6,021,944	$ 7,481,873
Fund Balance, End of Year	$ 6,021,944	$ 7,481,873	$ 9,380,544
	25.2%	29.3%	36.0%
Cash Flow Adjustments			
Total Change in Cash	1,661,117	1,400,983	1,747,859
Cash, Beginning of Year	6,274,501	7,935,618	9,336,600
Cash, End of Year	$ 7,935,618	$ 9,336,600	$ 11,084,459

- Revenue expected to increase every year
- Expenses increase by COLA year-over-year
- Positive surplus and cash balances all three years

CHARTER IMPACT

North Bay – Highlights

- FY24 budgeted surplus of $162K (8% of expenses)
- COLA projected for LCFF and State SPED

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	141
ADA	139
Attendance Rate	98.0%
Unduplicated %	56.8%
Revenue per ADA	$14,979
Expenses per ADA	$13,809

Grade level	2023-24	2024-25	2025-26
COLA	**8.22%**	**3.94%**	**3.29%**
Total Enrollment	142	142	142
Total ADA	138.94	138.94	138.94
Total Target Base Plus Add-Ons	$ 1,577,708	$ 1,639,920	$ 1,693,806
Average Base per ADA	$ 11,355	$ 11,803	$ 12,191
Total Supplemental Grant	$ 179,165	$ 195,938	$ 202,376
Total LCFF	$ 1,759,867	$ 1,838,970	$ 1,899,396
Total Funding per ADA	$ 12,666	$ 13,235	$ 13,670

CHARTER IMPACT

North Bay – Revenue & Expense

	Annual/Full Year
	Budget
Revenue	
State Aid-Rev Limit	$ 1,759,868
Federal Revenue	153,056
Other State Revenue	168,350
Other Local Revenue	-
Total Revenue	**$ 2,081,275**

	Annual/Full Year
	Budget
Expenses	
Certificated Salaries	$ 629,294
Classified Salaries	14,777
Benefits	292,217
Books and Supplies	444,673
Subagreement Services	244,059
Operations	42,152
Facilities	14,700
Professional Services	236,850
Depreciation	-
Interest	-
Total Expenses	**$ 1,918,724**

- ESSER II: $91K
- Total revenue +.5% YOY

- 0% increase in certificated and classified salaries (*includes bonuses*)
- 2% increase in Total Benefits year to year
- All other expenses projected in-line with last year's per ADA projected actuals

CHARTER IMPACT

North Bay – Fund & Cash Balance

	Annual/Full Year
	Budget
Total Surplus(Deficit)	$ 162,551
Beginning Fund Balance	659,124
Ending Fund Balance	$ 821,675
As a % of Annual Expenses	*42.8%*

- Fund balance and surplus within state and authorizer requirements

- Fund balance subject to change in anticipation of the June 2023 financial close
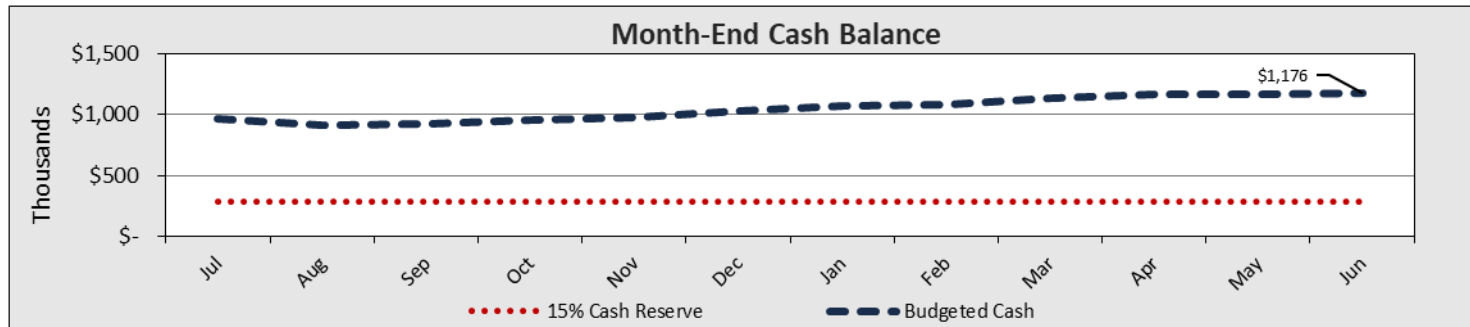
- Strong cashflow; steadily increasing
- Low point in August, which is normal for how revenue is paid

North Bay – Three Year Forecast

	2023-24	2024-25	2025-26
	Budget	**Forecast**	**Forecast**
Assumptions			
LCFF COLA	8.22%	3.94%	3.29%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	141.78	141.78	141.78
Average Daily Attendance	138.94	138.94	138.94
Total Revenue	$ 2,081,275	$ 2,313,126	$ 2,332,202
Total Expenses	$ 1,918,724	$ 2,076,892	$ 2,118,666
Surplus (Deficit)	$ 162,551	$ 236,235	$ 213,536
Fund Balance, Beginning of Year	$ 659,124	$ 821,675	$ 1,057,909
Fund Balance, End of Year	$ 821,675	$ 1,057,909	$ 1,271,446
	42.8%	50.9%	60.0%
Cash Flow Adjustments			
Total Change in Cash	202,306	209,023	233,589
Cash, Beginning of Year	974,091	1,176,397	1,385,420
Cash, End of Year	$ 1,176,397	$ 1,385,420	$ 1,619,008

- Revenue expected to increase every year
- Expenses increase by COLA year-over-year
- Positive surplus and cash balances all three years

CHARTER IMPACT

Monterey Bay – Highlights

- FY24 budgeted surplus of $280K (5% of expenses)
- COLA projected for LCFF and State SPED

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	466
ADA	462
Attendance Rate	98.0%
Unduplicated %	37.1%
Revenue per ADA	$13,576
Expenses per ADA	$12,971

Grade level	2023-24	2024-25	2025-26
COLA	8.22%	3.94%	3.29%
Total Enrollment	471	471	471
Total ADA	461.82	461.82	461.82
Total Target Base Plus Add-Ons	$ 5,248,679	$ 5,455,632	$ 5,634,896
Average Base per ADA	$ 11,365	$ 11,813	$ 12,202
Total Supplemental Grant	$ 389,032	$ 440,160	$ 454,623
Total LCFF	$ 5,652,684	$ 5,911,355	$ 6,105,594
Total Funding per ADA	$ 12,240	$ 12,800	$ 13,221

CHARTER IMPACT

Monterey Bay – Revenue & Expense

	Annual/Full Year
	Budget
Revenue	
State Aid-Rev Limit	$ 5,652,685
Federal Revenue	57,727
Other State Revenue	559,089
Other Local Revenue	-
Total Revenue	**$ 6,269,501**

	Annual/Full Year
	Budget
Expenses	
Certificated Salaries	$ 2,109,987
Classified Salaries	49,547
Benefits	953,016
Books and Supplies	1,283,017
Subagreement Services	858,869
Operations	96,100
Facilities	35,900
Professional Services	603,580
Depreciation	-
Interest	-
Total Expenses	**$ 5,990,017**

- No major one-time funds in FY24
- Total revenue +12% YOY

- 0% increase in certificated and classified salaries (*includes bonuses*)
- 5% increase in Total Benefits year to year
- All other expenses projected in-line with last year's per ADA projected actuals

CHARTER
IMPACT

Monterey Bay – Fund & Cash Balance

	Annual/Full Year
	Budget
Total Surplus(Deficit)	$ 279,484
Beginning Fund Balance	230,726
Ending Fund Balance	$ 510,210
As a % of Annual Expenses	*8.5%*

- Fund balance and surplus within state and authorizer requirements

- Fund balance subject to change in anticipation of the June 2023 financial close
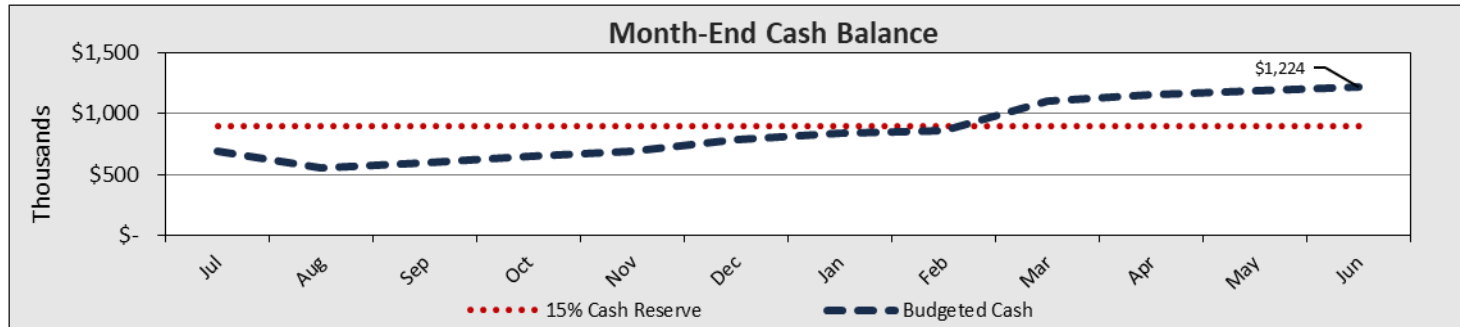
- Steadily increasing; projected to exceed 15% cash reserve by mid-year
- Low point in August, which is normal for how revenue is paid

CHARTER IMPACT

Monterey Bay – Three Year Forecast

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions			
LCFF COLA	*8.22%*	*3.94%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*471*	*471*	*471*
Average Daily Attendance	*461.82*	*461.82*	*461.82*
Total Revenue	$ 6,269,501	$ 6,704,828	$ 7,117,940
Total Expenses	$ 5,990,017	$ 6,457,519	$ 6,587,206
Surplus (Deficit)	$ 279,484	$ 247,309	$ 530,734
Fund Balance, Beginning of Year	$ 230,726	$ 510,210	$ 757,519
Fund Balance, End of Year	$ 510,210	$ 757,519	$ 1,288,253
	8.5%	*11.7%*	*19.6%*
Cash Flow Adjustments			
Total Change in Cash	502,455	217,646	498,772
Cash, Beginning of Year	721,294	1,223,749	1,441,395
Cash, End of Year	$ 1,223,749	$ 1,441,395	$ 1,940,167

- Revenue expected to increase every year
- Expenses increase by COLA year-over-year
- Positive surplus and cash balances all three years

CHARTER IMPACT

Central Coast – Highlights

- FY24 budgeted surplus of $123K (8% of expenses)
- COLA projected for LCFF and State SPED

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	*112*
ADA	*110*
Attendance Rate	*98.0%*
Unduplicated %	*45.3%*
Revenue per ADA	*$13,699*
Expenses per ADA	*$12,580*

Grade level	2023-24	2024-25	2025-26
COLA	8.22%	3.94%	3.29%
Total Enrollment	112	112	112
Total ADA	109.96	109.96	109.96
Total Target Base Plus Add-Ons	$ 1,246,735	$ 1,295,876	$ 1,338,457
Average Base per ADA	$ 11,338	$ 11,785	$ 12,173
Total Supplemental Grant	$ 112,854	$ 123,005	$ 127,046
Total LCFF	$ 1,359,589	$ 1,418,881	$ 1,465,503
Total Funding per ADA	$ 12,365	$ 12,904	$ 13,328

CHARTER IMPACT

Central Coast – Revenue & Expense

Revenue	Annual/Full Year Budget
State Aid-Rev Limit	$ 1,359,590
Federal Revenue	13,745
Other State Revenue	133,005
Other Local Revenue	-
Total Revenue	**$ 1,506,339**

Expenses	Annual/Full Year Budget
Certificated Salaries	$ 481,225
Classified Salaries	11,300
Benefits	200,476
Books and Supplies	304,698
Subagreement Services	208,122
Operations	31,900
Facilities	7,248
Professional Services	138,310
Depreciation	-
Interest	-
Total Expenses	**$ 1,383,280**

- No major one-time funds in FY24
- Total revenue +7% YOY

- 20% increase in certificated and classified salaries (*includes bonuses*)
- 17% increase in Total Benefits year to year
- All other expenses projected in-line with last year's per ADA projected actuals

CHARTER IMPACT

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Central Coast – Fund & Cash Balance

	Annual/Full Year
	Budget
Total Surplus(Deficit)	$ 123,059
Beginning Fund Balance	189,215
Ending Fund Balance	$ 312,274
As a % of Annual Expenses	*22.6%*

- Fund balance and surplus within state and authorizer requirements

- Fund balance subject to change in anticipation of the June 2023 financial close

Month-End Cash Balance
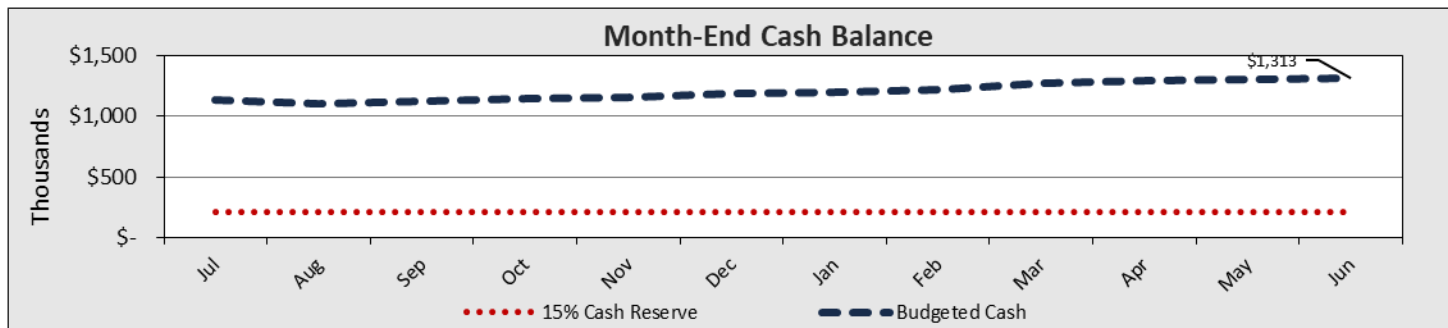
- Strong cash; projected to steadily increase
- Low point in August, which is normal for how revenue is paid

Central Coast – Three Year Forecast

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions			
LCFF COLA	*8.22%*	*3.94%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*112.20*	*112.20*	*112.20*
Average Daily Attendance	*109.96*	*109.96*	*109.96*
Total Revenue	**$ 1,506,339**	**$ 1,601,935**	**$ 1,705,738**
Total Expenses	**$ 1,383,280**	**$ 1,488,532**	**$ 1,518,485**
Surplus (Deficit)	**$ 123,060**	**$ 113,402**	**$ 187,253**
Fund Balance, Beginning of Year	$ 189,215	$ 312,275	$ 425,677
Fund Balance, End of Year	**$ 312,275**	**$ 425,677**	**$ 612,930**
	22.6%	*28.6%*	*40.4%*
Cash Flow Adjustments			
Total Change in Cash	178,073	105,694	179,050
Cash, Beginning of Year	1,134,591	1,312,664	1,418,358
Cash, End of Year	**$ 1,312,664**	**$ 1,418,358**	**$ 1,597,408**

- Revenue expected to increase every year
- Expenses increase by COLA year-over-year
- Positive surplus and cash balances all three years

CHARTER IMPACT

California State Budget has some uncertainty

- Additional LCFF revenue is almost a lock

  - Both Governor and Legislature's proposal is at 8.22 COLA

- Large one-time funding is uncertain

  - There are many differing new small one-time programs proposed, but do not match between branches

  - More importantly – the governor and the assembly are proposing reductions in previously approved funding – the Learning Recovery Emergency Block Grant and the Arts, Music, and Instructional Material Block Grant – but reductions are not uniform

    - Assembly is proposing 10-15% reduction. The Governors is substantially higher.

CHARTER
IMPACT

SoCal – Appendix

- Multi-Year Forecast

- Monthly Cash Flow / Forecast 23-24

CHARTER
IMPACT

FY23-24 Budget CalCA Southern California

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions			
LCFF COLA	8.22%	3.94%	3.29%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	5,149	5,149	5,149
Average Daily Attendance	5,046	5,046	5,046
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 20,625,581	$ 23,357,472	$ 25,521,947
8012 Education Protection Account	1,009,132	1,009,132	1,009,132
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	41,505,746	41,505,746	41,505,746
	63,140,460	65,872,350	68,036,826
Federal Revenue			
8181 Special Education - Entitlement	630,707	630,707	630,707
8290 Title I, Part A - Basic Low Income	795,633	795,633	795,633
8291 Title II, Part A - Teacher Quality	130,167	130,167	130,167
8290 Title IV, Part A	56,105	56,105	56,105
8296 Other Federal Revenue	3,264,934	-	-
	4,877,546	1,612,612	1,612,612
Other State Revenue			
8311 State Special Education	4,477,518	4,477,518	4,477,518
8550 Mandated Cost	172,508	180,000	180,659
8560 State Lottery	1,195,821	1,195,821	1,195,821
8599 Other State Revenue	342,041	4,261,153	3,029,514
	6,187,889	10,114,492	8,883,512
Other Local Revenue			
8689 Other Fees and Contracts	-	-	-
	-	-	-
Total Revenue	$ 74,205,895	$ 77,599,454	$ 78,532,950
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	18,991,275	19,371,100	19,693,952
1170 Teachers' Substitute Hours	-	-	-
1175 Teachers' Extra Duty/Stipends	7,416	7,564	7,690
1200 Pupil Support Salaries	1,462,827	1,492,083	1,516,951
1300 Administrators' Salaries	2,415,186	2,463,490	2,504,548
1900 Other Certificated Salaries	-	-	-
	22,876,704	23,334,238	23,723,142
Classified Salaries			
2100 Instructional Salaries	46,934	47,872	48,670
2200 Support Salaries	75,184	76,688	77,966

FY23-24 Budget CalCA Southern California

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

		2023-24	2024-25	2025-26
		Budget	**Forecast**	**Forecast**
2300	Classified Administrators' Salaries	351,828	358,864	364,845
2400	Clerical and Office Staff Salaries	63,250	64,515	65,590
2900	Other Classified Salaries	-	-	-
		537,195	547,939	557,071
Benefits				
3101	STRS	3,034,341	3,714,033	4,531,120
3202	PERS	-	-	-
3301	OASDI	23,129	28,310	34,538
3311	Medicare	235,765	288,576	352,063
3401	Health and Welfare	4,862,000	4,959,240	6,050,273
3501	State Unemployment	217,013	217,021	217,070
3601	Workers' Compensation	227,635	278,625	339,923
3901	Other Benefits	-	-	-
		8,599,883	9,485,806	11,524,987
Books and Supplies				
4100	Textbooks and Core Curricula	344,500	351,390	358,418
4200	Books and Other Materials	6,914,823	7,053,119	7,194,182
4302	School Supplies	3,804,737	3,880,832	3,958,448
4305	Software	3,148,884	3,211,862	3,276,099
4310	Office Expense	135,877	138,595	141,366
4311	Business Meals	155,022	158,122	161,285
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	2,303,093	2,349,155	2,396,138
4700	Food Services	-	-	-
		16,806,936	17,143,075	17,485,936
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	5,072,600	5,174,052	5,277,533
5103	Substitute Teacher	-	-	-
5104	Transportation	-	-	-
5105	Security	-	-	-
5106	Other Educational Consultants	4,236,338	4,321,065	4,407,486
5107	Instructional Services	743,565	758,436	773,605
		10,052,503	10,253,553	10,458,624
Operations and Housekeeping				
5201	Auto and Travel	297,612	303,564	309,636
5300	Dues & Memberships	80,800	82,416	84,064
5400	Insurance	7,000	7,140	7,283
5501	Utilities	25,392	25,900	26,418
5502	Janitorial Services	19,308	19,694	20,088
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	692,688	706,542	720,673
5901	Postage and Shipping	23,412	23,880	24,358

FY23-24 Budget CalCA Southern California

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
	1,146,212	1,169,136	1,192,519
Facilities, Repairs and Other Leases			
5601 Rent	280,832	286,449	292,178
5602 Additional Rent	15,842	16,159	16,482
5603 Equipment Leases	17,335	17,682	18,035
5604 Other Leases	-	-	-
5605 Real/Personal Property Taxes	-	-	-
5610 Repairs and Maintenance	-	-	-
	314,009	320,289	326,695
Professional/Consulting Services			
5801 IT	953,879	972,957	992,416
5802 Audit & Taxes	172,221	175,665	179,179
5803 Legal	238,869	243,646	248,519
5804 Professional Development	662,735	675,990	689,509
5805 General Consulting	3,578,469	3,650,039	3,723,040
5806 Special Activities/Field Trips	-	-	-
5807 Bank Charges	11,000	11,220	11,444
5808 Printing	-	-	-
5809 Other taxes and fees	130,221	132,825	135,482
5810 Payroll Service Fee	-	-	-
5811 Management Fee	339,900	1,357,990	1,385,150
5812 District Oversight Fee	631,405	658,723	680,368
5813 County Fees	-	-	-
5814 SPED Encroachment	-	-	-
5815 Public Relations/Recruitment	687,787	701,543	715,574
	7,406,486	8,580,599	8,760,681
Depreciation			
6900 Depreciation Expense	3,100	3,162	3,225
	3,100	3,162	3,225
Interest			
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	$ 67,743,028	$ 70,837,797	$ 74,032,882
Surplus (Deficit)	$ 6,462,867	$ 6,761,657	$ 4,500,068
	9.5%	9.5%	6.1%
Fund Balance, Beginning of Year	$ 17,718,071	$ 24,180,938	$ 30,942,595
Fund Balance, End of Year	$ 24,180,938	$ 30,942,595	$ 35,442,663
	35.7%	*43.7%*	*47.9%*
Cash Flow Adjustments			
Surplus (Deficit)	6,462,867	6,761,657	4,500,068
Cash Flows From Operating Activities			
Depreciation/Amortization	3,100	3,162	3,225

FY23-24 Budget CalCA Southern California

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Public Funding Receivables	(2,513,431)	374,368	(72,298)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	3,955,143	77,819	68,287
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	7,907,678	7,217,006	4,499,283
Cash, Beginning of Year	24,736,070	32,643,748	39,860,754
Cash, End of Year	**$ 32,643,748**	**$ 39,860,754**	**$ 44,360,037**

FY23-24 Budget CalCA Southern California

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23

Actuals Through:

ADA = 5045.66

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 5045.66	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	987,172	987,172	1,776,909	1,776,909	1,776,909	1,776,909	1,776,909	1,953,338	1,953,338	1,953,338	1,953,338	1,953,339	20,625,581	20,625,581	-
8012	Education Protection Account	-	-	252,283	-	-	252,283	-	-	252,283	-	-	-	252,283	1,009,132	1,009,132	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8096	In Lieu of Property Taxes	-	2,383,834	4,767,669	3,178,446	3,178,446	3,178,446	3,178,446	3,178,446	6,154,005	3,077,002	3,077,002	3,077,002	3,077,002	41,505,746	41,505,746	-
		-	3,371,006	6,007,124	4,955,355	4,955,355	5,207,638	4,955,355	4,955,355	8,359,626	5,030,340	5,030,340	5,030,340	5,282,624	63,140,460	63,140,460	-
Federal Revenue																	
8181	Special Education - Entitlement	-	30,187	30,187	54,336	54,336	54,336	54,336	54,336	59,731	59,731	59,731	59,731	59,731	630,707	630,707	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8290	Title I, Part A - Basic Low Income	-	-	198,908	-	-	596,725	-	-	-	-	-	-	-	795,633	795,633	
8291	Title II, Part A - Teacher Quality	-	-	32,542	-	-	97,625	-	-	-	-	-	-	-	130,167	130,167	
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8296	Other Federal Revenue	-	-	-	802,207	-	-	802,207	-	-	802,207	-	-	858,312	3,264,934	3,264,934	
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		-	30,187	261,637	856,543	54,336	748,686	856,543	54,336	59,731	861,938	59,731	59,731	974,148	4,877,546	4,821,441	-
Other State Revenue																	
8311	State Special Education	-	214,301	214,301	385,742	385,742	385,742	385,742	385,742	424,042	424,042	424,042	424,042	424,042	4,477,518	4,477,518	
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8550	Mandated Cost	-	-	-	-	-	172,508	-	-	-	-	-	-	-	172,508	172,508	
8560	State Lottery	-	-	-	-	-	-	286,169	-	-	286,169	-	-	623,483	1,195,821	1,195,821	
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8599	Other State Revenue	-	12,614	12,614	45,145	22,705	22,705	45,145	22,705	22,705	45,145	22,705	22,705	45,145	342,041	342,041	
		-	226,915	226,915	430,887	408,447	580,955	717,056	408,447	446,747	755,356	446,747	446,747	1,092,670	6,187,889	6,187,889	-
Other Local Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue		-	3,628,108	6,495,675	6,242,785	5,418,138	6,537,279	6,528,954	5,418,138	8,866,104	6,647,634	5,536,818	5,536,818	7,349,442	74,205,895	74,149,790	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	1,318,839	3,165,212	18,991,275	18,991,275	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1175	Teachers' Extra Duty/Stipends	515	515	515	515	515	515	515	515	515	515	515	515	1,236	7,416	7,416	-
1200	Pupil Support Salaries	101,585	101,585	101,585	101,585	101,585	101,585	101,585	101,585	101,585	101,585	101,585	101,585	243,804	1,462,827	1,462,827	-
1300	Administrators' Salaries	167,721	167,721	167,721	167,721	167,721	167,721	167,721	167,721	167,721	167,721	167,721	167,721	402,531	2,415,186	2,415,186	-
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	1,588,660	3,812,784	22,876,704	22,876,704	-
Classified Salaries																	
2100	Instructional Salaries	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	7,822	46,934	46,934	
2200	Support Salaries	5,221	5,221	5,221	5,221	5,221	5,221	5,221	5,221	5,221	5,221	5,221	5,221	12,531	75,184	75,184	
2300	Classified Administrators' Salaries	24,432	24,432	24,432	24,432	24,432	24,432	24,432	24,432	24,432	24,432	24,432	24,432	58,638	351,828	351,828	
2400	Clerical and Office Staff Salaries	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	10,542	63,250	63,250	
2900	Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		37,305	37,305	37,305	37,305	37,305	37,305	37,305	37,305	37,305	37,305	37,305	37,305	89,533	537,195	537,195	-
Benefits																	
3101	STRS	252861.7159	252,862	252,862	252,862	252,862	252,862	252,862	252,862	252,862	252,862	252,862	252,862	-	3,034,341	3,034,341	
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3301	OASDI	1,927	1,927	1,927	1,927	1,927	1,927	1,927	1,927	1,927	1,927	1,927	1,927	-	23,129	23,129	
3311	Medicare	19,647	19,647	19,647	19,647	19,647	19,647	19,647	19,647	19,647	19,647	19,647	19,647	-	235,765	235,765	
3401	Health and Welfare	405,167	405,167	405,167	405,167	405,167	405,167	405,167	405,167	405,167	405,167	405,167	405,167	-	4,862,000	4,862,000	
3501	State Unemployment	10,851	10,851	10,851	10,851	10,851	10,851	54,253	43,403	21,701	10,851	10,851	10,851	-	217,013	217,013	
3601	Workers' Compensation	18,970	18,970	18,970	18,970	18,970	18,970	18,970	18,970	18,970	18,970	18,970	18,970	-	227,635	227,635	
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		709,423	709,423	709,423	709,423	709,423	709,423	752,826	741,975	720,274	709,423	709,423	709,423	-	8,599,883	8,599,883	-
Books and Supplies																	
4100	Textbooks and Core Materials	28,708	28,708	28,708	28,708	28,708	28,708	28,708	28,708	28,708	28,708	28,708	28,708	-	344,500	344,500	
4200	Books and Reference Materials	576,235	576,235	576,235	576,235	576,235	576,235	576,235	576,235	576,235	576,235	576,235	576,235	-	6,914,823	6,914,823	
4302	School Supplies	317,061	317,061	317,061	317,061	317,061	317,061	317,061	317,061	317,061	317,061	317,061	317,061	-	3,804,737	3,804,737	
4305	Software	262,407	262,407	262,407	262,407	262,407	262,407	262,407	262,407	262,407	262,407	262,407	262,407	-	3,148,884	3,148,884	
4310	Office Expense	11,323	11,323	11,323	11,323	11,323	11,323	11,323	11,323	11,323	11,323	11,323	11,323	-	135,877	135,877	
4311	Business Meals	12,919	12,919	12,919	12,919	12,919	12,919	12,919	12,919	12,919	12,919	12,919	12,919	-	155,022	155,022	
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
4400	Noncapitalized Equipment	191,924	191,924	191,924	191,924	191,924	191,924	191,924	191,924	191,924	191,924	191,924	191,924	-	2,303,093	2,303,093	
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		1,400,578	1,400,578	1,400,578	1,400,578	1,400,578	1,400,578	1,400,578	1,400,578	1,400,578	1,400,578	1,400,578	1,400,578	-	16,806,936	16,806,936	-
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5102	Special Education	422,717	422,717	422,717	422,717	422,717	422,717	422,717	422,717	422,717	422,717	422,717	422,717	-	5,072,600	5,072,600	
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5106	Other Educational Consultants	353,028	353,028	353,028	353,028	353,028	353,028	353,028	353,028	353,028	353,028	353,028	353,028	-	4,236,338	4,236,338	
5107	Instructional Services	61,964	61,964	61,964	61,964	61,964	61,964	61,964	61,964	61,964	61,964	61,964	61,964	-	743,565	743,565	

FY23-24 Budget CalCA Southern California

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23

Actuals Through:

ADA = 5045.66

CHARTER IMPACT

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
	837,709	837,709	837,709	837,709	837,709	837,709	837,709	837,709	837,709	837,709	837,709	837,709	-	10,052,503	10,052,503	-
Operations and Housekeeping																
5201 Auto and Travel	24,801	24,801	24,801	24,801	24,801	24,801	24,801	24,801	24,801	24,801	24,801	24,801	-	297,612	297,612	-
5300 Dues & Memberships	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	-	80,800	80,800	-
5400 Insurance	583	583	583	583	583	583	583	583	583	583	583	583	-	7,000	7,000	-
5501 Utilities	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	-	25,392	25,392	-
5502 Janitorial Services	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	-	19,308	19,308	-
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	57,724	57,724	57,724	57,724	57,724	57,724	57,724	57,724	57,724	57,724	57,724	57,724	-	692,688	692,688	-
5901 Postage and Shipping	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	-	23,412	23,412	-
	95,518	95,518	95,518	95,518	95,518	95,518	95,518	95,518	95,518	95,518	95,518	95,518	-	1,146,212	1,146,212	-
Facilities, Repairs and Other Leases																
5601 Rent	23,403	23,403	23,403	23,403	23,403	23,403	23,403	23,403	23,403	23,403	23,403	23,403	-	280,832	280,832	-
5602 Additional Rent	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	-	15,842	15,842	-
5603 Equipment Leases	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	-	17,335	17,335	-
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	26,167	26,167	26,167	26,167	26,167	26,167	26,167	26,167	26,167	26,167	26,167	26,167	-	314,009	314,009	-
Professional/Consulting Services																
5801 IT	79,490	79,490	79,490	79,490	79,490	79,490	79,490	79,490	79,490	79,490	79,490	79,490	-	953,879	953,879	-
5802 Audit & Taxes	-	-	57,407	57,407	57,407	-	-	-	-	-	-	-	-	172,221	172,221	-
5803 Legal	19,906	19,906	19,906	19,906	19,906	19,906	19,906	19,906	19,906	19,906	19,906	19,906	-	238,869	238,869	-
5804 Professional Development	55,228	55,228	55,228	55,228	55,228	55,228	55,228	55,228	55,228	55,228	55,228	55,228	-	662,735	662,735	-
5805 General Consulting	298,206	298,206	298,206	298,206	298,206	298,206	298,206	298,206	298,206	298,206	298,206	298,206	-	3,578,469	3,578,469	-
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5807 Bank Charges	917	917	917	917	917	917	917	917	917	917	917	917	-	11,000	11,000	-
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809 Other taxes and fees	10,852	10,852	10,852	10,852	10,852	10,852	10,852	10,852	10,852	10,852	10,852	10,852	-	130,221	130,221	-
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee	28,325	28,325	28,325	28,325	28,325	28,325	28,325	28,325	28,325	28,325	28,325	28,325	-	339,900	339,900	-
5812 District Oversight Fee	-	33,710	60,071	49,554	49,554	52,076	49,554	49,554	83,596	50,303	50,303	50,303	52,826	631,405	631,405	-
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815 Public Relations/Recruitment	57,316	57,316	57,316	57,316	57,316	57,316	57,316	57,316	57,316	57,316	57,316	57,316	-	687,787	687,787	-
	550,238	583,948	610,310	657,199	657,199	659,722	599,792	599,792	633,835	600,542	600,542	600,542	52,826	7,406,486	7,406,486	-
Depreciation																
6900 Depreciation Expense	258	258	258	258	258	258	258	258	258	258	258	258	-	3,100	3,100	-
	258	258	258	258	258	258	258	258	258	258	258	258	-	3,100	3,100	-
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	5,245,857	5,279,567	5,305,928	5,352,817	5,352,817	5,355,340	5,338,813	5,327,962	5,340,304	5,296,160	5,296,160	5,296,160	3,955,143	67,743,028	67,743,028	-
Monthly Surplus (Deficit)	(5,245,857)	(1,651,459)	1,189,747	889,968	65,321	1,181,939	1,190,141	90,176	3,525,800	1,351,474	240,658	240,658	3,394,299	6,462,867	6,406,762	-
														8.7%		
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(5,245,857)	(1,651,459)	1,189,747	889,968	65,321	1,181,939	1,190,141	90,176	3,525,800	1,351,474	240,658	240,658	3,394,299	6,462,867		
Cash flows from operating activities																
Depreciation/Amortization	258	258	258	258	258	258	258	258	258	258	258	258	-	3,100		
Public Funding Receivables	4,836,011	-	-	-	-	-	-	-	-	-	-	-	(7,349,442)	(2,513,431)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	3,955,143	3,955,143		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	(409,588)	(1,651,200)	1,190,006	890,226	65,579	1,182,197	1,190,400	90,434	3,526,058	1,351,732	240,916	240,916				
Cash, Beginning of Month	24,736,070	24,326,482	22,675,282	23,865,287	24,755,513	24,821,093	26,003,290	27,193,690	27,284,124	30,810,183	32,161,915	32,402,832				
Cash, End of Month	24,326,482	22,675,282	23,865,287	24,755,513	24,821,093	26,003,290	27,193,690	27,284,124	30,810,183	32,161,915	32,402,832	32,643,748				

Pupil:Teacher Ratio 20.17 :1

Central Valley – Appendix

- Multi-Year Forecast

- Monthly Cash Flow / Forecast 23-24

FY23-24 Budget CalCA Central Valley

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24	2024-25	2025-26
	Budget	**Forecast**	**Forecast**
Assumptions			
LCFF COLA	*8.22%*	*3.94%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*656.88*	*656.88*	*656.88*
Average Daily Attendance	*643.74*	*643.74*	*643.74*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 6,119,923	$ 6,476,073	$ 6,701,571
8012 Education Protection Account	2,134,271	2,251,096	2,325,064
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	386,580	386,580	386,580
	8,640,774	9,113,750	9,413,216
Federal Revenue			
8181 Special Education - Entitlement	80,468	80,468	80,468
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	-	-	-
8290 Title I, Part A - Basic Low Income	140,532	140,532	140,532
8291 Title II, Part A - Teacher Quality	22,324	22,324	22,324
8293 Title III - Limited English	-	-	-
8290 Title IV, Part A	10,964	10,964	10,964
8294 Title V, Part B - PCSG	-	-	-
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	408,344	579,617	-
8299 Prior Year Federal Revenue	-	-	-
	662,632	833,905	254,288
Other State Revenue			
8311 State Special Education	571,257	571,257	571,257
8520 Child Nutrition	-	-	-
8545 School Facilities (SB740)	-	-	-
8550 Mandated Cost	23,168	22,395	22,458
8560 State Lottery	152,567	152,567	152,567
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	32,187	460,698	751,865
	779,179	1,206,917	1,498,147
Other Local Revenue			
	-	-	-
Total Revenue	$ 10,082,585	$ 11,154,572	$ 11,165,651
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	2,427,687	2,488,379	2,538,147
1170 Teachers' Substitute Hours	-	-	-

FY23-24 Budget CalCA Central Valley

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

		2023-24	2024-25	2025-26
		Budget	**Forecast**	**Forecast**
1175	Teachers' Extra Duty/Stipends	948	972	991
1200	Pupil Support Salaries	186,996	191,671	195,504
1300	Administrators' Salaries	308,737	316,456	322,785
1900	Other Certificated Salaries	-	-	-
		2,924,368	2,997,478	3,057,427
Classified Salaries				
2100	Instructional Salaries	6,000	6,150	6,273
2200	Support Salaries	9,611	9,851	10,048
2300	Classified Administrators' Salaries	44,975	46,099	47,021
2400	Clerical and Office Staff Salaries	8,085	8,287	8,453
2900	Other Classified Salaries	-	-	-
		68,671	70,387	71,795
Benefits				
3101	STRS	387,885	572,518	583,969
3202	PERS	12,876	19,779	20,677
3301	OASDI	2,957	4,364	4,451
3311	Medicare	30,138	44,484	45,374
3401	Health and Welfare	628,524	773,085	788,546
3501	State Unemployment	168,528	202,470	205,546
3601	Workers' Compensation	29,099	42,950	43,809
3901	Other Benefits	-	-	-
		1,260,007	1,659,650	1,692,372
Books and Supplies				
4100	Textbooks and Core Curricula	42,300	43,146	44,009
4200	Books and Other Materials	886,520	904,250	922,335
4302	School Supplies	33,932	34,610	35,303
4305	Software	420,600	429,012	437,592
4310	Office Expense	14,268	14,553	14,844
4311	Business Meals	19,666	20,059	20,461
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	1,141,995	1,164,835	1,188,132
4700	Food Services	-	-	-
		2,559,281	2,610,466	2,662,676
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	638,500	651,270	664,295
5103	Substitute Teacher	-	-	-
5104	Transportation	-	-	-
5105	Security	-	-	-
5106	Other Educational Consultants	615,386	627,693	640,247
5107	Instructional Services	-	-	-
		1,253,886	1,278,963	1,304,542
Operations and Housekeeping				
5201	Auto and Travel	37,754	38,509	39,279

FY23-24 Budget CalCA Central Valley
Multi-Year Forecast
Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
5300 Dues & Memberships	11,800	12,036	12,277
5400 Insurance	900	918	936
5501 Utilities	3,221	3,285	3,351
5502 Janitorial Services	5,600	5,712	5,826
5516 Miscellaneous Expense	-	-	-
5531 ASB Fundraising Expense	-	-	-
5900 Communications	85,700	87,414	89,162
5901 Postage and Shipping	2,970	3,029	3,090
	147,945	150,904	153,922
Facilities, Repairs and Other Leases			
5601 Rent	38,791	39,567	40,358
5602 Additional Rent	2,010	2,050	2,091
5603 Equipment Leases	2,199	2,243	2,288
5604 Other Leases	-	-	-
5605 Real/Personal Property Taxes	-	-	-
5610 Repairs and Maintenance	-	-	-
	43,000	43,860	44,737
Professional/Consulting Services			
5801 IT	522,400	532,848	543,505
5802 Audit & Taxes	5,308	5,414	5,522
5803 Legal	-	-	-
5804 Professional Development	84,073	85,754	87,470
5805 General Consulting	206,823	210,960	215,179
5806 Special Activities/Field Trips	-	-	-
5807 Bank Charges	1,000	1,020	1,040
5808 Printing	-	-	-
5809 Other taxes and fees	45,604	46,516	47,446
5810 Payroll Service Fee	-	-	-
5811 Management Fee	43,450	195,205	199,109
5812 District Oversight Fee	86,408	91,137	94,132
5813 County Fees	-	-	-
5814 SPED Encroachment	-	-	-
5815 Public Relations/Recruitment	93,184	95,048	96,949
	1,088,250	1,263,903	1,290,353
Depreciation			
6900 Depreciation Expense	-	-	-
	-	-	-
Interest			
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	$ 9,345,407	$ 10,075,611	$ 10,277,824
Surplus (Deficit)	$ 737,178	$ 1,078,961	$ 887,827

FY23-24 Budget CalCA Central Valley

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Fund Balance, Beginning of Year	$ 3,011,132	$ 3,748,310	$ 4,827,271
Fund Balance, End of Year	**$ 3,748,310**	**$ 4,827,271**	**$ 5,715,097**
	40.1%	*47.9%*	*55.6%*
Cash Flow Adjustments			
Surplus (Deficit)	737,178	1,078,961	887,827
Cash Flows From Operating Activities			
Depreciation/Amortization	-	-	-
Public Funding Receivables	(381,818)	(200,443)	21,462
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	509,760	13,278	11,169
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	865,120	891,796	920,457
Cash, Beginning of Year	2,733,959	3,599,079	4,490,875
Cash, End of Year	**$ 3,599,079**	**$ 4,490,875**	**$ 5,411,332**

FY23-24 Budget CalCA Central Valley

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23

Actuals Through:

ADA = 643.74

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 643.74	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	314,351	314,351	565,833	565,833	565,833	565,833	565,833	532,411	532,411	532,411	532,411	532,412	6,119,923	6,119,923	-
8012	Education Protection Account	-	-	533,568	-	-	533,568	-	-	533,568	-	-	-	533,568	2,134,271	2,134,271	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8096	In Lieu of Property Taxes	-	23,828	47,656	31,771	31,771	31,771	31,771	31,771	52,080	26,040	26,040	26,040	26,040	386,580	386,580	-
		-	338,180	895,575	597,603	597,603	1,131,171	597,603	597,603	1,118,059	558,451	558,451	558,451	1,092,020	8,640,774	8,640,774	-
Federal Revenue																	
8181	Special Education - Entitlement	-	4,133	4,133	7,440	7,440	7,440	7,440	7,440	7,000	7,000	7,000	7,000	7,000	80,468	80,468	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8290	Title I, Part A - Basic Low Income	-	-	35,133	-	-	105,399	-	-	-	-	-	-	-	140,532	140,532	
8291	Title II, Part A - Teacher Quality	-	-	5,581	-	-	16,743	-	-	-	-	-	-	-	22,324	22,324	
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8290	Title IV, Part A	-	-	-	-	-	-	-	-	-	-	-	-	10,964	10,964	10,964	
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8296	Other Federal Revenue	-	-	-	102,086	-	-	102,086	-	-	102,086	-	-	102,086	408,344	408,344	
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		-	4,133	44,847	109,526	7,440	129,582	109,526	7,440	7,000	109,086	7,000	7,000	120,050	662,632	662,632	-
Other State Revenue																	
8311	State Special Education	-	29,343	29,343	52,817	52,817	52,817	52,817	52,817	49,697	49,697	49,697	49,697	49,697	571,257	571,257	
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8550	Mandated Cost	-	-	-	-	-	23,168	-	-	-	-	-	-	-	23,168	23,168	
8560	State Lottery	-	-	-	-	-	-	39,183	-	-	39,183	-	-	74,201	152,567	152,567	
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8599	Other State Revenue	-	1,609	1,609	2,897	2,897	2,897	2,897	2,897	2,897	2,897	2,897	2,897	2,897	32,187	32,187	
		-	30,952	30,952	55,714	55,714	78,882	94,897	55,714	52,594	91,777	52,594	52,594	126,795	779,179	779,179	-
Other Local Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue		-	373,265	971,375	762,843	660,757	1,339,635	802,026	660,757	1,177,654	759,315	618,046	618,046	1,338,865	10,082,585	10,082,585	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	168,589	168,589	168,589	168,589	168,589	168,589	168,589	168,589	168,589	168,589	168,589	168,589	404,615	2,427,687	2,427,687	
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1175	Teachers' Extra Duty/Stipends	66	66	66	66	66	66	66	66	66	66	66	66	158	948	948	
1200	Pupil Support Salaries	12,986	12,986	12,986	12,986	12,986	12,986	12,986	12,986	12,986	12,986	12,986	12,986	31,166	186,996	186,996	
1300	Administrators' Salaries	21,440	21,440	21,440	21,440	21,440	21,440	21,440	21,440	21,440	21,440	21,440	21,440	51,456	308,737	308,737	
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		203,081	203,081	203,081	203,081	203,081	203,081	203,081	203,081	203,081	203,081	203,081	203,081	487,395	2,924,368	2,924,368	-
Classified Salaries																	
2100	Instructional Salaries	417	417	417	417	417	417	417	417	417	417	417	417	1,000	6,000	6,000	-
2200	Support Salaries	667	667	667	667	667	667	667	667	667	667	667	667	1,602	9,611	9,611	-
2300	Classified Administrators' Salaries	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	3,123	7,496	44,975	44,975	-
2400	Clerical and Office Staff Salaries	561	561	561	561	561	561	561	561	561	561	561	561	1,348	8,085	8,085	-
2900	Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	11,445	68,671	68,671	-
Benefits																	
3101	STRS	32323.747	32,324	32,324	32,324	32,324	32,324	32,324	32,324	32,324	32,324	32,324	32,324	-	387,885	387,885	-
3202	PERS	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	-	12,876	12,876	-
3301	OASDI	246	246	246	246	246	246	246	246	246	246	246	246	-	2,957	2,957	-
3311	Medicare	2,512	2,512	2,512	2,512	2,512	2,512	2,512	2,512	2,512	2,512	2,512	2,512	-	30,138	30,138	-
3401	Health and Welfare	52,377	52,377	52,377	52,377	52,377	52,377	52,377	52,377	52,377	52,377	52,377	52,377	-	628,524	628,524	-
3501	State Unemployment	8,426	8,426	8,426	8,426	8,426	8,426	42,132	33,706	16,853	8,426	8,426	8,426	-	168,528	168,528	-
3601	Workers' Compensation	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	-	29,099	29,099	-
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		99,383	99,383	99,383	99,383	99,383	99,383	133,089	124,662	107,809	99,383	99,383	99,383	-	1,260,007	1,260,007	-
Books and Supplies																	
4100	Textbooks and Core Materials	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	-	42,300	42,300	-
4200	Books and Reference Materials	73,877	73,877	73,877	73,877	73,877	73,877	73,877	73,877	73,877	73,877	73,877	73,877	-	886,520	886,520	-
4302	School Supplies	2,828	2,828	2,828	2,828	2,828	2,828	2,828	2,828	2,828	2,828	2,828	2,828	-	33,932	33,932	-
4305	Software	35,050	35,050	35,050	35,050	35,050	35,050	35,050	35,050	35,050	35,050	35,050	35,050	-	420,600	420,600	-
4310	Office Expense	1,189	1,189	1,189	1,189	1,189	1,189	1,189	1,189	1,189	1,189	1,189	1,189	-	14,268	14,268	-
4311	Business Meals	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	-	19,666	19,666	-
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4400	Noncapitalized Equipment	95,166	95,166	95,166	95,166	95,166	95,166	95,166	95,166	95,166	95,166	95,166	95,166	-	1,141,995	1,141,995	-
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		213,273	213,273	213,273	213,273	213,273	213,273	213,273	213,273	213,273	213,273	213,273	213,273	-	2,559,281	2,559,281	-
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5102	Special Education	53,208	53,208	53,208	53,208	53,208	53,208	53,208	53,208	53,208	53,208	53,208	53,208	-	638,500	638,500	-

FY23-24 Budget CalCA Central Valley

Monthly Cash Flow/Budget FY23-24
Revised 6/7/23
Actuals Through:

CHARTER IMPACT

ADA = 643.74

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	51,282	51,282	51,282	51,282	51,282	51,282	51,282	51,282	51,282	51,282	51,282	51,282	-	615,386	615,386	-
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		104,490	104,490	104,490	104,490	104,490	104,490	104,490	104,490	104,490	104,490	104,490	104,490	-	1,253,886	1,253,886	-
Operations and Housekeeping																	
5201	Auto and Travel	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	3,146	-	37,754	37,754	-
5300	Dues & Memberships	983	983	983	983	983	983	983	983	983	983	983	983	-	11,800	11,800	-
5400	Insurance	75	75	75	75	75	75	75	75	75	75	75	75	-	900	900	-
5501	Utilities	268	268	268	268	268	268	268	268	268	268	268	268	-	3,221	3,221	-
5502	Janitorial Services	467	467	467	467	467	467	467	467	467	467	467	467	-	5,600	5,600	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	7,142	7,142	7,142	7,142	7,142	7,142	7,142	7,142	7,142	7,142	7,142	7,142	-	85,700	85,700	-
5901	Postage and Shipping	248	248	248	248	248	248	248	248	248	248	248	248	-	2,970	2,970	-
		12,329	12,329	12,329	12,329	12,329	12,329	12,329	12,329	12,329	12,329	12,329	12,329	-	147,945	147,945	-
Facilities, Repairs and Other Leases																	
5601	Rent	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	-	38,791	38,791	-
5602	Additional Rent	168	168	168	168	168	168	168	168	168	168	168	168	-	2,010	2,010	-
5603	Equipment Leases	183	183	183	183	183	183	183	183	183	183	183	183	-	2,199	2,199	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	-	43,000	43,000	-
Professional/Consulting Services																	
5801	IT	43,533	43,533	43,533	43,533	43,533	43,533	43,533	43,533	43,533	43,533	43,533	43,533	-	522,400	522,400	-
5802	Audit & Taxes	-	-	-	1,769	1,769	1,769	-	-	-	-	-	-	-	5,308	5,308	-
5803	Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5804	Professional Development	7,006	7,006	7,006	7,006	7,006	7,006	7,006	7,006	7,006	7,006	7,006	7,006	-	84,073	84,073	-
5805	General Consulting	17,235	17,235	17,235	17,235	17,235	17,235	17,235	17,235	17,235	17,235	17,235	17,235	-	206,823	206,823	-
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5807	Bank Charges	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000	1,000	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	-	45,604	45,604	-
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811	Management Fee	3,621	3,621	3,621	3,621	3,621	3,621	3,621	3,621	3,621	3,621	3,621	3,621	-	43,450	43,450	-
5812	District Oversight Fee	-	3,382	8,956	5,976	5,976	11,312	5,976	5,976	11,181	5,585	5,585	5,585	10,920	86,408	86,408	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	Public Relations/Recruitment	7,765	7,765	7,765	7,765	7,765	7,765	7,765	7,765	7,765	7,765	7,765	7,765	-	93,184	93,184	-
		83,045	86,426	92,000	90,790	90,790	96,126	89,021	89,021	94,225	88,629	88,629	88,629	10,920	1,088,250	1,088,250	-
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		723,953	727,335	732,909	731,699	731,699	737,034	763,635	755,209	743,560	729,538	729,538	729,538	509,760	9,345,407	9,345,407	-
Monthly Surplus (Deficit)		(723,953)	(354,070)	238,466	31,144	(70,942)	602,601	38,391	(94,452)	434,094	29,777	(111,492)	(111,492)	829,105	737,178	737,178	-
															7.3%		
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(723,953)	(354,070)	238,466	31,144	(70,942)	602,601	38,391	(94,452)	434,094	29,777	(111,492)	(111,492)	829,105	737,178		
	Cash flows from operating activities																
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Public Funding Receivables	957,047	-	-	-	-	-	-	-	-	-	-	-	(1,338,865)	(381,818)		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	509,760	509,760	**Pupil:Teacher Ratio**	
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19.87 :1	
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Cash flows from investing activities																
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Cash flows from financing activities																
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash		233,094	(354,070)	238,466	31,144	(70,942)	602,601	38,391	(94,452)	434,094	29,777	(111,492)	(111,492)				
Cash, Beginning of Month		2,733,959	2,967,053	2,612,983	2,851,448	2,882,593	2,811,651	3,414,252	3,452,643	3,358,191	3,792,285	3,822,062	3,710,571				

FY23-24 Budget CalCA Central Valley

Monthly Cash Flow/Budget FY23-24
Revised 6/7/23
Actuals Through:
ADA = 643.74

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash, End of Month	2,967,053	2,612,983	2,851,448	2,882,593	2,811,651	3,414,252	3,452,643	3,358,191	3,792,285	3,822,062	3,710,571	3,599,079				

NorCal – Appendix

- Multi-Year Forecast

- Monthly Cash Flow / Forecast 23-24

CHARTER
IMPACT

FY23-24 Budget CalCA NorCal

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions			
LCFF COLA	*8.22%*	*3.94%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*1,802*	*1,802*	*1,802*
Average Daily Attendance	*1,766.29*	*1,766.29*	*1,766.29*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 13,673,696	$ 14,394,091	$ 14,956,713
8012 Education Protection Account	5,572,843	5,817,607	6,008,766
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	2,728,393	2,728,393	2,728,393
	21,974,932	22,940,091	23,693,872
Federal Revenue			
8181 Special Education - Entitlement	220,787	220,787	220,787
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	-	-	-
8290 Title I, Part A - Basic Low Income	243,957	243,957	243,957
8291 Title II, Part A - Teacher Quality	40,739	40,739	40,739
8293 Title III - Limited English	-	-	-
8290 Title IV, Part A	16,635	16,635	16,635
8294 Title V, Part B - PCSG	-	-	-
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	633,565	536,936	-
8299 Prior Year Federal Revenue	-	-	-
	1,155,683	1,059,054	522,118
Other State Revenue			
8311 State Special Education	1,567,409	1,567,409	1,567,409
8520 Child Nutrition	-	-	-
8545 School Facilities (SB740)	-	-	-
8550 Mandated Cost	57,694	62,252	62,534
8560 State Lottery	418,611	418,611	418,611
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	88,315	960,962	1,692,165
	2,132,029	3,009,234	3,740,719
Other Local Revenue			
8634 Food Service Sales	-	-	-
8650 Lease and Rental Income	-	-	-
8660 Interest Revenue	-	-	-
8689 Other Fees and Contracts	-	-	-
8698 ASB Fundraising	-	-	-
8699 School Fundraising	-	-	-
8980 Contributions, Unrestricted	-	-	-
8990 Contributions, Restricted	-	-	-

FY23-24 Budget CalCA NorCal

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24	2024-25	2025-26
	Budget	**Forecast**	**Forecast**
	-	-	-
Total Revenue	$ 25,262,643	$ 27,008,379	$ 27,956,708
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	6,637,727	6,748,356	6,883,323
1170 Teachers' Substitute Hours	-	-	-
1175 Teachers' Extra Duty/Stipends	2,592	2,635	2,688
1200 Pupil Support Salaries	511,279	519,801	530,197
1300 Administrators' Salaries	844,143	858,212	875,376
1900 Other Certificated Salaries	-	-	-
	7,995,741	8,129,004	8,291,584
Classified Salaries			
2100 Instructional Salaries	16,404	16,677	17,011
2200 Support Salaries	26,278	26,716	27,250
2300 Classified Administrators' Salaries	122,969	125,018	127,519
2400 Clerical and Office Staff Salaries	22,107	22,475	22,925
2900 Other Classified Salaries	-	-	-
	187,758	190,887	194,705
Benefits			
3101 STRS	1,060,546	1,552,640	1,583,692
3202 PERS	-	-	-
3301 OASDI	8,084	11,835	12,072
3311 Medicare	82,403	120,638	123,051
3401 Health and Welfare	1,623,024	1,980,089	2,019,691
3501 State Unemployment	216,731	216,764	216,768
3601 Workers' Compensation	79,562	116,478	118,808
3901 Other Benefits	-	-	-
	3,070,351	3,998,445	4,074,083
Books and Supplies			
4100 Textbooks and Core Curricula	122,500	124,950	127,449
4200 Books and Other Materials	2,618,300	2,670,666	2,724,079
4302 School Supplies	1,237,836	1,262,593	1,287,845
4305 Software	1,113,408	1,135,676	1,158,390
4310 Office Expense	40,855	41,672	42,506
4311 Business Meals	54,814	55,910	57,028
4312 School Fundraising	-	-	-
4400 Noncapitalized Equipment	802,821	818,877	835,255
4700 Food Services	-	-	-
	5,990,534	6,110,344	6,232,551
Subagreement Services			
5101 Nursing	-	-	-
5102 Special Education	1,757,700	1,792,854	1,828,711

FY23-24 Budget CalCA NorCal

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

		2023-24	2024-25	2025-26
		Budget	**Forecast**	**Forecast**
5103	Substitute Teacher	-	-	-
5104	Transportation	-	-	-
5105	Security	-	-	-
5106	Other Educational Consultants	1,741,834	1,776,671	1,812,204
5107	Instructional Services	-	-	-
		3,499,534	3,569,525	3,640,915
	Operations and Housekeeping			
5201	Auto and Travel	91,200	93,024	94,884
5300	Dues & Memberships	36,500	37,230	37,975
5400	Insurance	2,600	2,652	2,705
5501	Utilities	-	-	-
5502	Janitorial Services	16,400	16,728	17,063
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	241,422	246,250	251,175
5901	Postage and Shipping	8,278	8,444	8,612
		396,400	404,328	412,415
	Facilities, Repairs and Other Leases			
5601	Rent	126,500	129,030	131,611
5602	Additional Rent	5,602	5,714	5,828
5603	Equipment Leases	6,130	6,253	6,378
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	-	-	-
5610	Repairs and Maintenance	15,823	16,139	16,462
		154,055	157,136	160,279
	Professional/Consulting Services			
5801	IT	337,280	344,026	350,906
5802	Audit & Taxes	14,795	15,091	15,393
5803	Legal	84,461	86,150	87,873
5804	Professional Development	234,335	239,022	243,802
5805	General Consulting	1,230,905	1,255,523	1,280,633
5806	Special Activities/Field Trips	-	-	-
5807	Bank Charges	5,000	5,100	5,202
5808	Printing	-	-	-
5809	Other taxes and fees	107,319	109,465	111,655
5810	Payroll Service Fee	-	-	-
5811	Management Fee	118,800	472,647	482,100
5812	District Oversight Fee	219,749	229,401	236,939
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	227,801	232,357	237,004
		2,580,445	2,988,781	3,051,507
	Depreciation			
6900	Depreciation Expense	-	-	-

FY23-24 Budget CalCA NorCal

Multi-Year Forecast

Revised 6/7/23

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
	-	-	-
Interest			
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	$ 23,874,817	$ 25,548,450	$ 26,058,037
Surplus (Deficit)	$ 1,387,826	$ 1,459,928	$ 1,898,671
Fund Balance, Beginning of Year	$ 4,634,118	$ 6,021,944	$ 7,481,873
Fund Balance, End of Year	$ 6,021,944	$ 7,481,873	$ 9,380,544
	25.2%	*29.3%*	*36.0%*
Cash Flow Adjustments			
Surplus (Deficit)	1,387,826	1,459,928	1,898,671
Cash Flows From Operating Activities			
Depreciation/Amortization	-	-	-
Public Funding Receivables	(1,120,099)	(81,613)	(180,963)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	1,393,390	22,667	30,151
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	1,661,117	1,400,983	1,747,859
Cash, Beginning of Year	6,274,501	7,935,618	9,336,600
Cash, End of Year	$ 7,935,618	$ 9,336,600	$ 11,084,459

CHARTER IMPACT

FY23-24 Budget CalCA NorCal

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23

Actuals Through:

ADA = 1766.29

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 1766.29	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	632,439	632,439	1,138,390	1,138,390	1,138,390	1,138,390	1,138,390	1,343,373	1,343,373	1,343,373	1,343,373	1,343,374	13,673,696	13,673,696	-
8012	Education Protection Account	-	-	1,393,211	-	-	1,393,211	-	-	1,393,211	-	-	-	1,393,211	5,572,843	5,572,843	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	-	151,433	302,866	201,911	201,911	201,911	201,911	201,911	421,513	210,757	210,757	210,757	210,757	2,728,393	2,728,393	-
		-	783,872	2,328,516	1,340,301	1,340,301	2,733,511	1,340,301	1,340,301	3,158,097	1,554,130	1,554,130	1,554,130	2,947,342	21,974,932	21,974,932	-
Federal Revenue																	
8181	Special Education - Entitlement	-	10,212	10,212	18,381	18,381	18,381	18,381	18,381	21,691	21,691	21,691	21,691	21,691	220,787	220,787	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	Title I, Part A - Basic Low Income	-	-	60,989	-	-	182,968	-	-	-	-	-	-	-	243,957	243,957	-
8291	Title II, Part A - Teacher Quality	-	-	10,185	-	-	30,554	-	-	-	-	-	-	-	40,739	40,739	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	Title IV, Part A	-	-	-	-	-	-	-	-	-	-	-	-	16,635	16,635	16,635	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296	Other Federal Revenue	-	-	-	158,391	-	-	158,391	-	-	158,391	-	-	158,391	633,565	633,565	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	10,212	81,386	176,773	18,381	231,903	176,773	18,381	21,691	180,082	21,691	21,691	196,717	1,155,683	1,155,683	-
Other State Revenue																	
8311	State Special Education	-	72,496	72,496	130,493	130,493	130,493	130,493	130,493	153,990	153,990	153,990	153,990	153,990	1,567,409	1,567,409	-
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	Mandated Cost	-	-	-	-	-	57,694	-	-	-	-	-	-	-	57,694	57,694	-
8560	State Lottery	-	-	-	-	-	-	96,809	-	-	96,809	-	-	224,994	418,611	418,611	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599	Other State Revenue	-	4,416	4,416	7,948	7,948	7,948	7,948	7,948	7,948	7,948	7,948	7,948	7,948	88,315	88,315	-
		-	76,912	76,912	138,441	138,441	196,135	235,250	138,441	161,939	258,747	161,939	161,939	386,933	2,132,029	2,132,029	-
Other Local Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue		-	870,996	2,486,814	1,655,515	1,497,124	3,161,550	1,752,323	1,497,124	3,341,727	1,992,960	1,737,760	1,737,760	3,530,992	25,262,643	25,262,643	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	460,953	460,953	460,953	460,953	460,953	460,953	460,953	460,953	460,953	460,953	460,953	460,953	1,106,288	6,637,727	6,637,727	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	180	180	180	180	180	180	180	180	180	180	180	180	432	2,592	2,592	-
1200	Pupil Support Salaries	35,506	35,506	35,506	35,506	35,506	35,506	35,506	35,506	35,506	35,506	35,506	35,506	85,213	511,279	511,279	-
1300	Administrators' Salaries	58,621	58,621	58,621	58,621	58,621	58,621	58,621	58,621	58,621	58,621	58,621	58,621	140,690	844,143	844,143	-
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		555,260	555,260	555,260	555,260	555,260	555,260	555,260	555,260	555,260	555,260	555,260	555,260	1,332,624	7,995,741	7,995,741	-
Classified Salaries																	
2100	Instructional Salaries	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	2,734	16,404	16,404	-
2200	Support Salaries	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	4,380	26,278	26,278	-
2300	Classified Administrators'	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	20,495	122,969	122,969	-
2400	Clerical and Office Staff Salaries	1,535	1,535	1,535	1,535	1,535	1,535	1,535	1,535	1,535	1,535	1,535	1,535	3,684	22,107	22,107	-
2900	Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		13,039	13,039	13,039	13,039	13,039	13,039	13,039	13,039	13,039	13,039	13,039	13,039	31,293	187,758	187,758	-
Benefits																	
3101	STRS	88378.85215	88,379	88,379	88,379	88,379	88,379	88,379	88,379	88,379	88,379	88,379	88,379	-	1,060,546	1,060,546	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	674	674	674	674	674	674	674	674	674	674	674	674	-	8,084	8,084	-
3311	Medicare	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	-	82,403	82,403	-
3401	Health and Welfare	135,252	135,252	135,252	135,252	135,252	135,252	135,252	135,252	135,252	135,252	135,252	135,252	-	1,623,024	1,623,024	-
3501	State Unemployment	10,837	10,837	10,837	10,837	10,837	10,837	54,183	43,346	21,673	10,837	10,837	10,837	-	216,731	216,731	-
3601	Workers' Compensation	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	-	79,562	79,562	-
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		248,638	248,638	248,638	248,638	248,638	248,638	291,984	281,148	259,475	248,638	248,638	248,638	-	3,070,351	3,070,351	-
Books and Supplies																	
4100	Textbooks and Core Materials	10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	-	122,500	122,500	-
4200	Books and Reference Materials	218,192	218,192	218,192	218,192	218,192	218,192	218,192	218,192	218,192	218,192	218,192	218,192	-	2,618,300	2,618,300	-
4302	School Supplies	103,153	103,153	103,153	103,153	103,153	103,153	103,153	103,153	103,153	103,153	103,153	103,153	-	1,237,836	1,237,836	-
4305	Software	92,784	92,784	92,784	92,784	92,784	92,784	92,784	92,784	92,784	92,784	92,784	92,784	-	1,113,408	1,113,408	-
4310	Office Expense	3,405	3,405	3,405	3,405	3,405	3,405	3,405	3,405	3,405	3,405	3,405	3,405	-	40,855	40,855	-
4311	Business Meals	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	-	54,814	54,814	-
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	66,902	66,902	66,902	66,902	66,902	66,902	66,902	66,902	66,902	66,902	66,902	66,902	-	802,821	802,821	-

FY23-24 Budget CalCA NorCal

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23

Actuals Through:

CHARTER IMPACT

ADA = 1766.29

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		499,211	499,211	499,211	499,211	499,211	499,211	499,211	499,211	499,211	499,211	499,211	499,211	-	5,990,534	5,990,534	-
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	146,475	146,475	146,475	146,475	146,475	146,475	146,475	146,475	146,475	146,475	146,475	146,475	-	1,757,700	1,757,700	-
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	145,153	145,153	145,153	145,153	145,153	145,153	145,153	145,153	145,153	145,153	145,153	145,153	-	1,741,834	1,741,834	-
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		291,628	291,628	291,628	291,628	291,628	291,628	291,628	291,628	291,628	291,628	291,628	291,628	-	3,499,534	3,499,534	-
Operations and Housekeeping																	
5201	Auto and Travel	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	-	91,200	91,200	-
5300	Dues & Memberships	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	-	36,500	36,500	-
5400	Insurance	217	217	217	217	217	217	217	217	217	217	217	217	-	2,600	2,600	-
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502	Janitorial Services	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	-	16,400	16,400	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	20,119	20,119	20,119	20,119	20,119	20,119	20,119	20,119	20,119	20,119	20,119	20,119	-	241,422	241,422	-
5901	Postage and Shipping	690	690	690	690	690	690	690	690	690	690	690	690	-	8,278	8,278	-
		33,033	33,033	33,033	33,033	33,033	33,033	33,033	33,033	33,033	33,033	33,033	33,033	-	396,400	396,400	-
Facilities, Repairs and Other Leases																	
5601	Rent	10,542	10,542	10,542	10,542	10,542	10,542	10,542	10,542	10,542	10,542	10,542	10,542	-	126,500	126,500	-
5602	Additional Rent	467	467	467	467	467	467	467	467	467	467	467	467	-	5,602	5,602	-
5603	Equipment Leases	511	511	511	511	511	511	511	511	511	511	511	511	-	6,130	6,130	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	-	15,823	15,823	-
		12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	-	154,055	154,055	-
Professional/Consulting Services																	
5801	IT	28,107	28,107	28,107	28,107	28,107	28,107	28,107	28,107	28,107	28,107	28,107	28,107	-	337,280	337,280	-
5802	Audit & Taxes	-	-	-	4,932	4,932	4,932	-	-	-	-	-	-	-	14,795	14,795	-
5803	Legal	7,038	7,038	7,038	7,038	7,038	7,038	7,038	7,038	7,038	7,038	7,038	7,038	-	84,461	84,461	-
5804	Professional Development	19,528	19,528	19,528	19,528	19,528	19,528	19,528	19,528	19,528	19,528	19,528	19,528	-	234,335	234,335	-
5805	General Consulting	102,575	102,575	102,575	102,575	102,575	102,575	102,575	102,575	102,575	102,575	102,575	102,575	-	1,230,905	1,230,905	-
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5807	Bank Charges	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000	5,000	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	8,943	8,943	8,943	8,943	8,943	8,943	8,943	8,943	8,943	8,943	8,943	8,943	-	107,319	107,319	-
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811	Management Fee	9,900	9,900	9,900	9,900	9,900	9,900	9,900	9,900	9,900	9,900	9,900	9,900	-	118,800	118,800	-
5812	District Oversight Fee	-	7,839	23,285	13,403	13,403	27,335	13,403	13,403	31,581	15,541	15,541	15,541	29,473	219,749	219,749	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	Public Relations/Recruitment	18,983	18,983	18,983	18,983	18,983	18,983	18,983	18,983	18,983	18,983	18,983	18,983	-	227,801	227,801	-
		195,492	203,330	218,777	213,826	213,826	227,759	208,895	208,895	227,073	211,033	211,033	211,033	29,473	2,580,445	2,580,445	-
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		1,849,139	1,856,977	1,872,424	1,867,473	1,867,473	1,881,405	1,905,888	1,895,051	1,891,556	1,864,680	1,864,680	1,864,680	1,393,390	23,874,817	23,874,817	-
Monthly Surplus (Deficit)		(1,849,139)	(985,982)	614,390	(211,958)	(370,350)	1,280,145	(153,564)	(397,928)	1,450,171	128,280	(126,920)	(126,920)	2,137,602	1,387,826	1,387,826	-
															5.5%		

Cash Flow Adjustments																
Monthly Surplus (Deficit)	(1,849,139)	(985,982)	614,390	(211,958)	(370,350)	1,280,145	(153,564)	(397,928)	1,450,171	128,280	(126,920)	(126,920)	2,137,602	1,387,826	
Cash flows from operating activities															
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Public Funding Receivables	2,410,893	-	-	-	-	-	-	-	-	-	-	-	(3,530,992)	(1,120,099)	
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	1,393,390	1,393,390	**Pupil:Teacher Ratio**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-			19.94 :1
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-			

FY23-24 Budget CalCA NorCal

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23

Actuals Through:

ADA = 1766.29

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	561,754	(985,982)	614,390	(211,958)	(370,350)	1,280,145	(153,564)	(397,928)	1,450,171	128,280	(126,920)	(126,920)				
Cash, Beginning of Month	6,274,501	6,836,255	5,850,274	6,464,663	6,252,705	5,882,355	7,162,500	7,008,935	6,611,008	8,061,178	8,189,458	8,062,538				
Cash, End of Month	**6,836,255**	**5,850,274**	**6,464,663**	**6,252,705**	**5,882,355**	**7,162,500**	**7,008,935**	**6,611,008**	**8,061,178**	**8,189,458**	**8,062,538**	**7,935,618**				

North Bay – Appendix

- Multi-Year Forecast

- Monthly Cash Flow / Forecast 23-24

FY23-24 Budget CalCA North Bay

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions			
LCFF COLA	8.22%	3.94%	3.29%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	141.78	141.78	141.78
Average Daily Attendance	138.94	138.94	138.94
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 1,138,416	$ 1,217,518	$ 1,277,944
8012 Education Protection Account	27,789	27,789	27,789
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	593,664	593,664	593,664
	1,759,868	1,838,970	1,899,396
Federal Revenue			
8181 Special Education - Entitlement	17,368	17,368	17,368
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	-	-	-
8290 Title I, Part A - Basic Low Income	34,245	34,245	34,245
8291 Title II, Part A - Teacher Quality	-	-	-
8293 Title III - Limited English	-	-	-
8290 Title IV, Part A	10,000	10,000	10,000
8294 Title V, Part B - PCSG	-	-	-
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	91,443	127,452	-
8299 Prior Year Federal Revenue	-	-	-
	153,056	189,065	61,613
Other State Revenue			
8311 State Special Education	123,299	123,299	123,299
8520 Child Nutrition	-	-	-
8545 School Facilities (SB740)	-	-	-
8550 Mandated Cost	5,174	5,060	5,079
8560 State Lottery	32,930	32,930	32,930
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	6,947	123,802	209,885
	168,350	285,091	371,193
Other Local Revenue			
	-	-	-
Total Revenue	$ 2,081,275	$ 2,313,126	$ 2,332,202
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	522,414	535,474	546,184
1170 Teachers' Substitute Hours	-	-	-

FY23-24 Budget CalCA North Bay

Multi-Year Forecast

Revised 6/7/23

		2023-24	2024-25	2025-26
		Budget	**Forecast**	**Forecast**
1175	Teachers' Extra Duty/Stipends	204	209	213
1200	Pupil Support Salaries	40,240	41,246	42,070
1300	Administrators' Salaries	66,437	68,098	69,460
1900	Other Certificated Salaries	-	-	-
		629,294	645,027	657,927
Classified Salaries				
2100	Instructional Salaries	1,291	1,323	1,350
2200	Support Salaries	2,068	2,120	2,162
2300	Classified Administrators' Salaries	9,678	9,920	10,118
2400	Clerical and Office Staff Salaries	1,740	1,783	1,819
2900	Other Classified Salaries	-	-	-
		14,777	15,147	15,450
Benefits				
3101	STRS	83,469	123,200	125,664
3202	PERS	-	-	-
3301	OASDI	636	939	958
3311	Medicare	6,485	9,573	9,764
3401	Health and Welfare	157,794	194,087	197,968
3501	State Unemployment	37,571	46,212	47,136
3601	Workers' Compensation	6,262	9,242	9,427
3901	Other Benefits	-	-	-
		292,217	383,253	390,918
Books and Supplies				
4100	Textbooks and Core Curricula	9,300	9,486	9,676
4200	Books and Other Materials	205,329	209,436	213,624
4302	School Supplies	77,396	78,944	80,523
4305	Software	92,411	94,259	96,144
4310	Office Expense	3,216	3,280	3,346
4311	Business Meals	-	-	-
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	57,022	58,162	59,325
4700	Food Services	-	-	-
		444,673	453,567	462,638
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	138,300	141,066	143,887
5103	Substitute Teacher	-	-	-
5104	Transportation	-	-	-
5105	Security	-	-	-
5106	Other Educational Consultants	70,825	72,242	73,687
5107	Instructional Services	34,934	35,633	36,345
		244,059	248,941	253,919
Operations and Housekeeping				
5201	Auto and Travel	15,700	16,014	16,334

FY23-24 Budget CalCA North Bay

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

		2023-24 Budget	2024-25 Forecast	2025-26 Forecast
5300	Dues & Memberships	3,600	3,672	3,745
5400	Insurance	200	204	208
5501	Utilities	-	-	-
5502	Janitorial Services	1,500	1,530	1,561
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	20,500	20,910	21,328
5901	Postage and Shipping	652	665	678
		42,152	42,995	43,855
Facilities, Repairs and Other Leases				
5601	Rent	13,777	14,053	14,334
5602	Additional Rent	441	450	459
5603	Equipment Leases	482	492	501
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	-	-	-
5610	Repairs and Maintenance	-	-	-
		14,700	14,994	15,294
Professional/Consulting Services				
5801	IT	8,000	8,160	8,323
5802	Audit & Taxes	1,165	1,188	1,212
5803	Legal	6,648	6,781	6,917
5804	Professional Development	18,445	18,814	19,190
5805	General Consulting	146,296	149,222	152,207
5806	Special Activities/Field Trips	-	-	-
5807	Bank Charges	1,000	1,020	1,040
5808	Printing	-	-	-
5809	Other taxes and fees	8,600	8,772	8,947
5810	Payroll Service Fee	-	-	-
5811	Management Fee	9,350	40,480	41,289
5812	District Oversight Fee	17,599	18,390	18,994
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	19,747	20,142	20,545
		236,850	272,969	278,665
Depreciation				
6900	Depreciation Expense	-	-	-
		-	-	-
Interest				
7438	Interest Expense	-	-	-
		-	-	-
Total Expenses		$ 1,918,724	$ 2,076,892	$ 2,118,666
Surplus (Deficit)		$ 162,551	$ 236,235	$ 213,536

FY23-24 Budget CalCA North Bay

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Fund Balance, Beginning of Year	$ 659,124	$ 821,675	$ 1,057,909
Fund Balance, End of Year	**$ 821,675**	**$ 1,057,909**	**$ 1,271,446**
	42.8%	*50.9%*	*60.0%*
Cash Flow Adjustments			
Surplus (Deficit)	162,551	236,235	213,536
Cash Flows From Operating Activities			
Depreciation/Amortization	-	-	-
Public Funding Receivables	(69,070)	(29,997)	17,797
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	108,825	2,785	2,255
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	202,306	209,023	233,589
Cash, Beginning of Year	974,091	1,176,397	1,385,420
Cash, End of Year	**$ 1,176,397**	**$ 1,385,420**	**$ 1,619,008**

FY23-24 Budget CalCA North Bay

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23
Actuals Through:

ADA = 138.94

CHARTER IMPACT

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 138.94	
8011 LCFF State Aid	-	57,865	57,865	104,157	104,157	104,157	104,157	104,157	100,379	100,379	100,379	100,379	100,380	1,138,416	1,138,416	-
8012 Education Protection Account	-	-	6,947	-	-	6,947	-	-	6,947	-	-	-	6,947	27,789	27,789	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8096 In Lieu of Property Taxes	-	36,211	72,422	48,281	48,281	48,281	48,281	48,281	81,208	40,604	40,604	40,604	40,604	593,664	593,664	-
	-	94,076	137,234	152,439	152,439	159,386	152,439	152,439	188,535	140,984	140,984	140,984	147,932	1,759,868	1,759,868	-
Federal Revenue																
8181 Special Education - Entitlement	-	883	883	1,589	1,589	1,589	1,589	1,589	1,531	1,531	1,531	1,531	1,531	17,368	17,368	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8290 Title I, Part A - Basic Low Income	-	-	8,561	-	-	25,684	-	-	-	-	-	-	-	34,245	34,245	-
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8290 Title IV, Part A	-	-	-	-	-	-	-	-	-	-	-	-	10,000	10,000	10,000	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8296 Other Federal Revenue	-	-	-	22,861	-	-	22,861	-	-	22,861	-	-	22,861	91,443	91,443	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-			-
	-	883	9,444	24,450	1,589	27,273	24,450	1,589	1,531	24,392	1,531	1,531	34,392	153,056	153,056	-
Other State Revenue																
8311 State Special Education	-	6,267	6,267	11,281	11,281	11,281	11,281	11,281	10,872	10,872	10,872	10,872	10,872	123,299	123,299	-
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8550 Mandated Cost	-	-	-	-	-	5,174	-	-	-	-	-	-	-	5,174	5,174	-
8560 State Lottery	-	-	-	-	-	-	8,369	-	-	8,369	-	-	16,192	32,930	32,930	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8599 Other State Revenue	-	347	347	625	625	625	625	625	625	625	625	625	625	6,947	6,947	-
	-	6,615	6,615	11,906	11,906	17,080	20,275	11,906	11,497	19,866	11,497	11,497	27,689	168,350	168,350	-
Other Local Revenue																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	101,574	153,293	188,795	165,934	203,739	197,164	165,934	201,563	185,242	154,012	154,012	210,013	2,081,275	2,081,275	-
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	87,069	522,414	522,414	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
1175 Teachers' Extra Duty/Stipends	14	14	14	14	14	14	14	14	14	14	14	14	34	204	204	-
1200 Pupil Support Salaries	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	6,707	40,240	40,240	-
1300 Administrators' Salaries	4,614	4,614	4,614	4,614	4,614	4,614	4,614	4,614	4,614	4,614	4,614	4,614	11,073	66,437	66,437	-
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
	43,701	43,701	43,701	43,701	43,701	43,701	43,701	43,701	43,701	43,701	43,701	43,701	104,882	629,294	629,294	-
Classified Salaries																
2100 Instructional Salaries	90	90	90	90	90	90	90	90	90	90	90	90	215	1,291	1,291	-
2200 Support Salaries	144	144	144	144	144	144	144	144	144	144	144	144	345	2,068	2,068	-
2300 Classified Administrators' Salaries	672	672	672	672	672	672	672	672	672	672	672	672	1,613	9,678	9,678	-
2400 Clerical and Office Staff Salaries	121	121	121	121	121	121	121	121	121	121	121	121	290	1,740	1,740	-
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	2,463	14,777	14,777	-
Benefits																
3101 STRS	6955.743	6,956	6,956	6,956	6,956	6,956	6,956	6,956	6,956	6,956	6,956	6,956	-	83,469	83,469	-
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
3301 OASDI	53	53	53	53	53	53	53	53	53	53	53	53	-	636	636	-
3311 Medicare	540	540	540	540	540	540	540	540	540	540	540	540	-	6,485	6,485	-
3401 Health and Welfare	13,150	13,150	13,150	13,150	13,150	13,150	13,150	13,150	13,150	13,150	13,150	13,150	-	157,794	157,794	-
3501 State Unemployment	1,879	1,879	1,879	1,879	1,879	1,879	9,393	7,514	3,757	1,879	1,879	1,879	-	37,571	37,571	-
3601 Workers' Compensation	522	522	522	522	522	522	522	522	522	522	522	522	-	6,262	6,262	-
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
	23,099	23,099	23,099	23,099	23,099	23,099	30,613	28,735	24,978	23,099	23,099	23,099	-	292,217	292,217	-
Books and Supplies																
4100 Textbooks and Core Materials	775	775	775	775	775	775	775	775	775	775	775	775	-	9,300	9,300	-
4200 Books and Reference Materials	17,111	17,111	17,111	17,111	17,111	17,111	17,111	17,111	17,111	17,111	17,111	17,111	-	205,329	205,329	-
4302 School Supplies	6,450	6,450	6,450	6,450	6,450	6,450	6,450	6,450	6,450	6,450	6,450	6,450	-	77,396	77,396	-
4305 Software	7,701	7,701	7,701	7,701	7,701	7,701	7,701	7,701	7,701	7,701	7,701	7,701	-	92,411	92,411	-
4310 Office Expense	268	268	268	268	268	268	268	268	268	268	268	268	-	3,216	3,216	-
4311 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4400 Noncapitalized Equipment	4,752	4,752	4,752	4,752	4,752	4,752	4,752	4,752	4,752	4,752	4,752	4,752	-	57,022	57,022	-
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-

FY23-24 Budget CalCA North Bay

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23

Actuals Through:

ADA = 138.94

CHARTER IMPACT

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
	37,056	37,056	37,056	37,056	37,056	37,056	37,056	37,056	37,056	37,056	37,056	37,056	-	444,673	444,673	-
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	11,525	11,525	11,525	11,525	11,525	11,525	11,525	11,525	11,525	11,525	11,525	11,525	-	138,300	138,300	-
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106 Other Educational Consultants	5,902	5,902	5,902	5,902	5,902	5,902	5,902	5,902	5,902	5,902	5,902	5,902	-	70,825	70,825	-
5107 Instructional Services	2,911	2,911	2,911	2,911	2,911	2,911	2,911	2,911	2,911	2,911	2,911	2,911	-	34,934	34,934	-
	20,338	20,338	20,338	20,338	20,338	20,338	20,338	20,338	20,338	20,338	20,338	20,338	-	244,059	244,059	-
Operations and Housekeeping																
5201 Auto and Travel	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	-	15,700	15,700	-
5300 Dues & Memberships	300	300	300	300	300	300	300	300	300	300	300	300	-	3,600	3,600	-
5400 Insurance	17	17	17	17	17	17	17	17	17	17	17	17	-	200	200	-
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	125	125	125	125	125	125	125	125	125	125	125	125	-	1,500	1,500	-
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	1,708	1,708	1,708	1,708	1,708	1,708	1,708	1,708	1,708	1,708	1,708	1,708	-	20,500	20,500	-
5901 Postage and Shipping	54	54	54	54	54	54	54	54	54	54	54	54	-	652	652	-
	3,513	3,513	3,513	3,513	3,513	3,513	3,513	3,513	3,513	3,513	3,513	3,513	-	42,152	42,152	-
Facilities, Repairs and Other Leases																
5601 Rent	1,148	1,148	1,148	1,148	1,148	1,148	1,148	1,148	1,148	1,148	1,148	1,148	-	13,777	13,777	-
5602 Additional Rent	37	37	37	37	37	37	37	37	37	37	37	37	-	441	441	-
5603 Equipment Leases	40	40	40	40	40	40	40	40	40	40	40	40	-	482	482	-
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	-	14,700	14,700	-
Professional/Consulting Services																
5801 IT	667	667	667	667	667	667	667	667	667	667	667	667	-	8,000	8,000	-
5802 Audit & Taxes	-	-	-	388	388	388	-	-	-	-	-	-	-	1,165	1,165	-
5803 Legal	554	554	554	554	554	554	554	554	554	554	554	554	-	6,648	6,648	-
5804 Professional Development	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	-	18,445	18,445	-
5805 General Consulting	12,191	12,191	12,191	12,191	12,191	12,191	12,191	12,191	12,191	12,191	12,191	12,191	-	146,296	146,296	-
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5807 Bank Charges	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000	1,000	-
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809 Other taxes and fees	717	717	717	717	717	717	717	717	717	717	717	717	-	8,600	8,600	-
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee	779	779	779	779	779	779	779	779	779	779	779	779	-	9,350	9,350	-
5812 District Oversight Fee	-	941	1,372	1,524	1,524	1,594	1,524	1,524	1,885	1,410	1,410	1,410	1,479	17,599	17,599	-
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815 Public Relations/Recruitment	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	-	19,747	19,747	-
	18,174	19,115	19,546	20,087	20,087	20,156	19,698	19,698	20,059	19,584	19,584	19,584	1,479	236,850	236,850	-
Depreciation																
6900 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	148,132	149,073	149,505	150,045	150,045	150,114	157,171	155,292	151,896	149,542	149,542	149,542	108,825	1,918,724	1,918,724	-
Monthly Surplus (Deficit)	(148,132)	(47,499)	3,788	38,750	15,889	53,625	39,993	10,642	49,667	35,700	4,470	4,470	101,188	162,551	162,551	-
														7.8%		
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(148,132)	(47,499)	3,788	38,750	15,889	53,625	39,993	10,642	49,667	35,700	4,470	4,470	101,188	162,551		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	140,943	-	-	-	-	-	-	-	-	-	-	-	(210,013)	(69,070)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	108,825	108,825		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																

Pupil:Teacher Ratio	
19.93	:1

FY23-24 Budget CalCA North Bay

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23

Actuals Through:

CHARTER IMPACT

ADA = 138.94

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	(7,189)	(47,499)	3,788	38,750	15,889	53,625	39,993	10,642	49,667	35,700	4,470	4,470				
Cash, Beginning of Month	974,091	966,902	919,403	923,191	961,941	977,830	1,031,455	1,071,448	1,082,089	1,131,757	1,167,457	1,171,927				
Cash, End of Month	**966,902**	**919,403**	**923,191**	**961,941**	**977,830**	**1,031,455**	**1,071,448**	**1,082,089**	**1,131,757**	**1,167,457**	**1,171,927**	**1,176,397**				

Monterey Bay – Appendix

- Multi-Year Forecast

- Monthly Cash Flow / Forecast 23-24

CHARTER
IMPACT

FY23-24 Budget CalCA Monterey Bay

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions			
LCFF COLA	*8.22%*	*3.94%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*471*	*471*	*471*
Average Daily Attendance	*461.82*	*461.82*	*461.82*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 2,870,004	$ 3,128,674	$ 3,322,913
8012 Education Protection Account	92,363	92,363	92,363
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	2,690,318	2,690,318	2,690,318
	5,652,685	5,911,355	6,105,594
Federal Revenue			
8181 Special Education - Entitlement	57,727	57,727	57,727
8182 Special Education - Discretionary	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	57,727	57,727	57,727
Other State Revenue			
8311 State Special Education	409,815	409,815	409,815
8520 Child Nutrition	-	-	-
8545 School Facilities (SB740)	-	-	-
8550 Mandated Cost	16,733	16,763	16,859
8560 State Lottery	109,450	109,450	109,450
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	23,091	199,717	418,495
	559,089	735,745	954,619
Other Local Revenue			
	-	-	-
Total Revenue	$ 6,269,501	$ 6,704,828	$ 7,117,940
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	1,751,622	1,780,816	1,816,432
1170 Teachers' Substitute Hours	-	-	-
1175 Teachers' Extra Duty/Stipends	684	695	709
1200 Pupil Support Salaries	134,921	137,170	139,913
1300 Administrators' Salaries	222,760	226,473	231,002
1900 Other Certificated Salaries	-	-	-
	2,109,987	2,145,154	2,188,057
Classified Salaries			
2100 Instructional Salaries	4,329	4,401	4,489

FY23-24 Budget CalCA Monterey Bay

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

		2023-24 Budget	2024-25 Forecast	2025-26 Forecast
2200	Support Salaries	6,934	7,050	7,191
2300	Classified Administrators' Salaries	32,450	32,991	33,651
2400	Clerical and Office Staff Salaries	5,834	5,931	6,050
2900	Other Classified Salaries	-	-	-
		49,547	50,373	51,380
Benefits				
3101	STRS	279,866	409,724	417,919
3202	PERS	-	-	-
3301	OASDI	2,133	3,123	3,186
3311	Medicare	21,745	31,835	32,472
3401	Health and Welfare	503,880	614,734	627,028
3501	State Unemployment	124,396	150,010	152,787
3601	Workers' Compensation	20,995	30,737	31,352
3901	Other Benefits	-	-	-
		953,016	1,240,163	1,264,744
Books and Supplies				
4100	Textbooks and Core Curricula	30,800	31,416	32,044
4200	Books and Other Materials	691,678	705,512	719,622
4302	School Supplies	56,881	58,018	59,179
4305	Software	310,096	316,298	322,624
4310	Office Expense	10,807	11,023	11,244
4311	Business Meals	14,499	14,789	15,085
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	168,256	171,621	175,054
4700	Food Services	-	-	-
		1,283,017	1,308,678	1,334,851
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	403,100	411,162	419,385
5103	Substitute Teacher	-	-	-
5104	Transportation	-	-	-
5105	Security	-	-	-
5106	Other Educational Consultants	455,769	464,884	474,182
5107	Instructional Services	-	-	-
		858,869	876,046	893,567
Operations and Housekeeping				
5201	Auto and Travel	23,800	24,276	24,762
5300	Dues & Memberships	7,500	7,650	7,803
5400	Insurance	700	714	728
5501	Utilities	2,375	2,423	2,471
5502	Janitorial Services	4,700	4,794	4,890
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	54,835	55,932	57,050

FY23-24 Budget CalCA Monterey Bay

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
5901 Postage and Shipping	2,190	2,234	2,278
	96,100	98,022	99,982
Facilities, Repairs and Other Leases			
5601 Rent	34,418	35,106	35,808
5602 Additional Rent	1,482	1,512	1,542
5603 Equipment Leases	-	-	-
5604 Other Leases	-	-	-
5605 Real/Personal Property Taxes	-	-	-
5610 Repairs and Maintenance	-	-	-
	35,900	36,618	37,350
Professional/Consulting Services			
5801 IT	73,627	75,100	76,602
5802 Audit & Taxes	3,913	3,991	4,071
5803 Legal	22,341	22,788	23,244
5804 Professional Development	61,984	63,224	64,488
5805 General Consulting	269,748	275,143	280,646
5806 Special Activities/Field Trips	-	-	-
5807 Bank Charges	430	439	447
5808 Printing	-	-	-
5809 Other taxes and fees	25,673	26,186	26,710
5810 Payroll Service Fee	-	-	-
5811 Management Fee	31,350	117,334	119,681
5812 District Oversight Fee	56,527	59,114	61,056
5813 County Fees	-	-	-
5814 SPED Encroachment	-	-	-
5815 Public Relations/Recruitment	57,987	59,147	60,330
	603,580	702,465	717,275
Depreciation			
6900 Depreciation Expense	-	-	-
	-	-	-
Interest			
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	$ 5,990,017	$ 6,457,519	$ 6,587,206
Surplus (Deficit)	$ 279,484	$ 247,309	$ 530,734
Fund Balance, Beginning of Year	$ 230,726	$ 510,210	$ 757,519
Fund Balance, End of Year	$ 510,210	$ 757,519	$ 1,288,253
	8.5%	*11.7%*	*19.6%*
Cash Flow Adjustments			
Surplus (Deficit)	279,484	247,309	530,734

FY23-24 Budget CalCA Monterey Bay
Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Cash Flows From Operating Activities			
Depreciation/Amortization	-	-	-
Public Funding Receivables	(141,694)	(35,849)	(39,455)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	364,664	6,187	7,493
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	502,455	217,646	498,772
Cash, Beginning of Year	721,294	1,223,749	1,441,395
Cash, End of Year	**$ 1,223,749**	**$ 1,441,395**	**$ 1,940,167**

FY23-24 Budget CalCA Monterey Bay

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23

Actuals Through:

ADA = 461.82

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 461.82	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	142,380	142,380	256,284	256,284	256,284	256,284	256,284	260,765	260,765	260,765	260,765	260,766	2,870,004	2,870,004	-
8012	Education Protection Account	-	-	23,091	-	-	23,091	-	-	23,091	-	-	-	23,091	92,363	92,363	-
8019	State Aid - Prior Year	-											-	-			-
8096	In Lieu of Property Taxes	-	160,159	320,318	213,545	213,545	213,545	213,545	213,545	380,705	190,352	190,352	190,352	190,352	2,690,318	2,690,318	-
		-	302,539	485,789	469,829	469,829	492,920	469,829	469,829	664,561	451,117	451,117	451,117	474,209	5,652,685	5,652,685	-
Federal Revenue																	
8181	Special Education - Entitlement	-	2,864	2,864	5,155	5,155	5,155	5,155	5,155	5,245	5,245	5,245	5,245	5,245	57,727	57,727	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
		-	2,864	2,864	5,155	5,155	5,155	5,155	5,155	5,245	5,245	5,245	5,245	5,245	57,727	57,727	-
Other State Revenue																	
8311	State Special Education	-	20,331	20,331	36,595	36,595	36,595	36,595	36,595	37,235	37,235	37,235	37,235	37,235	409,815	409,815	-
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8550	Mandated Cost	-	-	-	-	-	16,733	-	-	-	-	-	-	-	16,733	16,733	-
8560	State Lottery	-	-	-	-	-	-	27,149	-	-	27,149	-	-	55,152	109,450	109,450	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8599	Other State Revenue	-	1,155	1,155	2,078	2,078	2,078	2,078	2,078	2,078	2,078	2,078	2,078	2,078	23,091	23,091	-
		-	21,485	21,485	38,674	38,674	55,407	65,823	38,674	39,313	66,462	39,313	39,313	94,466	559,089	559,089	-
Other Local Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue		-	326,888	510,138	513,658	513,658	553,482	540,806	513,658	709,119	522,825	495,676	495,676	573,920	6,269,501	6,269,501	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	121,640	121,640	121,640	121,640	121,640	121,640	121,640	121,640	121,640	121,640	121,640	121,640	291,937	1,751,622	1,751,622	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
1175	Teachers' Extra Duty/Stipends	48	48	48	48	48	48	48	48	48	48	48	48	114	684	684	-
1200	Pupil Support Salaries	9,370	9,370	9,370	9,370	9,370	9,370	9,370	9,370	9,370	9,370	9,370	9,370	22,487	134,921	134,921	-
1300	Administrators' Salaries	15,469	15,469	15,469	15,469	15,469	15,469	15,469	15,469	15,469	15,469	15,469	15,469	37,127	222,760	222,760	-
1900	Other Certificated Salaries	-													-		-
		146,527	146,527	146,527	146,527	146,527	146,527	146,527	146,527	146,527	146,527	146,527	146,527	351,665	2,109,987	2,109,987	-
Classified Salaries																	
2100	Instructional Salaries	301	301	301	301	301	301	301	301	301	301	301	301	721	4,329	4,329	-
2200	Support Salaries	482	482	482	482	482	482	482	482	482	482	482	482	1,156	6,934	6,934	-
2300	Classified Administrators'	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	5,408	32,450	32,450	-
2400	Clerical and Office Staff Salaries	405	405	405	405	405	405	405	405	405	405	405	405	972	5,834	5,834	-
2900	Other Classified Salaries	-													-		-
		3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	8,258	49,547	49,547	-
Benefits																	
3101	STRS	23322.197	23,322	23,322	23,322	23,322	23,322	23,322	23,322	23,322	23,322	23,322	23,322		279,866	279,866	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-		-		-
3301	OASDI	178	178	178	178	178	178	178	178	178	178	178	178	-	2,133	2,133	-
3311	Medicare	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	-	21,745	21,745	-
3401	Health and Welfare	41,990	41,990	41,990	41,990	41,990	41,990	41,990	41,990	41,990	41,990	41,990	41,990	-	503,880	503,880	-
3501	State Unemployment	6,220	6,220	6,220	6,220	6,220	6,220	31,099	24,879	12,440	6,220	6,220	6,220	-	124,396	124,396	-
3601	Workers' Compensation	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	-	20,995	20,995	-
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-		-		-
		75,272	75,272	75,272	75,272	75,272	75,272	100,151	93,931	81,491	75,272	75,272	75,272	-	953,016	953,016	-
Books and Supplies																	
4100	Textbooks and Core Materials	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	-	30,800	30,800	-
4200	Books and Reference Materials	57,640	57,640	57,640	57,640	57,640	57,640	57,640	57,640	57,640	57,640	57,640	57,640	-	691,678	691,678	-
4302	School Supplies	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	-	56,881	56,881	-
4305	Software	25,841	25,841	25,841	25,841	25,841	25,841	25,841	25,841	25,841	25,841	25,841	25,841	-	310,096	310,096	-
4310	Office Expense	901	901	901	901	901	901	901	901	901	901	901	901	-	10,807	10,807	-
4311	Business Meals	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	-	14,499	14,499	-
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-		-		-
4400	Noncapitalized Equipment	14,021	14,021	14,021	14,021	14,021	14,021	14,021	14,021	14,021	14,021	14,021	14,021	-	168,256	168,256	-
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-		-		-
		106,918	106,918	106,918	106,918	106,918	106,918	106,918	106,918	106,918	106,918	106,918	106,918	-	1,283,017	1,283,017	-
Subagreement Services																	
5101	Nursing	-												-	-		-
5102	Special Education	33,592	33,592	33,592	33,592	33,592	33,592	33,592	33,592	33,592	33,592	33,592	33,592	-	403,100	403,100	-
5103	Substitute Teacher	-													-		-

FY23-24 Budget CalCA Monterey Bay

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23

Actuals Through:

ADA = 461.82

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	37,981	37,981	37,981	37,981	37,981	37,981	37,981	37,981	37,981	37,981	37,981	37,981	-	455,769	455,769	-
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		71,572	71,572	71,572	71,572	71,572	71,572	71,572	71,572	71,572	71,572	71,572	71,572	-	858,869	858,869	-
Operations and Housekeeping																	
5201	Auto and Travel	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	1,983	-	23,800	23,800	-
5300	Dues & Memberships	625	625	625	625	625	625	625	625	625	625	625	625	-	7,500	7,500	-
5400	Insurance	58	58	58	58	58	58	58	58	58	58	58	58	-	700	700	-
5501	Utilities	198	198	198	198	198	198	198	198	198	198	198	198	-	2,375	2,375	-
5502	Janitorial Services	392	392	392	392	392	392	392	392	392	392	392	392	-	4,700	4,700	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	4,570	4,570	4,570	4,570	4,570	4,570	4,570	4,570	4,570	4,570	4,570	4,570	-	54,835	54,835	-
5901	Postage and Shipping	183	183	183	183	183	183	183	183	183	183	183	183	-	2,190	2,190	-
		8,008	8,008	8,008	8,008	8,008	8,008	8,008	8,008	8,008	8,008	8,008	8,008	-	96,100	96,100	-
Facilities, Repairs and Other Leases																	
5601	Rent	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	-	34,418	34,418	-
5602	Additional Rent	124	124	124	124	124	124	124	124	124	124	124	124	-	1,482	1,482	-
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	-	35,900	35,900	-
Professional/Consulting Services																	
5801	IT	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	-	73,627	73,627	-
5802	Audit & Taxes	-	-	-	1,304	1,304	1,304	-	-	-	-	-	-	-	3,913	3,913	-
5803	Legal	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	-	22,341	22,341	-
5804	Professional Development	5,165	5,165	5,165	5,165	5,165	5,165	5,165	5,165	5,165	5,165	5,165	5,165	-	61,984	61,984	-
5805	General Consulting	22,479	22,479	22,479	22,479	22,479	22,479	22,479	22,479	22,479	22,479	22,479	22,479	-	269,748	269,748	-
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5807	Bank Charges	36	36	36	36	36	36	36	36	36	36	36	36	-	430	430	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	-	25,673	25,673	-
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811	Management Fee	2,613	2,613	2,613	2,613	2,613	2,613	2,613	2,613	2,613	2,613	2,613	2,613	-	31,350	31,350	-
5812	District Oversight Fee	-	3,025	4,858	4,698	4,698	4,929	4,698	4,698	6,646	4,511	4,511	4,511	4,742	56,527	56,527	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	Public Relations/Recruitment	4,832	4,832	4,832	4,832	4,832	4,832	4,832	4,832	4,832	4,832	4,832	4,832	-	57,987	57,987	-
		45,262	48,287	50,120	51,264	51,264	51,495	49,960	49,960	51,907	49,773	49,773	49,773	4,742	603,580	603,580	-
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		459,991	463,017	464,849	465,994	465,994	466,225	489,569	483,349	472,857	464,502	464,502	464,502	364,664	5,990,017	5,990,017	-
Monthly Surplus (Deficit)		(459,991)	(136,129)	45,289	47,664	47,664	87,257	51,238	30,309	236,262	58,322	31,173	31,173	209,255	279,484	279,484	-
															4.5%		
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(459,991)	(136,129)	45,289	47,664	47,664	87,257	51,238	30,309	236,262	58,322	31,173	31,173	209,255	279,484		
	Cash flows from operating activities																	
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Public Funding Receivables	432,226	-	-	-	-	-	-	-	-	-	-	-	(573,920)	(141,694)		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	364,664	364,664		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Cash flows from investing activities																	
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Cash flows from financing activities																	
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

Pupil:Teacher Ratio

19.76 :1

FY23-24 Budget CalCA Monterey Bay

Monthly Cash Flow/Budget FY23-24
Revised 6/7/23
Actuals Through:

CHARTER IMPACT

ADA = 461.82

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	(27,766)	(136,129)	45,289	47,664	47,664	87,257	51,238	30,309	236,262	58,322	31,173	31,173				
Cash, Beginning of Month	721,294	693,528	557,400	602,688	650,352	698,015	785,272	836,510	866,818	1,103,080	1,161,402	1,192,576				
Cash, End of Month	**693,528**	**557,400**	**602,688**	**650,352**	**698,015**	**785,272**	**836,510**	**866,818**	**1,103,080**	**1,161,402**	**1,192,576**	**1,223,749**				

Central Coast – Appendix

- Multi-Year Forecast

- Monthly Cash Flow / Forecast 23-24

FY23-24 Budget CalCA Central Coast

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions			
LCFF COLA	8.22%	3.94%	3.29%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	112.20	112.20	112.20
Average Daily Attendance	109.96	109.96	109.96
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 673,514	$ 732,805	$ 779,427
8012 Education Protection Account	21,991	21,991	21,991
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	664,085	664,085	664,085
	1,359,590	1,418,881	1,465,503
Federal Revenue			
8181 Special Education - Entitlement	13,745	13,745	13,745
8182 Special Education - Discretionary	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	13,745	13,745	13,745
Other State Revenue			
8311 State Special Education	97,575	97,575	97,575
8520 Child Nutrition	-	-	-
8545 School Facilities (SB740)	-	-	-
8550 Mandated Cost	3,873	3,870	3,870
8560 State Lottery	26,060	26,060	26,060
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	5,498	41,805	98,986
	133,005	169,309	226,490
Other Local Revenue			
	-	-	-
Total Revenue	$ 1,506,339	$ 1,601,935	$ 1,705,738
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	399,493	406,151	414,274
1170 Teachers' Substitute Hours	-	-	-
1175 Teachers' Extra Duty/Stipends	156	159	162
1200 Pupil Support Salaries	30,771	31,284	31,910
1300 Administrators' Salaries	50,805	51,652	52,685
1900 Other Certificated Salaries	-	-	-
	481,225	489,246	499,030
Classified Salaries			
2100 Instructional Salaries	987	1,004	1,024

FY23-24 Budget CalCA Central Coast

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

		2023-24	2024-25	2025-26
		Budget	**Forecast**	**Forecast**
2200	Support Salaries	1,582	1,608	1,640
2300	Classified Administrators' Salaries	7,401	7,524	7,675
2400	Clerical and Office Staff Salaries	1,330	1,353	1,380
2900	Other Classified Salaries	-	-	-
		11,300	11,489	11,718
Benefits				
3101	STRS	63,829	93,446	95,315
3202	PERS	-	-	-
3301	OASDI	487	712	727
3311	Medicare	4,959	7,261	7,406
3401	Health and Welfare	97,682	119,172	121,555
3501	State Unemployment	28,731	35,051	35,752
3601	Workers' Compensation	4,788	7,010	7,150
3901	Other Benefits	-	-	-
		200,476	262,653	267,906
Books and Supplies				
4100	Textbooks and Core Curricula	7,400	7,548	7,699
4200	Books and Other Materials	162,500	165,750	169,065
4302	School Supplies	18,387	18,754	19,130
4305	Software	69,067	70,448	71,857
4310	Office Expense	2,535	2,586	2,637
4311	Business Meals	3,402	3,470	3,539
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	41,407	42,235	43,080
4700	Food Services	-	-	-
		304,698	310,792	317,007
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	101,600	103,632	105,705
5103	Substitute Teacher	-	-	-
5104	Transportation	-	-	-
5105	Security	-	-	-
5106	Other Educational Consultants	106,522	108,653	110,826
5107	Instructional Services	-	-	-
		208,122	212,285	216,530
Operations and Housekeeping				
5201	Auto and Travel	16,000	16,320	16,646
5300	Dues & Memberships	1,300	1,326	1,353
5400	Insurance	100	102	104
5501	Utilities	557	568	580
5502	Janitorial Services	900	918	936
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	13,043	13,304	13,570

FY23-24 Budget CalCA Central Coast

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

		2023-24	2024-25	2025-26
		Budget	**Forecast**	**Forecast**
5901	Postage and Shipping	-	-	-
		31,900	32,538	33,189
Facilities, Repairs and Other Leases				
5601	Rent	6,520	6,650	6,783
5602	Additional Rent	348	355	362
5603	Equipment Leases	380	388	395
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	-	-	-
5610	Repairs and Maintenance	-	-	-
		7,248	7,393	7,541
Professional/Consulting Services				
5801	IT	62,500	63,750	65,025
5802	Audit & Taxes	918	936	955
5803	Legal	5,242	5,347	5,454
5804	Professional Development	14,543	14,834	15,131
5805	General Consulting	12,106	12,348	12,595
5806	Special Activities/Field Trips	-	-	-
5807	Bank Charges	1,599	1,631	1,664
5808	Printing	-	-	-
5809	Other taxes and fees	5,903	6,021	6,141
5810	Payroll Service Fee	-	-	-
5811	Management Fee	7,150	28,034	28,595
5812	District Oversight Fee	13,596	14,189	14,655
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	14,753	15,048	15,349
		138,310	162,138	165,563
Depreciation				
6900	Depreciation Expense	-	-	-
		-	-	-
Interest				
7438	Interest Expense	-	-	-
		-	-	-
Total Expenses		$ 1,383,280	$ 1,488,532	$ 1,518,485
Surplus (Deficit)		$ 123,060	$ 113,402	$ 187,253
Fund Balance, Beginning of Year		$ 189,215	$ 312,275	$ 425,677
Fund Balance, End of Year		$ 312,275	$ 425,677	$ 612,930
		22.6%	*28.6%*	*40.4%*
Cash Flow Adjustments				
Surplus (Deficit)		123,060	113,402	187,253

FY23-24 Budget CalCA Central Coast

Multi-Year Forecast

Revised 6/7/23

CHARTER IMPACT

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Cash Flows From Operating Activities			
Depreciation/Amortization	-	-	-
Public Funding Receivables	(28,199)	(9,131)	(9,914)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	83,213	1,422	1,711
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	178,073	105,694	179,050
Cash, Beginning of Year	1,134,591	1,312,664	1,418,358
Cash, End of Year	**$ 1,312,664**	**$ 1,418,358**	**$ 1,597,408**

FY23-24 Budget CalCA Central Coast

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23
Actuals Through:

ADA = 109.96

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 109.96	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	33,698	33,698	60,657	60,657	60,657	60,657	60,657	60,566	60,566	60,566	60,566	60,567	673,514	673,514	-
8012	Education Protection Account	-	-	5,498	-	-	5,498	-	-	5,498	-	-	-	5,498	21,991	21,991	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	-	39,872	79,744	53,163	53,163	53,163	53,163	53,163	92,885	46,443	46,443	46,443	46,443	664,085	664,085	-
		-	73,570	118,940	113,820	113,820	119,317	113,820	113,820	158,950	107,009	107,009	107,009	112,508	1,359,590	1,359,590	-
Federal Revenue																	
8181	Special Education - Entitlement	-	688	688	1,238	1,238	1,238	1,238	1,238	1,236	1,236	1,236	1,236	1,236	13,745	13,745	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
		-	688	688	1,238	1,238	1,238	1,238	1,238	1,236	1,236	1,236	1,236	1,236	13,745	13,745	-
Other State Revenue																	
8311	State Special Education	-	4,882	4,882	8,788	8,788	8,788	8,788	8,788	8,775	8,775	8,775	8,775	8,775	97,575	97,575	-
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8550	Mandated Cost	-	-	-	-	-	3,873	-	-	-	-	-	-	-	3,873	3,873	-
8560	State Lottery	-	-	-	-	-	-	6,519	-	-	6,519	-	-	13,021	26,060	26,060	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
8599	Other State Revenue	-	275	275	495	495	495	495	495	495	495	495	495	495	5,498	5,498	-
		-	5,157	5,157	9,282	9,282	13,155	15,802	9,282	9,269	15,789	9,269	9,269	22,290	133,005	133,005	-
Other Local Revenue																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue		-	79,415	124,785	124,340	124,340	133,710	130,859	124,340	169,455	124,034	117,514	117,514	136,034	1,506,339	1,506,339	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	27,743	27,743	27,743	27,743	27,743	27,743	27,743	27,743	27,743	27,743	27,743	27,743	66,582	399,493	399,493	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	11	11	11	11	11	11	11	11	11	11	11	11	26	156	156	-
1200	Pupil Support Salaries	2,137	2,137	2,137	2,137	2,137	2,137	2,137	2,137	2,137	2,137	2,137	2,137	5,129	30,771	30,771	-
1300	Administrators' Salaries	3,528	3,528	3,528	3,528	3,528	3,528	3,528	3,528	3,528	3,528	3,528	3,528	8,467	50,805	50,805	-
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		33,418	33,418	33,418	33,418	33,418	33,418	33,418	33,418	33,418	33,418	33,418	33,418	80,204	481,225	481,225	-
Classified Salaries																	
2100	Instructional Salaries	69	69	69	69	69	69	69	69	69	69	69	69	165	987	987	-
2200	Support Salaries	110	110	110	110	110	110	110	110	110	110	110	110	264	1,582	1,582	-
2300	Classified Administrators'	514	514	514	514	514	514	514	514	514	514	514	514	1,233	7,401	7,401	-
2400	Clerical and Office Staff Salaries	92	92	92	92	92	92	92	92	92	92	92	92	222	1,330	1,330	-
2900	Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		785	785	785	785	785	785	785	785	785	785	785	785	1,883	11,300	11,300	-
Benefits																	
3101	STRS	5319.0976	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	-	63,829	63,829	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	41	41	41	41	41	41	41	41	41	41	41	41	-	487	487	-
3311	Medicare	413	413	413	413	413	413	413	413	413	413	413	413	-	4,959	4,959	-
3401	Health and Welfare	8,140	8,140	8,140	8,140	8,140	8,140	8,140	8,140	8,140	8,140	8,140	8,140	-	97,682	97,682	-
3501	State Unemployment	1,437	1,437	1,437	1,437	1,437	1,437	7,183	5,746	2,873	1,437	1,437	1,437	-	28,731	28,731	-
3601	Workers' Compensation	399	399	399	399	399	399	399	399	399	399	399	399	-	4,788	4,788	-
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		15,749	15,749	15,749	15,749	15,749	15,749	21,495	20,058	17,185	15,749	15,749	15,749	-	200,476	200,476	-
Books and Supplies																	
4100	Textbooks and Core Materials	617	617	617	617	617	617	617	617	617	617	617	617	-	7,400	7,400	-
4200	Books and Reference Materials	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	-	162,500	162,500	-
4302	School Supplies	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	-	18,387	18,387	-
4305	Software	5,756	5,756	5,756	5,756	5,756	5,756	5,756	5,756	5,756	5,756	5,756	5,756	-	69,067	69,067	-
4310	Office Expense	211	211	211	211	211	211	211	211	211	211	211	211	-	2,535	2,535	-
4311	Business Meals	284	284	284	284	284	284	284	284	284	284	284	284	-	3,402	3,402	-
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	3,451	3,451	3,451	3,451	3,451	3,451	3,451	3,451	3,451	3,451	3,451	3,451	-	41,407	41,407	-
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		25,391	25,391	25,391	25,391	25,391	25,391	25,391	25,391	25,391	25,391	25,391	25,391	-	304,698	304,698	-
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	8,467	8,467	8,467	8,467	8,467	8,467	8,467	8,467	8,467	8,467	8,467	8,467	-	101,600	101,600	-
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-

FY23-24 Budget CalCA Central Coast

Monthly Cash Flow/Budget FY23-24

Revised 6/7/23

Actuals Through:

CHARTER IMPACT

ADA = 109.96

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	8,877	8,877	8,877	8,877	8,877	8,877	8,877	8,877	8,877	8,877	8,877	8,877	-	106,522	106,522	-
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		17,344	17,344	17,344	17,344	17,344	17,344	17,344	17,344	17,344	17,344	17,344	17,344	-	208,122	208,122	-
Operations and Housekeeping																	
5201	Auto and Travel	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	-	16,000	16,000	-
5300	Dues & Memberships	108	108	108	108	108	108	108	108	108	108	108	108	-	1,300	1,300	-
5400	Insurance	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5501	Utilities	46	46	46	46	46	46	46	46	46	46	46	46	-	557	557	-
5502	Janitorial Services	75	75	75	75	75	75	75	75	75	75	75	75	-	900	900	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	-	13,043	13,043	-
5901	Postage and Shipping	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	-	31,900	31,900	-
Facilities, Repairs and Other Leases																	
5601	Rent	543	543	543	543	543	543	543	543	543	543	543	543	-	6,520	6,520	-
5602	Additional Rent	29	29	29	29	29	29	29	29	29	29	29	29	-	348	348	-
5603	Equipment Leases	32	32	32	32	32	32	32	32	32	32	32	32	-	380	380	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		604	604	604	604	604	604	604	604	604	604	604	604	-	7,248	7,248	-
Professional/Consulting Services																	
5801	IT	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	-	62,500	62,500	-
5802	Audit & Taxes	-	-	-	306	306	306	-	-	-	-	-	-	-	918	918	-
5803	Legal	437	437	437	437	437	437	437	437	437	437	437	437	-	5,242	5,242	-
5804	Professional Development	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	-	14,543	14,543	-
5805	General Consulting	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	-	12,106	12,106	-
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5807	Bank Charges	133	133	133	133	133	133	133	133	133	133	133	133	-	1,599	1,599	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	492	492	492	492	492	492	492	492	492	492	492	492	-	5,903	5,903	-
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811	Management Fee	596	596	596	596	596	596	596	596	596	596	596	596	-	7,150	7,150	-
5812	District Oversight Fee	-	736	1,189	1,138	1,138	1,193	1,138	1,138	1,589	1,070	1,070	1,070	1,125	13,596	13,596	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	Public Relations/Recruitment	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	-	14,753	14,753	-
		10,316	11,052	11,506	11,761	11,761	11,816	11,455	11,455	11,906	11,386	11,386	11,386	1,125	138,310	138,310	-
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		106,265	107,001	107,455	107,710	107,710	107,765	113,150	111,713	109,292	107,336	107,336	107,336	83,213	1,383,280	1,383,280	-
Monthly Surplus (Deficit)		(106,265)	(27,586)	17,330	16,630	16,630	25,945	17,709	12,627	60,163	16,698	10,179	10,179	52,822	123,060	123,060	-
															8.2%		

Cash Flow Adjustments

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Monthly Surplus (Deficit)	(106,265)	(27,586)	17,330	16,630	16,630	25,945	17,709	12,627	60,163	16,698	10,179	10,179	52,822	123,060
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	107,835	-	-	-	-	-	-	-	-	-	-	-	(136,034)	(28,199)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	83,213	83,213
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Pupil:Teacher Ratio

20.63 :1

FY23-24 Budget CalCA Central Coast

Monthly Cash Flow/Budget FY23-24
Revised 6/7/23
Actuals Through:

ADA = 109.96

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	1,569	(27,586)	17,330	16,630	16,630	25,945	17,709	12,627	60,163	16,698	10,179	10,179				
Cash, Beginning of Month	1,134,591	1,136,161	1,108,574	1,125,904	1,142,534	1,159,164	1,185,109	1,202,819	1,215,445	1,275,609	1,292,307	1,302,485				
Cash, End of Month	1,136,161	1,108,574	1,125,904	1,142,534	1,159,164	1,185,109	1,202,819	1,215,445	1,275,609	1,292,307	1,302,485	1,312,664				

Coversheet

Approval of Local Control and Accountability Plans (LCAPs) (attached)

Section:	V. Action Items
Item:	D. Approval of Local Control and Accountability Plans (LCAPs) (attached)
Purpose:	Vote
Submitted by:	
Related Material:	2324_LCAP_SoCal_Draft 6.11.23.pdf
	2324_LCAP_Central_Coast_Draft 6.11.23.pdf
	2324_LCAP_Monterey Bay_Draft 6.11.23.pdf
	2324_LCAP_NorCal_Draft 6.11.23.pdf
	2324_LCAP_North Bay_Draft 6.11.23.pdf
	2324_LCAP_Central_Valley_Draft 6.11.23.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy Southern California

CDS Code: 30 66464 0106765

School Year: 2023-24

LEA contact information:

Dr. Richard Savage

Superintendent

rsavage@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 2023-24 School Year

Projected Revenue by Fund Source

- All federal funds, $5,371,926 , 9%
- All local funds, $10,000 , 0%
- All other state funds, $2,769,203 , 4%
- LCFF supplemental & concentration grants, $7,651,075 , 12%
- Total LCFF funds $54,904,967 87%
- All Other LCFF funds, $47,253,892 , 75%

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 $63,056,096, of which $54,904,967 is Local Control Funding Formula (LCFF), $2,769,203 is other state funds, $10,000 is local funds, and $5,371,926 is federal funds. Of the $54,904,967 in LCFF Funds, $7,651,075 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

This chart provides a quick summary of how much California Connections Academy Southern California plans to spend for 2023-24. 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 $57,445,339 for the 2023-24 school year. Of that amount, $41,111,874 is tied to actions/services in the LCAP and $16,333,465 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 2023-24 School Year

In 2023-24, California Connections Academy Southern California is projecting it will receive $7,651,075 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 $14,248,227 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 2022-23

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $13,612,795

□ Actual Expenditures for High Needs Students in LCAP — $15,284,059

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 2022-23, California Connections Academy Southern California's LCAP budgeted $13,612,795 for planned actions to increase or improve services for high needs students. California Connections Academy Southern California actually spent $15,284,059 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Southern California	Dr. Richard Savage Superintendent	calca-superintendent@calca.connectionsacademy.org (949) 461-1667

Plan Summary [2023-24]

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 unique nature of the last few years due to the pandemic, has not changed our programmatic delivery. We continue to make concerted efforts to assist students to be as actively engaged as possible while navigating the continued challenges brought to families. These include but are not limited to academic and social emotional well being. Our 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 2021-2022 to 99.3%. We are continuing our efforts and seeing stability and growth throughout 2022-2023 as well.   In an effort to further support staff to make these biweekly contacts even more effective, we have continued to develop our social emotional training we began in the 2021-2022 school year.

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 for our severely credit deficient high school students. We have also expanded our summer school offerings. In 2021 we began a program known as CHAMPS (Community Helps Achieve My Personal Success) for high school students who are one or more credits behind as early as 9th grade. 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. 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 investing 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 utilizes the 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 a 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.

Caretaker and Administration Collaboration Meeting:
The role of the Caretaker and Administration Collaboration Meeting is to have a less formal conversation with our stakeholders after their participation in the School Advisory Committee Meetings. These meetings are held within one to two weeks of the School Advisory Committee Meetings for the purpose of further discussion of our school programs, progress, and policies, including the LCAP. These meetings also allow for a more in depth question and answer time where stakeholders can convey their thoughts, celebrations, and concerns to the school administration. These meetings have opened up the door for a more collaborative relationship with our stakeholders and school.

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%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%		The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
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%	In 2021-2022 the median percent progress towards Typical Growth in Math was 79%		The desired outcome for 2023-2024 the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 12.3%	In 2021-2022 the RFEP rate was 8.61%	In 2022-2023 the RFEP rate was 9.24%		The desired outcome for 2023-2024 is an RFEP rate of 18.32%

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.	$675,667.35	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.	$5,377,013.03	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.	$6,654,677.68	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.	$84,380.57	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.	$230,285.14	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$78,422.84	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	$42,599.82	Yes

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

Goal Analysis [2022-23]

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 was a decrease in the Median Percent Progress Toward Annual Typical Growth metric for both iReady Reading and iReady Math. The downturn in this metric was not experienced uniformly across all grade levels. To counter this, efforts to utilize our high-engagement online instructional tools will be increased and we will work to address the deficits using Professional Learning Communities and additional training at all levels. There was an increase in our English Learner reclassification rates. However, we will continue our efforts to engage and address our English Learners at all levels to ensure progress toward English language proficiency.

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%	In 2021-2022, the average biweekly contact rate was 99.3%		The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%.
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 2022-2023 chronic absenteeism rate after month 7 was 5.16%		The desired outcome for 2023-2024 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 2021-2022 suspension rate was 0%		The desired outcome for 2023-2024 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.	$9,842,070.94	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.	$8,913,397.86	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.	$3,785,872.05	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	$376,097.91	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.	$553,979.79	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.	$553,736.83	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.	$44,965.01	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.	$172,150.00	No

Goal Analysis [2022-23]

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. Furthermore, our decline in chronic absenteeism is promising and speaks to the schools engagement efforts.

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 rate decreased. However, we will stay diligent and continue our actions and services geared toward improving our chronic absenteeism.

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%	In 2021-2022 the average course pass rate was 93%		The desired outcome for 2023-2024 is an average course pass rate of 93.7%
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%	In the summer of 2022 the course pass rates was 85%		The desired outcome for the summer of 2023 is 86.5%.
Increase graduation rates	The 2019-2020 grad rate was 67.2%	The 2020-2021 grad rate was 75.1%	The 2021-2022 grad rate was 86.3%		The desired outcome for the 2023-2024 grad rate is 87.67%
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%	In 2021-2022, the percentage of students completing a-g requirements was 24%		The desired outcome for the 2023-2024 school year is 31.6%

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.	$1,024,317.44	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$128,916.85	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.	$12,984.77	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.	$976,860.39	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.	$316,858.24	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	$1,219,357.53	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.	$47,262.03	No

Goal Analysis [2022-23]

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 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 and our in-house summer school is favorable.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
7,651,075	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
13.94%	0.00%	$0.00	13.94%

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	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$35,374,923.03	$3,125,993.69		$2,610,957.35	$41,111,874.07	$25,987,336.39	$15,124,537.68

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	$358,800.75			$316,866.60	$675,667.35
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	$4,602,252.00			$774,761.03	$5,377,013.03
1	1.3	Teacher Collaboration for Academic Achievement	All	$5,775,923.85	$878,753.83			$6,654,677.68
1	1.4	Synchronous and Asynchronous Instructional Tools	All				$84,380.57	$84,380.57
1	1.5	English Learner Student Achievement	English Learners	$230,285.14				$230,285.14
1	1.6	LTEL Support	English Learners	$78,422.84				$78,422.84
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	$42,599.82				$42,599.82
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	All Low Income	$9,011,383.66	$830,687.28			$9,842,070.94
2	2.2	Track and Record Daily Student Participation	All	$8,321,509.24	$585,835.89		$6,052.73	$8,913,397.86
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	$3,346,495.13	$439,376.92			$3,785,872.05

2023-24 Local Control and Accountability Plan for California Connections Academy Southern California

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	$376,081.79			$16.12	$376,097.91
2	2.5	Social Emotional / Mental Health Supports	All	$304,896.32	$98,421.83		$150,661.64	$553,979.79
2	2.6	Increasing Diversity and Inclusion	All	$550,000.00			$3,736.83	$553,736.83
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	$44,965.01				$44,965.01
2	2.8	In-Person and Virtual Engagement and Enrichment	All	$172,150.00				$172,150.00
3	3.1	College Preparation	All	$653,103.50			$371,213.94	$1,024,317.44
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	$128,148.25			$768.60	$128,916.85
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	$12,984.77				$12,984.77
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	$976,860.39				$976,860.39
3	3.5	Transition Plans	Students with Disabilities	$170,399.27	$146,458.97			$316,858.24
3	3.6	Graduation Rate Progress Monitoring	All	$170,399.27	$146,458.97		$902,499.29	$1,219,357.53
3	3.7	Dual Enrollment Options	All	$47,262.03				$47,262.03

2023-24 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
54,904,967	7,651,075	13.94%	0.00%	13.94%	$14,248,226.80	0.00%	25.95 %	**Total:**	$14,248,226.80
								LEA-wide Total:	$9,011,383.66
								Limited Total:	$396,272.81
								Schoolwide Total:	$13,851,953.99

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	$230,285.14	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$78,422.84	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$42,599.82	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide Schoolwide	Low Income	All Schools	$9,011,383.66	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,346,495.13	
2	2.4	Learning Coach Engagement Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$376,081.79	

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	$44,965.01	
3	**3.2**	Career Preparation (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$128,148.25	
3	**3.3**	AVID Program Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$12,984.77	
3	**3.4**	Credit Recovery and Summer Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$976,860.39	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$39,796,738.78	$39,579,308.69

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	$583,134.00	$841,424.75
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	$5,304,111.84	$5,382,381.03
1	1.3	Teacher Collaboration for Academic Achievement	No	$6,503,223.70	$6,627,589.01
1	1.4	Synchronous and Asynchronous Instructional Tools	No	$104,089.06	$84,380.57
1	1.5	English Learner Student Achievement	Yes	$286,171.02	$230,285.14
1	1.6	LTEL Support	Yes	$89,159.96	$78,422.84
1	1.7	Foster and Homeless Academic Achievement	Yes	$47,672.31	$42,599.82
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$10,976,597.24	$8,996,281.87
2	2.2	Track and Record Daily Student Participation	No	$8,709,340.00	$8,288,905.68

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	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$1,741,133.12	$3,785,872.05
2	2.4	Learning Coach Engagement Support	Yes	$408,445.89	$376,097.91
2	2.5	Social Emotional / Mental Health Supports	No	$523,222.43	$553,979.79
2	2.6	Increasing Diversity and Inclusion	No	$551,677.50	$462,070.16
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$38,182.58	$44,965.01
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$154,000.00	$98,960.82
3	3.1	College Preparation	No	$966,659.88	$1,024,317.44
3	3.2	Career Preparation (CTE)	Yes	$164,527.75	$89,870.85
3	3.3	AVID Program Implementation	Yes	$14,194.09	$12,984.77
3	3.4	Credit Recovery and Summer Intervention	Yes	$1,104,060.81	$974,441.39
3	3.5	Transition Plans	No	$285,913.86	$316,858.24
3	3.6	Graduation Rate Progress Monitoring	No	$1,195,684.43	$1,219,357.53
3	3.7	Dual Enrollment Options	No	$45,537.31	$47,262.02

2023-24 Local Control and Accountability Plan for California Connections Academy Southern California

2022-23 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)
$6,625,706.00	$13,612,794.83	$13,520,255.83	$92,539.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	English Learner Student Achievement	Yes	$286,171.02	$230,285.14		
1	1.6	LTEL Support	Yes	$89,159.96	$78,422.84		
1	1.7	Foster and Homeless Academic Achievement	Yes	$47,672.31	$42,599.82		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$10,144,024.88	$8,324,877.69		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$1,320,039.21	$3,346,495.13		
2	2.4	Learning Coach Engagement Support	Yes	$408,345.97	$376,081.79		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$38,182.58	$44,965.01		
3	3.2	Career Preparation (CTE)	Yes	$160,944.00	$89,102.25		
3	3.3	AVID Program Implementation	Yes	$14,194.09	$12,984.77		
3	3.4	Credit Recovery and Summer Intervention	Yes	$1,104,060.81	$974,441.39		

2022-23 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)
$49,017,516.00	$6,625,706.00	0	13.52%	$13,520,255.83	0.00%	27.58%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  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)

  - 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 Coast

CDS Code: 42-75010-0138891

School Year: 2023-24

LEA contact information:

Dr. Richard Savage

Superintendent

rsavage@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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $17,234 , 1%

All local funds, $500 , 0%

All other state funds, $80,426 , 6%

LCFF supplemental & concentration grants, $160,502 , 12%

Total LCFF funds $1,232,177 93 %

All Other LCFF funds, $1,071,675 , 81%

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 $1,330,337, of which $1232177 is Local Control Funding Formula (LCFF), $80426 is other state funds, $500 is local funds, and $17234 is federal funds. Of the $1232177 in LCFF Funds, $160502 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, $1,384,626	Total Budgeted Expenditures in the LCAP $771,711

This chart provides a quick summary of how much California Connections Academy Central Coast plans to spend for 2023-24. 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 $1384626 for the 2023-24 school year. Of that amount, $771711 is tied to actions/services in the LCAP and $612,915 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 2023-24 School Year

In 2023-24, California Connections Academy Central Coast is projecting it will receive $160502 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 $298512 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 2022-23

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: **$292,011**
- Actual Expenditures for High Needs Students in LCAP: **$307,274**
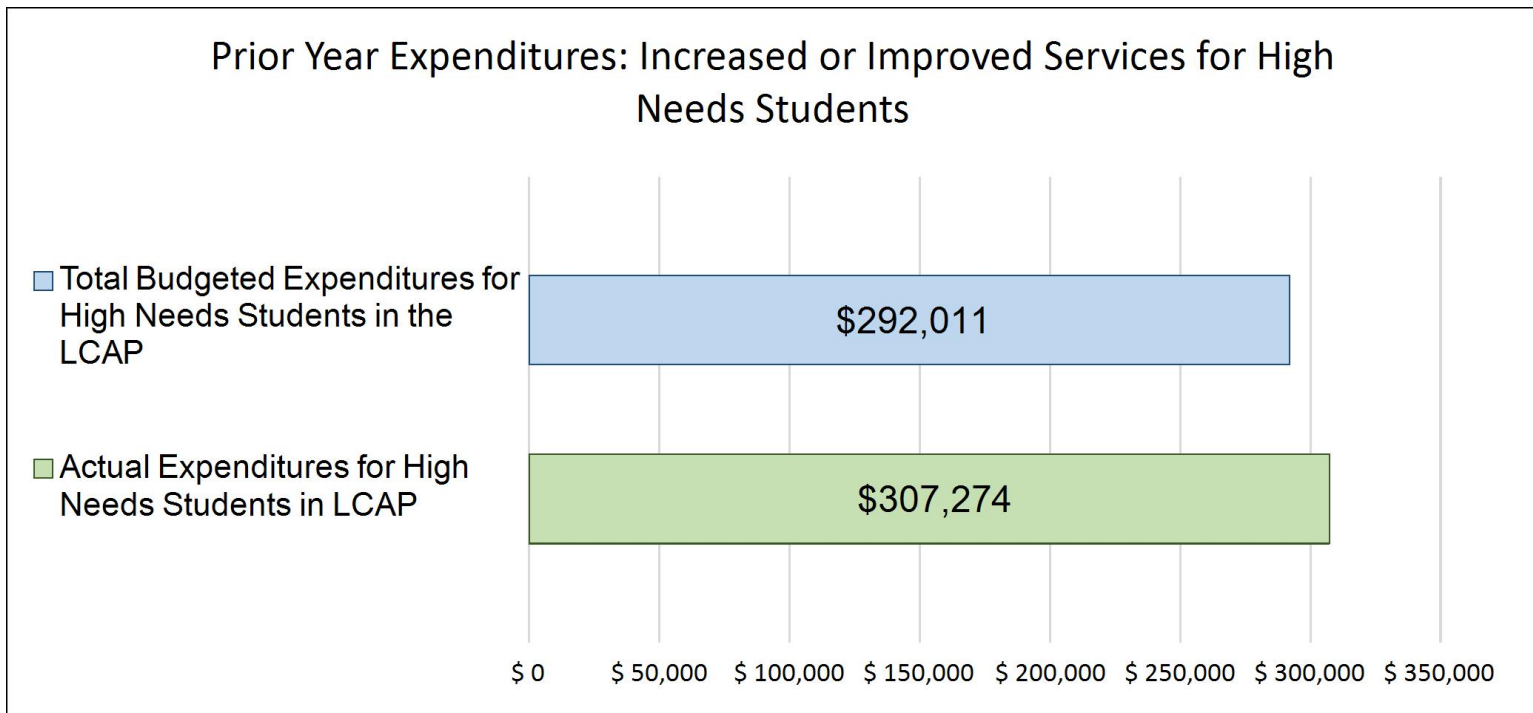
This chart compares what California Connections Academy Central Coast budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Connections Academy Central Coast estimates it has spent on actions and services 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 2022-23, California Connections Academy Central Coast's LCAP budgeted $292011 for planned actions to increase or improve services for high needs students. California Connections Academy Central Coast actually spent $307274 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Central Coast	Dr. Richard Savage Superintendent	calca-superintendent@calca.connectionsacademy.org 949-461-1667

Plan Summary [2023-24]

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 unique nature of the last few years due to the pandemic, has not changed our programmatic delivery. We continue to make concerted efforts to assist students to be as actively engaged as possible while navigating the continued challenges brought to families. These include but are not limited to academic and social emotional well being. Our 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 2021-2022 to 99.3%. We are continuing our efforts and seeing stability and growth throughout 2022-2023 as well. In an effort to further support staff to make these biweekly contacts even more effective, we have continued to develop our social emotional training we began in the 2021-2022 school year.

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 for our severely credit deficient high school students. We have also expanded our summer school offerings. In 2021 we began a program known as CHAMPS (Community Helps Achieve My Personal Success) for high school students who are one or more credits behind as early as 9th grade. 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. 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 investing 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 utilizes the 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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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 a 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.

Caretaker and Administration Collaboration Meeting
The role of the Caretaker and Administration Collaboration Meeting is to have a less formal conversation with our stakeholders after their participation in the School Advisory Committee Meetings. These meetings are held within one to two weeks of the School Advisory Committee Meetings for the purpose of further discussion of our school programs, progress, and policies, including the LCAP. These meetings also allow for a more in depth question and answer time where stakeholders can convey their thoughts, celebrations, and concerns to the school administration. These meetings have opened up the door for a more collaborative relationship with our stakeholders and school.

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%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%		The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
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%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%		The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	No baseline	In 2021-2022 the RFEP rate was 50%	In 2022-2023 the RFEP rate was 20%		The desired outcome for 2023-2024 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.	$14,755.01	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.	$88,147.75	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.	$109,788.98	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.	$1,383.29	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.	$3,775.17	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$1,285.62	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	$698.36	Yes

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

Goal Analysis [2022-23]

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 was a decrease in the Median Percent Progress Toward Annual Typical Growth metric for both iReady Reading and iReady Math. The downturn in this metric was not experienced uniformly across all grade levels. To counter this, efforts to utilize our high-engagement online instructional tools will be increased and we will work to address the deficits using Professional Learning Communities and additional training at all levels. However, there was a decrease in our English Learner overall numbers and our 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%	In 2021-2022, the average biweekly contact rate was 99.3%		The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
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 2022-2023 chronic absenteeism rate after month 7 was 5.16%		The desired outcome for 2023-2024 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 2021-2022 suspension rate was 0%		The desired outcome for 2023-2024 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.	$230,954.54	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.	$164,304.63	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.	$62,063.48	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	$6,165.54	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.	$7,493.19	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.	$61.26	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.	$737.13	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.	$18,648.00	No

Goal Analysis [2022-23]

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. Furthermore, our decline in chronic absenteeism is promising and speaks to the schools engagement efforts.

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 rate decreased. However, we will stay diligent and continue our actions and services geared toward improving our chronic absenteeism.

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%	In 2021-2022 the average course pass rate was 93%		The desired outcome for 2023-2024 is an average course pass rate of 93.7%
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%	In the summer of 2022, the course pass rates was 85%		The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 50%	* (There are not enough students for a graduation rate (2020-2021)	The 2021-2022 grad rate was 90.9%		The desired outcome for the 2023-2024 grad rate is 91.8%
Increase the percentage of students completing a-g requirements.	No baseline	No baseline	No baseline		The desired outcome for the 2023-2024 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.	$16,792.08	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$2,453.85	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.	$212.87	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.	$16,031.63	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.	$5,194.40	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	$19,989.47	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.	$774.79	No

Goal Analysis [2022-23]

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 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 and our in-house summer school is favorable.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
160,502	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
13.03%	0.00%	$0.00	13.03%

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	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$672,563.56	$54,689.58		$44,457.90	$771,711.04	$426,021.93	$345,689.11

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	$7,905.15			$6,849.86	$14,755.01
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	$75,446.75			$12,701.00	$88,147.75
1	1.3	Teacher Collaboration for Academic Achievement	All	$95,383.18	$14,405.80			$109,788.98
1	1.4	Synchronous and Asynchronous Instructional Tools	All				$1,383.29	$1,383.29
1	1.5	English Learner Student Achievement	English Learners	$3,775.17				$3,775.17
1	1.6	LTEL Support	English Learners	$1,285.62				$1,285.62
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	$698.36				$698.36
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	All Low Income	$212,304.50	$18,650.04			$230,954.54
2	2.2	Track and Record Daily Student Participation	All	$154,601.53	$9,603.87		$99.23	$164,304.63
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	$54,860.58	$7,202.90			$62,063.48

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	$6,165.28			$0.26	$6,165.54
2	2.5	Social Emotional / Mental Health Supports	All	$4,998.30	$25.03		$2,469.86	$7,493.19
2	2.6	Increasing Diversity and Inclusion	All				$61.26	$61.26
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	$737.13				$737.13
2	2.8	In-Person and Virtual Engagement and Enrichment	All	$18,648.00				$18,648.00
3	3.1	College Preparation	All	$10,706.61			$6,085.47	$16,792.08
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	$2,441.25			$12.60	$2,453.85
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	$212.87				$212.87
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	$16,031.63				$16,031.63
3	3.5	Transition Plans	Students with Disabilities	$2,793.43	$2,400.97			$5,194.40
3	3.6	Graduation Rate Progress Monitoring	All	$2,793.43	$2,400.97		$14,795.07	$19,989.47
3	3.7	Dual Enrollment Options	All	$774.79				$774.79

2023-24 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
1,232,177	160,502	13.03%	0.00%	13.03%	$298,512.39	0.00%	24.23 %	**Total:**	$298,512.39
								LEA-wide Total:	$212,304.50
								Limited Total:	$6,496.28
								Schoolwide Total:	$292,016.11

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	$3,775.17	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,285.62	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$698.36	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide Schoolwide	Low Income	All Schools	$212,304.50	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$54,860.58	
2	2.4	Learning Coach Engagement Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,165.28	

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	$737.13	
3	3.2	Career Preparation (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,441.25	
3	3.3	AVID Program Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$212.87	
3	3.4	Credit Recovery and Summer Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$16,031.63	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$748,545.98	$784,723.22

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	$12,271.00	$18,882.91
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	$86,952.65	$88,235.75
1	1.3	Teacher Collaboration for Academic Achievement	No	$107,094.51	$113,739.50
1	1.4	Synchronous and Asynchronous Instructional Tools	No	$1,706.38	$1,383.29
1	1.5	English Learner Student Achievement	Yes	$4,691.33	$3,775.17
1	1.6	LTEL Support	Yes	$1,461.64	$1,285.62
1	1.7	Foster and Homeless Academic Achievement	Yes	$781.51	$698.36
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$254,102.84	$239,831.62
2	2.2	Track and Record Daily Student Participation	No	$156,236.28	$161,962.68

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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	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$28,543.17	$62,063.48
2	2.4	Learning Coach Engagement Support	Yes	$6,695.84	$6,165.54
2	2.5	Social Emotional / Mental Health Supports	No	$8,577.42	$7,493.19
2	2.6	Increasing Diversity and Inclusion	No	$27.50	$61.26
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$625.94	$737.13
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$17,051.00	$17,051.39
3	3.1	College Preparation	No	$15,846.89	$16,792.09
3	3.2	Career Preparation (CTE)	Yes	$1,768.75	$2,429.08
3	3.3	AVID Program Implementation	Yes	$232.69	$212.87
3	3.4	Credit Recovery and Summer Intervention	Yes	$18,843.64	$15,963.63
3	3.5	Transition Plans	No	$4,687.11	$5,194.40
3	3.6	Graduation Rate Progress Monitoring	No	$19,601.38	$19,989.47
3	3.7	Dual Enrollment Options	No	$746.51	$774.79

2023-24 Local Control and Accountability Plan for California Connections Academy Central Coast

2022-23 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)
$140,726.00	$292,010.62	$307,274.07	($15,263.45)	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	$4,691.33	$3,775.17		
1	1.6	LTEL Support	Yes	$1,461.64	$1,285.62		
1	1.7	Foster and Homeless Academic Achievement	Yes	$781.51	$698.36		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$235,329.68	$221,158.95		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$21,639.99	$54,860.58		
2	2.4	Learning Coach Engagement Support	Yes	$6,694.20	$6,165.28		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$625.94	$737.13		
3	3.2	Career Preparation (CTE)	Yes	$1,710.00	$2,416.48		
3	3.3	AVID Program Implementation	Yes	$232.69	$212.87		
3	3.4	Credit Recovery and Summer Intervention	Yes	$18,843.64	$15,963.63		

2022-23 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)
$1,112,234.00	$140,726.00	0	12.65%	$307,274.07	0.00%	27.63%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Connections Academy Monterey Bay
CDS Code: 44-75432-0139410
School Year: 2023-24
LEA contact information:
Dr. Richard Savage
Superintendent
rsavage@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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $500, 0%
All local funds, $115,280, 2%
All other state funds, $262,926, 5%
LCFF supplemental & concentration grants, $564,854, 10%
Total LCFF funds, $5,159,573, 93%
All Other LCFF funds, $4,594,719, 83%

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 $5,538,279, of which $5159573 is Local Control Funding Formula (LCFF), $262926 is other state funds, $500 is local funds, and $115280 is federal funds. Of the $5159573 in LCFF Funds, $564854 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, $5,819,673	Total Budgeted Expenditures in the LCAP $4,029,084

This chart provides a quick summary of how much California Connections Academy Monterey Bay plans to spend for 2023-24. 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 $5819673 for the 2023-24 school year. Of that amount, $4029084 is tied to actions/services in the LCAP and $1,790,589 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 2023-24 School Year

In 2023-24, California Connections Academy Monterey Bay is projecting it will receive $564854 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 $1078178 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 2022-23

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: $1,407,398
- Actual Expenditures for High Needs Students in LCAP: $1,152,625
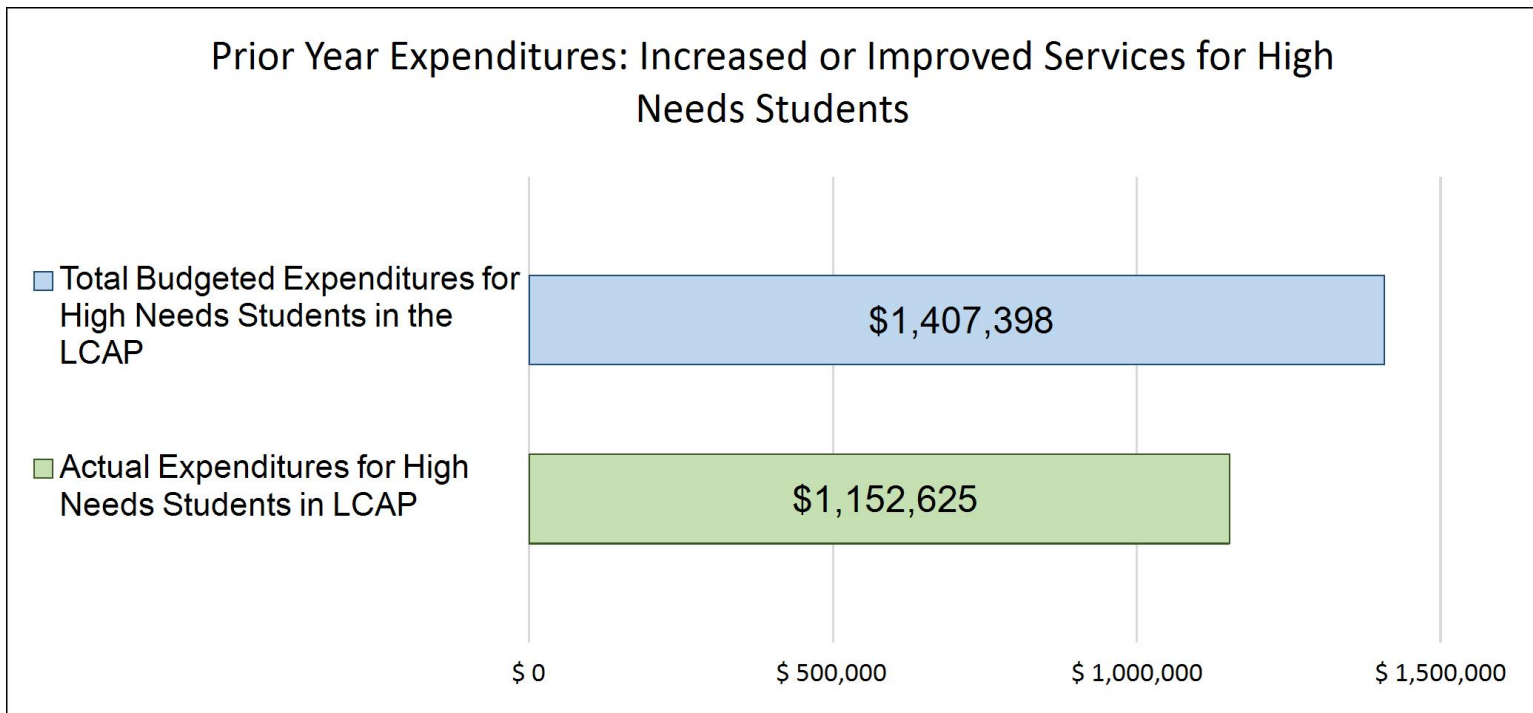
This chart compares what California Connections Academy Monterey Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Connections Academy Monterey Bay estimates it has spent on actions and services 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 2022-23, California Connections Academy Monterey Bay's LCAP budgeted $1407398 for planned actions to increase or improve services for high needs students. California Connections Academy Monterey Bay actually spent $1152625 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Monterey Bay	Dr. Richard Savage Superintendent	calca-superintendent@calca.connectionsacademy.org 949-461-1667

Plan Summary [2023-24]

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 unique nature of the last few years due to the pandemic, has not changed our programmatic delivery. We continue to make concerted efforts to assist students to be as actively engaged as possible while navigating the continued challenges brought to families. These include but are not limited to academic and social emotional well being. Our 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 2021-2022 to 99.3%. We are continuing our efforts and seeing stability and growth throughout 2022-2023 as well.   In an effort to further support staff to make these biweekly contacts even more effective, we have continued to develop our social emotional training we began in the 2021-2022 school year.

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 for our severely credit deficient high school students. We have also expanded our summer school offerings. In 2021 we began a program known as CHAMPS (Community Helps Achieve My Personal Success) for high school students who are one or more credits behind as early as 9th grade. 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. 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 investing 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 utilizes the 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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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 a 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.

Caretaker and Administration Collaboration Meeting
The role of the Caretaker and Administration Collaboration Meeting is to have a less formal conversation with our stakeholders after their participation in the School Advisory Committee Meetings. These meetings are held within one to two weeks of the School Advisory Committee Meetings for the purpose of further discussion of our school programs, progress, and policies, including the LCAP. These meetings also allow for a more in depth question and answer time where stakeholders can convey their thoughts, celebrations, and concerns to the school administration. These meetings have opened up the door for a more collaborative relationship with our stakeholders and school.

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%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%		The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
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%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%		The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 10%	In 2021-2022 the RFEP rate was 8.33%	In 2022-2023 the RFEP rate was 15.79%		The desired outcome for 22023-2024 is an RFEP rate of 24.21%

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.	$63,256.03	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.	$528,886.52	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.	$653,951.87	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.	$8,299.73	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.	$22,651.00	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$7,713.72	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	$4,190.15	Yes

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

Goal Analysis [2022-23]

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 was a decrease in the Median Percent Progress Toward Annual Typical Growth metric for both iReady Reading and iReady Math. The downturn in this metric was not experienced uniformly across all grade levels. To counter this, efforts to utilize our high-engagement online instructional tools will be increased and we will work to address the deficits using Professional Learning Communities and additional training at all levels. There was an increase in our English Learner reclassification rates. However, we will continue our efforts to engage and address our English Learners at all levels to ensure progress toward English language proficiency.

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%	In 2021-2022, the average biweekly contact rate was 99.3%		The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
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 2022-2023 chronic absenteeism rate after month 7 was 5.16%		The desired outcome for 2023-2024 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 2021-2022 suspension rate was 0%		The desired outcome for 2023-2024 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.	$951,193.24	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.	$861,449.72	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.	$372,380.86	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	$36,993.24	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.	$121,782.79	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.	$367.56	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.	$4,422.79	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.	$17,708.00	No

Goal Analysis [2022-23]

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. Furthermore, our decline in chronic absenteeism is promising and speaks to the schools engagement efforts.

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 rate decreased. However, we will stay diligent and continue our actions and services geared toward improving our chronic absenteeism.

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%	In 2021-2022, the average course pass rate was 93%		The desired outcome for 2023-2024 is an average course pass rate of 93.7%
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%	In the summer of 2022, the course pass rates was 85%		The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 50%	The 2020-2021 grad rate was 73.6%	The 2021-2022 grad rate was 88.9%		The desired outcome for the 2023-2024 grate rate is 90%.
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%	In 2021-2022, the percentage of students completing a-g requirements was 25.4%		The desired outcome for the 2023-2024 school year is 32.9%

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.	$100,752.54	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$19,985.10	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.	$1,277.19	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.	$96,069.78	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.	$31,166.38	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	$119,936.80	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.	$4,648.73	No

Goal Analysis [2022-23]

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 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 and our in-house summer school is favorable.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
564,854	

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
10.95%	0.00%	$0.00	10.95%

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	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,397,647.46	$376,062.17		$255,374.11	$4,029,083.74	$2,556,131.45	$1,472,952.29

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	$33,530.20			$29,725.83	$63,256.03
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	$452,680.52			$76,206.00	$528,886.52
1	1.3	Teacher Collaboration for Academic Achievement	All	$567,517.07	$86,434.80			$653,951.87
1	1.4	Synchronous and Asynchronous Instructional Tools	All				$8,299.73	$8,299.73
1	1.5	English Learner Student Achievement	English Learners	$22,651.00				$22,651.00
1	1.6	LTEL Support	English Learners	$7,713.72				$7,713.72
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	$4,190.15				$4,190.15
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	All Low Income	$868,191.88	$83,001.36			$951,193.24
2	2.2	Track and Record Daily Student Participation	All	$803,231.17	$57,623.20		$595.35	$861,449.72
2	2.3	Framework of Tiered Re-engagement Strategies for Students	All	$329,163.46	$43,217.40			$372,380.86

2023-24 Local Control and Accountability Plan for California Connections Academy Monterey Bay

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	$36,991.65			$1.59	$36,993.24
2	2.5	Social Emotional / Mental Health Supports	All	$29,989.80	$76,973.81		$14,819.18	$121,782.79
2	2.6	Increasing Diversity and Inclusion	All				$367.56	$367.56
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	$4,422.79				$4,422.79
2	2.8	In-Person and Virtual Engagement and Enrichment	All	$17,708.00				$17,708.00
3	3.1	College Preparation	All	$64,239.69			$36,512.85	$100,752.54
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	$19,909.50			$75.60	$19,985.10
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	$1,277.19				$1,277.19
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	$96,069.78				$96,069.78
3	3.5	Transition Plans	Students with Disabilities	$16,760.58	$14,405.80			$31,166.38
3	3.6	Graduation Rate Progress Monitoring	English Learners Foster Youth	$16,760.58	$14,405.80		$88,770.42	$119,936.80
3	3.7	Dual Enrollment Options	All	$4,648.73				$4,648.73

2023-24 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
5,159,573	564,854	10.95%	0.00%	10.95%	$1,078,178.24	0.00%	20.90 %	**Total:**	$1,078,178.24
								LEA-wide Total:	$868,191.88
								Limited Total:	$38,977.66
								Schoolwide Total:	$1,039,200.58

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	$22,651.00	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,713.72	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$4,190.15	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide Schoolwide	Low Income	All Schools	$868,191.88	
2	2.4	Learning Coach Engagement Support	Yes	Schoolwide	English Learners Foster Youth	All Schools	$36,991.65	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$4,422.79	

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	$19,909.50	
3	3.3	AVID Program Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,277.19	
3	3.4	Credit Recovery and Summer Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$96,069.78	
3	3.6	Graduation Rate Progress Monitoring	Yes	Schoolwide	English Learners Foster Youth	All Schools	$16,760.58	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,101,264.79	$4,136,401.09

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	$64,001.00	$86,501.37
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	$521,715.92	$529,414.53
1	1.3	Teacher Collaboration for Academic Achievement	No	$640,847.02	$673,384.91
1	1.4	Synchronous and Asynchronous Instructional Tools	No	$10,238.27	$8,299.73
1	1.5	English Learner Student Achievement	Yes	$28,147.97	$22,651.00
1	1.6	LTEL Support	Yes	$8,769.83	$7,713.72
1	1.7	Foster and Homeless Academic Achievement	Yes	$4,689.08	$4,190.15
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$1,266,042.04	$1,025,562.36
2	2.2	Track and Record Daily Student Participation	No	$889,395.67	$855,675.24

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	2.3	Framework of Tiered Re-engagement Strategies for Students	No	$171,258.99	$372,380.86
2	2.4	Learning Coach Engagement Support	Yes	$40,175.01	$36,993.24
2	2.5	Social Emotional / Mental Health Supports	No	$51,464.50	$121,782.79
2	2.6	Increasing Diversity and Inclusion	No	$165.00	$367.56
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$3,755.66	$4,422.79
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$16,251.00	$16,251.40
3	3.1	College Preparation	No	$95,081.30	$100,752.54
3	3.2	Career Preparation (CTE)	Yes	$27,240.50	$17,136.02
3	3.3	AVID Program Implementation	Yes	$1,396.14	$1,277.19
3	3.4	Credit Recovery and Summer Intervention	Yes	$110,419.82	$95,891.78
3	3.5	Transition Plans	No	$28,122.68	$31,166.38
3	3.6	Graduation Rate Progress Monitoring	Yes	$117,608.31	$119,936.81
3	3.7	Dual Enrollment Options	No	$4,479.08	$4,648.72

2023-24 Local Control and Accountability Plan for California Connections Academy Monterey Bay

2022-23 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)
$483,698.00	$1,407,397.60	$1,152,624.60	$254,773.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	English Learner Student Achievement	Yes	$28,147.97	$22,651.00		
1	1.6	LTEL Support	Yes	$8,769.83	$7,713.72		
1	1.7	Foster and Homeless Academic Achievement	Yes	$4,689.08	$4,190.15		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$1,168,849.60	$945,665.32		
2	2.4	Learning Coach Engagement Support	Yes	$40,165.18	$36,991.65		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$3,755.66	$4,422.79		
3	3.2	Career Preparation (CTE)	Yes	$26,888.00	$17,060.42		
3	3.3	AVID Program Implementation	Yes	$1,396.14	$1,277.19		
3	3.4	Credit Recovery and Summer Intervention	Yes	$110,419.82	$95,891.78		
3	3.6	Graduation Rate Progress Monitoring	Yes	$14,316.32	$16,760.58		

2022-23 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)
$4,669,467.00	$483,698.00	0	10.36%	$1,152,624.60	0.00%	24.68%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

  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).

  - **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 Northern California

CDS Code: 39 686500125849

School Year: 2023-24

LEA contact information:

Dr. Richard Savage

Superintendent

rsavage@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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $712,664 , 3%

All local funds, $8,000 0%

All other state funds, $960,419 , 5%

LCFF supplemental & concentration grants, $2,593,836 , 12%

Total LCFF funds $19,260,844 92 %

All Other LCFF funds, $16,667,008 , 80%

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 $20,941,927, of which $19,260,844.00 is Local Control Funding Formula (LCFF), $960,419.00 is other state funds, $8,000.00 is local funds, and $712,664.00 is federal funds. Of the $19,260,844.00 in LCFF Funds, $2,593,836.00 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, $16,800,673

Total Budgeted Expenditures in the LCAP $13,729,187

This chart provides a quick summary of how much California Connections Academy Northern California plans to spend for 2023-24. 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 $16,800,673 for the 2023-24 school year. Of that amount, $13,729,187 is tied to actions/services in the LCAP and $3,071,486 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 2023-24 School Year

In 2023-24, California Connections Academy Northern California is projecting it will receive $2,593,836.00 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 $4,900,365 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 2022-23

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

Total Budgeted Expenditures for High Needs Students in the LCAP — $5,882,169

Actual Expenditures for High Needs Students in LCAP — $5,219,532

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 2022-23, California Connections Academy Northern California's LCAP budgeted $5,882,169 for planned actions to increase or improve services for high needs students. California Connections Academy Northern California actually spent $5,219,532 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Northern California	Dr. Richard Savage Superintendent	calca-superintendent@calca.connectionsacademy.org 949-461-1667

Plan Summary [2023-24]

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 unique nature of the last few years due to the pandemic, has not changed our programmatic delivery. We continue to make concerted efforts to assist students to be as actively engaged as possible while navigating the continued challenges brought to families. These include but are not limited to academic and social emotional well being. Our 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 2021-2022 to 99.3%. We are continuing our efforts and seeing stability and growth throughout 2022-2023 as well.   In an effort to further support staff to make these biweekly contacts even more effective, we have continued to develop our social emotional training we began in the 2021-2022 school year.

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 for our severely credit deficient high school students. We have also expanded our summer school offerings. In 2021 we began a program known as CHAMPS (Community Helps Achieve My Personal Success) for high school students who are one or more credits behind as early as 9th grade. 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. 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 investing 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 utilizes the 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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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 a 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.

Caretaker and Administration Collaboration Meeting
The role of the Caretaker and Administration Collaboration Meeting is to have a less formal conversation with our stakeholders after their participation in the School Advisory Committee Meetings. These meetings are held within one to two weeks of the School Advisory Committee Meetings for the purpose of further discussion of our school programs, progress, and policies, including the LCAP. These meetings also allow for a more in depth question and answer time where stakeholders can convey their thoughts, celebrations, and concerns to the school administration. These meetings have opened up the door for a more collaborative relationship with our stakeholders and school.

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 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%	In 2021-2022 the median percent progress towards Typical Growth in Reading was 83%		The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
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%	In 2021-2022 the median percent progress towards Typical Growth in Math was 79%		The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 3.3%	In 2021-2022 the RFEP rate was 5.38%	In 2022-2023 the RFEP rate was 9.15%		The desired outcome for 2023-2024 is an RFEP rate of 18.24%

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.	$238,575.11	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.	$1,762,955.09	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.	$2,185,087.57	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.	$27,665.76	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.	$75,503.32	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$25,712.41	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	$13,967.15	Yes

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

Goal Analysis [2022-23]

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 was a decrease in the Median Percent Progress Toward Annual Typical Growth metric for both iReady Reading and iReady Math. The downturn in this metric was not experienced uniformly across all grade levels. To counter this, efforts to utilize our high-engagement online instructional tools will be increased and we will work to address the deficits using Professional Learning Communities and additional training at all levels.There was an increase in our English Learner reclassification rates. However, we will continue our efforts to engage and address our English Learners at all levels to ensure progress toward English language proficiency.

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%	In 2021-2022, the average biweekly contact rate was 99.3%		The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
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 2022-2023 chronic absenteeism rate after month 7 was 5.16%		The desired outcome for 2023-2024 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 2021-2022 suspension rate was 0%		The desired outcome for 2023-2024 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.	$3,478,825.80	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.	$3,007,676.41	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.	$1,241,269.53	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	$123,310.80	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.	$217,842.49	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.	$51,225.19	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.	$14,742.63	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.	$43,350.00	No

Goal Analysis [2022-23]

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. Furthermore, our decline in chronic absenteeism is promising and speaks to the schools engagement efforts.

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 rate decreased. However, we will stay diligent and continue our actions and services geared toward improving our chronic absenteeism.

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%	In 2021-2022, the average course pass rate was 93%		The desired outcome for 2023-2024 is an average course pass rate of 93.7%
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%	In the summer of 2022, the course pass rates was 85%		The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 62.6%	The 2020-2021 grad rate was 70.2%	The 2021-2022 grad rate was 81.7%		The desired outcome for the 2023-2024 grad rate is 83.5%
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%	In 2021-2022, the percentage of students completing a-g requirements was 17.84%		The desired outcome for the 2023-2024 school year is 26.1%

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.	$335,841.79	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$41,844.00	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.	$4,257.30	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.	$320,361.59	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.	$103,887.95	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	$399,789.36	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.	$15,495.74	No

Goal Analysis [2022-23]

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 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 and our in-house summer school is favorable.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
2,593,836	

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
13.47%	0.00%	$0.00	13.47%

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		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,781,582.12	$1,083,883.10		$863,721.77	$13,729,186.99	$8,520,438.19	$5,208,748.80

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	$127,014.25			$111,560.86	$238,575.11
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	$1,508,935.08			$254,020.01	$1,762,955.09
1	1.3	Teacher Collaboration for Academic Achievement	All	$1,896,971.56	$288,116.01			$2,185,087.57
1	1.4	Synchronous and Asynchronous Instructional Tools	All				$27,665.76	$27,665.76
1	1.5	English Learner Student Achievement	English Learners	$75,503.32				$75,503.32
1	1.6	LTEL Support	English Learners	$25,712.41				$25,712.41
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	$13,967.15				$13,967.15
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	All Low Income	$3,183,711.96	$295,113.84			$3,478,825.80
2	2.2	Track and Record Daily Student Participation	All	$2,813,614.57	$192,077.34		$1,984.50	$3,007,676.41
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	$1,097,211.52	$144,058.01			$1,241,269.53

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	$123,305.51			$5.29	$123,310.80
2	2.5	Social Emotional / Mental Health Supports	All	$99,966.01	$68,479.22		$49,397.26	$217,842.49
2	2.6	Increasing Diversity and Inclusion	All	$50,000.00			$1,225.19	$51,225.19
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	$14,742.63				$14,742.63
2	2.8	In-Person and Virtual Engagement and Enrichment	All	$43,350.00				$43,350.00
3	3.1	College Preparation	All	$214,132.30			$121,709.49	$335,841.79
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	$41,592.00			$252.00	$41,844.00
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	$4,257.30				$4,257.30
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	$320,361.59				$320,361.59
3	3.5	Transition Plans	Students with Disabilities	$55,868.61	$48,019.34			$103,887.95
3	3.6	Graduation Rate Progress Monitoring	All	$55,868.61	$48,019.34		$295,901.41	$399,789.36
3	3.7	Dual Enrollment Options	All	$15,495.74				$15,495.74

2023-24 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
19,260,844	2,593,836	13.47%	0.00%	13.47%	$4,900,365.39	0.00%	25.44 %	**Total:**	$4,900,365.39
								LEA-wide Total:	$3,183,711.96
								Limited Total:	$129,925.51
								Schoolwide Total:	$4,770,439.88

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	$75,503.32	
1	**1.6**	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,712.41	
1	**1.7**	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$13,967.15	
2	**2.1**	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide Schoolwide	Low Income	All Schools	$3,183,711.96	
2	**2.3**	Framework of Tiered Re-engagement Strategies for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,097,211.52	
2	**2.4**	Learning Coach Engagement Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$123,305.51	

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	$14,742.63	
3	3.2	Career Preparation (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$41,592.00	
3	3.3	AVID Program Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,257.30	
3	3.4	Credit Recovery and Summer Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$320,361.59	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,463,814.25	$14,126,461.95

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	$208,415.00	$299,844.60
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	$1,739,053.06	$1,764,715.09
1	1.3	Teacher Collaboration for Academic Achievement	No	$2,135,277.07	$2,250,532.24
1	1.4	Synchronous and Asynchronous Instructional Tools	No	$34,127.56	$27,665.76
1	1.5	English Learner Student Achievement	Yes	$93,826.56	$75,503.32
1	1.6	LTEL Support	Yes	$29,232.77	$25,712.41
1	1.7	Foster and Homeless Academic Achievement	Yes	$15,630.26	$13,967.15
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$5,049,913.80	$3,789,615.27
2	2.2	Track and Record Daily Student Participation	No	$2,940,935.57	$2,943,442.36

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	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$570,863.32	$1,241,269.52
2	2.4	Learning Coach Engagement Support	Yes	$133,916.68	$123,310.79
2	2.5	Social Emotional / Mental Health Supports	No	$171,548.34	$217,842.49
2	2.6	Increasing Diversity and Inclusion	No	$50,550.00	$51,225.19
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$12,518.88	$14,742.63
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$38,000.00	$71,884.48
3	3.1	College Preparation	No	$316,937.67	$335,841.78
3	3.2	Career Preparation (CTE)	Yes	$51,000.00	$36,313.92
3	3.3	AVID Program Implementation	Yes	$4,653.80	$4,257.30
3	3.4	Credit Recovery and Summer Intervention	Yes	$366,713.72	$319,602.59
3	3.5	Transition Plans	No	$93,742.25	$103,887.95
3	3.6	Graduation Rate Progress Monitoring	No	$392,027.68	$399,789.36
3	3.7	Dual Enrollment Options	No	$14,930.26	$15,495.75

2023-24 Local Control and Accountability Plan for California Connections Academy Northern California

2022-23 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)
$2,187,624.00	$5,882,169.13	$5,219,532.41	$662,636.72	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	$93,826.56	$75,503.32		
1	1.6	LTEL Support	Yes	$29,232.77	$25,712.41		
1	1.7	Foster and Homeless Academic Achievement	Yes	$15,630.26	$13,967.15		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$4,743,084.48	$3,509,168.06		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$432,799.74	$1,097,211.52		
2	2.4	Learning Coach Engagement Support	Yes	$133,883.92	$123,305.51		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$12,518.88	$14,742.63		
3	3.2	Career Preparation (CTE)	Yes	$49,825.00	$36,061.92		
3	3.3	AVID Program Implementation	Yes	$4,653.80	$4,257.30		
3	3.4	Credit Recovery and Summer Intervention	Yes	$366,713.72	$319,602.59		

2022-23 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)
$16,868,001.00	$2,187,624.00	0	12.97%	$5,219,532.41	0.00%	30.94%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  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 North Bay

CDS Code: 17 640550129601

School Year: 2023-24

LEA contact information:

Dr. Richard Savage

Superintendent

rsavage@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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $125,043 , 7%

All local funds, $500 , 0%

All other state funds, $120,424 , 7%

Total LCFF funds $1,529,829 86 %

LCFF supplemental & concentration grants, $225,430 , 13%

All Other LCFF funds, $1,304,399 , 73%

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 $1,775,796, of which $1529829 is Local Control Funding Formula (LCFF), $120424 is other state funds, $500 is local funds, and $125043 is federal funds. Of the $1529829 in LCFF Funds, $225430 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, $1,730,401	Total Budgeted Expenditures in the LCAP $1,781,322

This chart provides a quick summary of how much California Connections Academy North Bay plans to spend for 2023-24. 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 $1730401 for the 2023-24 school year. Of that amount, $1781322 is tied to actions/services in the LCAP and $-50,921 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 2023-24 School Year

In 2023-24, California Connections Academy North Bay is projecting it will receive $225430 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 $517004 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 2022-23

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

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: $610,975
- ☐ Actual Expenditures for High Needs Students in LCAP: $544,259
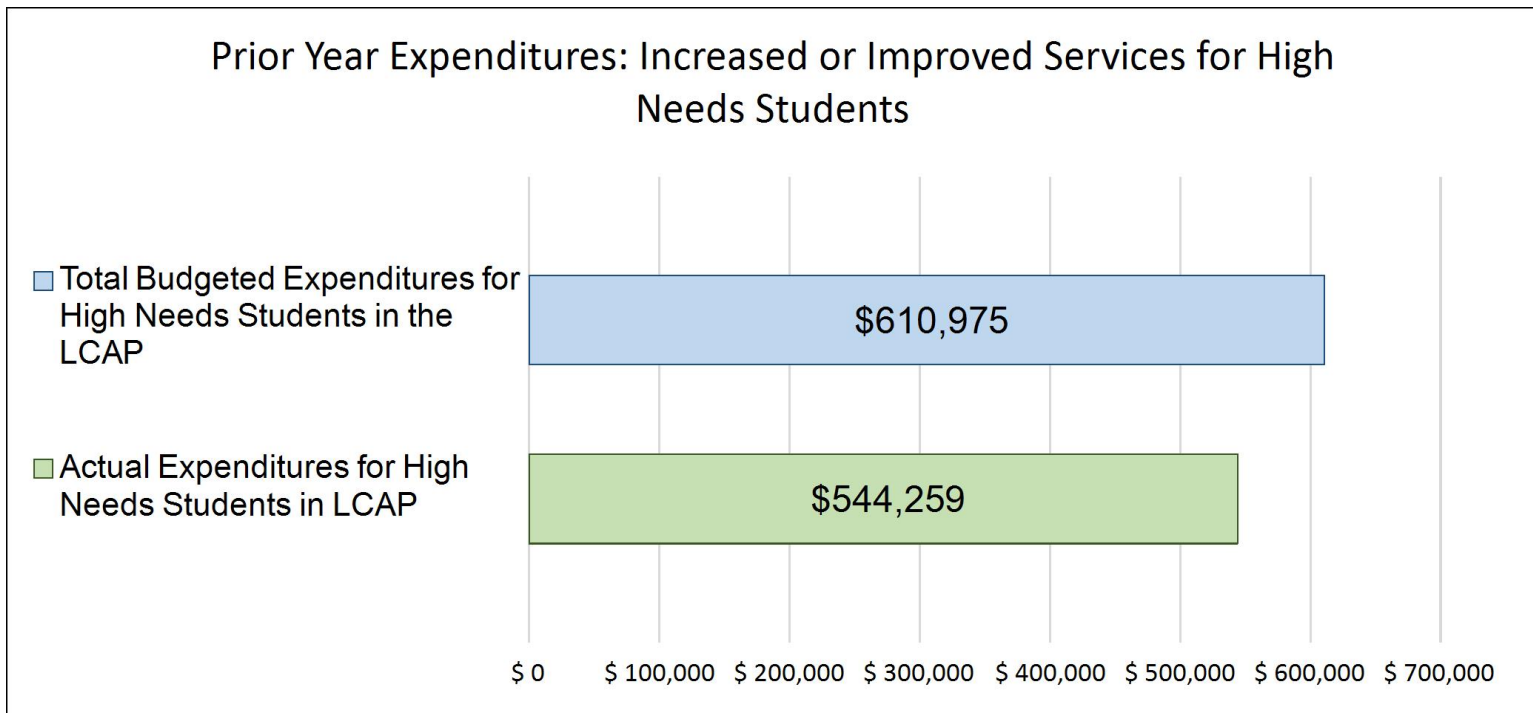
This chart compares what California Connections Academy North Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Connections Academy North Bay estimates it has spent on actions and services that 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 2022-23, California Connections Academy North Bay's LCAP budgeted $610975 for planned actions to increase or improve services for high needs students. California Connections Academy North Bay actually spent $544259 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy North Bay	Dr. Richard Savage Superintendent	calca-superintendent@calca.connectionsacademy.org 949-467-1667

Plan Summary [2023-24]

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 unique nature of the last few years due to the pandemic, has not changed our programmatic delivery. We continue to make concerted efforts to assist students to be as actively engaged as possible while navigating the continued challenges brought to families. These include but are not limited to academic and social emotional well being. Our 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 2021-2022 to 99.3%. We are continuing our efforts and seeing stability and growth throughout 2022-2023 as well.   In an effort to further support staff to make these biweekly contacts even more effective, we have continued to develop our social emotional training we began in the 2021-2022 school year.

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 for our severely credit deficient high school students. We have also expanded our summer school offerings. In 2021 we began a program known as CHAMPS (Community Helps Achieve My Personal Success) for high school students who are one or more credits behind as early as 9th grade. 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. 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 investing 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 utilizes the 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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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 a 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.

Caretaker and Administration Collaboration Meeting
The role of the Caretaker and Administration Collaboration Meeting is to have a less formal conversation with our stakeholders after their participation in the School Advisory Committee Meetings. These meetings are held within one to two weeks of the School Advisory Committee Meetings for the purpose of further discussion of our school programs, progress, and policies, including the LCAP. These meetings also allow for a more in depth question and answer time where stakeholders can convey their thoughts, celebrations, and concerns to the school administration. These meetings have opened up the door for a more collaborative relationship with our stakeholders and school.

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%	In 2021-2022 the median percent progress towards Typical Growth in Reading was 83%		The desired outcome for 2023-2024the median percent progress towards Typical Growth in Reading will be 84.7%
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%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%		The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	No baseline (2020-2021)	In 2021-2022 the RFEP rate was 20%	In 2022-2023 the RFEP rate was 0%		The desired outcome for 2023-2024 is an RFEP rate of 10%

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.	$19,081.18	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.	$264,443.26	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.	$324,601.93	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.	$4,149.86	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.	$11,325.50	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$3,856.86	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	$2,095.07	Yes

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

Goal Analysis [2022-23]

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 was a decrease in the Median Percent Progress Toward Annual Typical Growth metric for both iReady Reading and iReady Math. The downturn in this metric was not experienced uniformly across all grade levels. To counter this, efforts to utilize our high-engagement online instructional tools will be increased and we will work to address the deficits using Professional Learning Communities and additional training at all levels. However, there was a decrease in our English Learner overall numbers and our 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%	In 2021-2022, the average biweekly contact rate was 99.3%		The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
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 2022-2023 chronic absenteeism rate after month 7 was 5.16%		The desired outcome for 2023-2024 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 2021-2022 suspension rate was 0%		The desired outcome for 2023-2024 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.	$306,541.62	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.	$369,080.87	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.	$186,190.43	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	$18,496.62	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.	$73,242.77	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.	$183.78	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.	$2,211.39	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.	$16,500.00	No

Goal Analysis [2022-23]

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. Furthermore, our decline in chronic absenteeism is promising and speaks to the schools engagement efforts.

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 rate decreased. However, we will stay diligent and continue our actions and services geared toward improving our chronic absenteeism.

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%	In 2021-2022, the average course pass rate was 93%		The desired outcome for 2023-2024is an average course pass rate of 93.7%
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%	In the summer of 2022, the course pass rates was 85%		The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 63.4%	The 2020-2021 grad rate was 58.8%	The 2021-2022 grad rate was 77.8%		The desired outcome for the 2023-2024 grad rate is 80%
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%	In 2021-2022, the percentage of students completing a-g requirements was 17.14%		The desired outcome for the 2023-2024 school year is 25.43%

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.	$50,376.26	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$2,453.55	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.	$638.60	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.	$47,976.89	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.	$15,583.19	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	$59,968.40	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.	$2,324.36	No

Goal Analysis [2022-23]

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 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 and our in-house summer school is favorable.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
225,430	

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
14.74%	0.00%	$0.00	14.74%

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	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,475,759.82	$183,521.26		$122,041.31	$1,781,322.39	$1,278,065.72	$503,256.67

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	$9,864.00			$9,217.18	$19,081.18
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	$226,340.26			$38,103.00	$264,443.26
1	1.3	Teacher Collaboration for Academic Achievement	All	$281,384.53	$43,217.40			$324,601.93
1	1.4	Synchronous and Asynchronous Instructional Tools	All				$4,149.86	$4,149.86
1	1.5	English Learner Student Achievement	English Learners	$11,325.50				$11,325.50
1	1.6	LTEL Support	English Learners	$3,856.86				$3,856.86
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	$2,095.07				$2,095.07
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	All Low Income	$281,902.14	$24,639.48			$306,541.62
2	2.2	Track and Record Daily Student Participation	All	$339,971.59	$28,811.60		$297.68	$369,080.87
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	$164,581.73	$21,608.70			$186,190.43

2023-24 Local Control and Accountability Plan for California Connections Academy North Bay

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	$18,495.83			$0.79	$18,496.62
2	2.5	Social Emotional / Mental Health Supports	All	$14,994.90	$50,838.28		$7,409.59	$73,242.77
2	2.6	Increasing Diversity and Inclusion	All				$183.78	$183.78
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	$2,211.39				$2,211.39
2	2.8	In-Person and Virtual Engagement and Enrichment	All	$16,500.00				$16,500.00
3	3.1	College Preparation	All	$32,119.84			$18,256.42	$50,376.26
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	$2,415.75			$37.80	$2,453.55
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	$638.60				$638.60
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	$47,976.89				$47,976.89
3	3.5	Transition Plans	Students with Disabilities	$8,380.29	$7,202.90			$15,583.19
3	3.6	Graduation Rate Progress Monitoring	All	$8,380.29	$7,202.90		$44,385.21	$59,968.40
3	3.7	Dual Enrollment Options	All	$2,324.36				$2,324.36

2023-24 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
1,529,829	225,430	14.74%	0.00%	14.74%	$517,003.93	0.00%	33.79 %	**Total:**	$517,003.93
								LEA-wide Total:	$281,902.14
								Limited Total:	$19,488.82
								Schoolwide Total:	$497,515.11

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	$11,325.50	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,856.86	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$2,095.07	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide Schoolwide	Low Income	All Schools	$281,902.14	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$164,581.73	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$2,211.39	

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	$2,415.75	
3	3.3	AVID Program Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$638.60	
3	3.4	Credit Recovery and Summer Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$47,976.89	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,832,934.88	$1,826,379.37

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	$19,458.00	$27,504.20
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	$260,857.95	$264,707.26
1	1.3	Teacher Collaboration for Academic Achievement	No	$318,185.51	$330,789.22
1	1.4	Synchronous and Asynchronous Instructional Tools	No	$5,119.13	$4,149.86
1	1.5	English Learner Student Achievement	Yes	$14,073.98	$11,325.50
1	1.6	LTEL Support	Yes	$4,384.92	$3,856.86
1	1.7	Foster and Homeless Academic Achievement	Yes	$2,344.54	$2,095.07
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$493,830.52	$334,757.49
2	2.2	Track and Record Daily Student Participation	No	$383,243.84	$372,278.04

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	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$85,629.50	$186,190.43
2	2.4	Learning Coach Engagement Support	No	$20,087.50	$18,496.62
2	2.5	Social Emotional / Mental Health Supports	No	$25,732.25	$73,242.77
2	2.6	Increasing Diversity and Inclusion	No	$82.50	$183.78
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$1,877.83	$2,211.39
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$15,500.00	$15,500.00
3	3.1	College Preparation	No	$47,540.65	$50,376.27
3	3.2	Career Preparation (CTE)	Yes	$7,416.25	$2,254.17
3	3.3	AVID Program Implementation	Yes	$698.07	$638.60
3	3.4	Credit Recovery and Summer Intervention	Yes	$51,766.91	$47,945.89
3	3.5	Transition Plans	No	$14,061.34	$15,583.19
3	3.6	Graduation Rate Progress Monitoring	No	$58,804.15	$59,968.40
3	3.7	Dual Enrollment Options	No	$2,239.54	$2,324.36

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2022-23 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)
$206,303.00	$610,974.85	$544,258.73	$66,716.12	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	$14,073.98	$11,325.50		
1	1.6	LTEL Support	Yes	$4,384.92	$3,856.86		
1	1.7	Foster and Homeless Academic Achievement	Yes	$2,344.54	$2,095.07		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$463,668.64	$309,387.32		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$64,919.96	$164,581.73		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$1,877.83	$2,211.39		
3	3.2	Career Preparation (CTE)	Yes	$7,240.00	$2,216.37		
3	3.3	AVID Program Implementation	Yes	$698.07	$638.60		
3	3.4	Credit Recovery and Summer Intervention	Yes	$51,766.91	$47,945.89		

2022-23 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)
$1,440,490.00	$206,303.00	0	14.32%	$544,258.73	0.00%	37.78%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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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:

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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)

    - 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: 2023-24

LEA contact information:

Dr. Richard Savage

Superintendent

rsavage@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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $595,530 , 7%

All local funds, $1,200 , 0%

All other state funds, $436,515 , 6%

LCFF supplemental & concentration grants, $1,579,712 , 20%
Total LCFF funds $6,938,348 87 %

All Other LCFF funds, $5,358,636 , 67%

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 $7,971,593, of which $6938348 is Local Control Funding Formula (LCFF), $436515 is other state funds, $1200 is local funds, and $595530 is federal funds. Of the $6938348 in LCFF Funds, $1579712 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, $6,054,402

Total Budgeted Expenditures in the LCAP $5,791,158

This chart provides a quick summary of how much California Connections Academy Central Valley plans to spend for 2023-24. 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 $6054402 for the 2023-24 school year. Of that amount, $5791158 is tied to actions/services in the LCAP and $263,244 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 2023-24 School Year

In 2023-24, California Connections Academy Central Valley is projecting it will receive $1579712 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 $2057283 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 2022-23

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $2,449,897

☐ Actual Expenditures for High Needs Students in LCAP — $2,263,617

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000
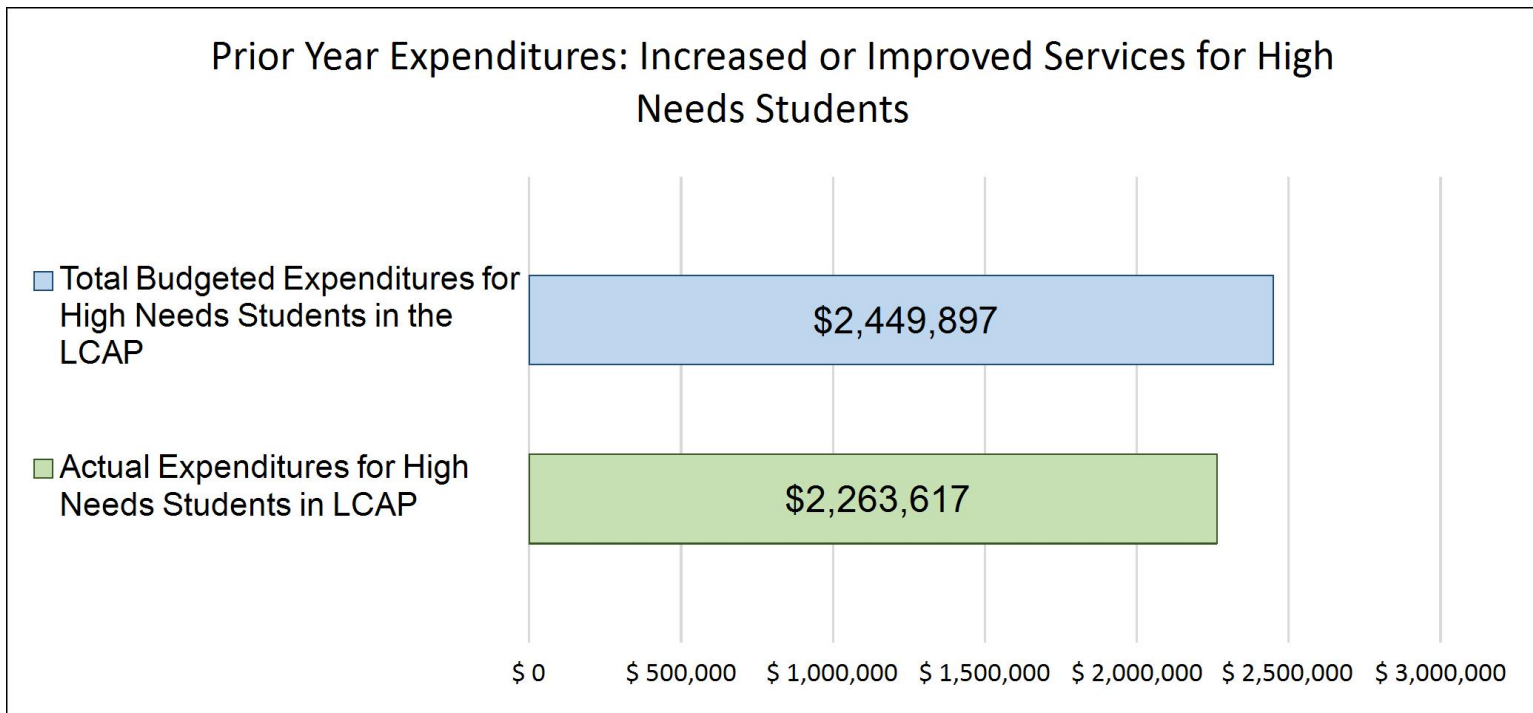
This chart compares what California Connections Academy Central Valley budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Connections Academy Central Valley estimates it has spent on actions and services 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 2022-23, California Connections Academy Central Valley's LCAP budgeted $2449897 for planned actions to increase or improve services for high needs students. California Connections Academy Central Valley actually spent $2263617 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Central Valley	Dr. Richard Savage Superintendent	calca-superintendent@calca.connectionsacademy.org 949-461-1667

Plan Summary [2023-24]

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 unique nature of the last few years due to the pandemic, has not changed our programmatic delivery. We continue to make concerted efforts to assist students to be as actively engaged as possible while navigating the continued challenges brought to families. These include but are not limited to academic and social emotional well being. Our 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 2021-2022 to 99.3%. We are continuing our efforts and seeing stability and growth throughout 2022-2023 as well.   In an effort to further support staff to make these biweekly contacts even more effective, we have continued to develop our social emotional training we began in the 2021-2022 school year.

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 for our severely credit deficient high school students. We have also expanded our summer school offerings. In 2021 we began a program known as CHAMPS (Community Helps Achieve My Personal Success) for high school students who are one or more credits behind as early as 9th grade. 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. 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 investing 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 utilizes the 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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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 a 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.

Caretaker and Administration Collaboration Meeting
The role of the Caretaker and Administration Collaboration Meeting is to have a less formal conversation with our stakeholders after their participation in the School Advisory Committee Meetings. These meetings are held within one to two weeks of the School Advisory Committee Meetings for the purpose of further discussion of our school programs, progress, and policies, including the LCAP. These meetings also allow for a more in depth question and answer time where stakeholders can convey their thoughts, celebrations, and concerns to the school administration. These meetings have opened up the door for a more collaborative relationship with our stakeholders and school.

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%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%		The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
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%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%		The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 15.8%	In 2021-2022 the RFEP rate was 6.45%	In 2022-2023 the RFEP rate was 8.75%		The desired outcome for 2023-2024 is an RFEP rate of 17.9%

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.	$85,981.06	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.	$793,329.79	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.	$979,243.81	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.	$12,449.59	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.	$33,976.50	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$11,570.58	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	$6,285.22	Yes

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

Goal Analysis [2022-23]

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 was a decrease in the Median Percent Progress Toward Annual Typical Growth metric for both iReady Reading and iReady Math. The downturn in this metric was not experienced uniformly across all grade levels. To counter this, efforts to utilize our high-engagement online instructional tools will be increased and we will work to address the deficits using Professional Learning Communities and additional training at all levels. There was an increase in our English Learner reclassification rates. However, we will continue our efforts to engage and address our English Learners at all levels to ensure progress toward English language proficiency.

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%	In 2021-2022, the average biweekly contact rate was 99.3%		The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
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 2022-2023 chronic absenteeism rate after month 7 was 5.16%		The desired outcome for 2023-2024 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 2021-2022 suspension rate was 0%		The desired outcome for 2023-2024 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.	$1,278,200.86	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.	$1,247,195.59	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.	$558,571.28	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	$55,489.86	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.	$133,593.84	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.	$25,551.34	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.	$6,634.18	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.	$21,950.00	No

Goal Analysis [2022-23]

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. Furthermore, our decline in chronic absenteeism is promising and speaks to the schools engagement efforts.

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 rate decreased. However, we will stay diligent and continue our actions and services geared toward improving our chronic absenteeism.

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%	In 2021-2022, the average course pass rate was 93%		The desired outcome for 2023-2024 is an average course pass rate of 93.7%
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%	In the summer of 2022, the course pass rates was 85%		The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 55.3%	The 2020-2021 grad rate was 68.1%	The 2021-2022 grad rate was 78.2%		The desired outcome for the 2023-2024 grad rate is 80.4%
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%	In 2021-2022, the percentage of students completing a-g requirements was 9.5%		The desired outcome for the 2023-2024 school year is 18.6%

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.	$151,128.80	Yes
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$10,398.65	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.	$1,915.79	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.	$144,063.66	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.	$46,749.58	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	$179,905.21	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.	$6,973.09	No

Goal Analysis [2022-23]

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 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 and our in-house summer school is favorable.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,579,712	

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
22.77%	0.00%	$0.00	22.77%

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 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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,915,210.18	$496,893.28		$379,054.82	$5,791,158.28	$3,834,197.19	$1,956,961.09

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	$45,398.65			$40,582.41	$85,981.06
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	$679,020.79			$114,309.00	$793,329.79
1	1.3	Teacher Collaboration for Academic Achievement	All	$849,591.60	$129,652.21			$979,243.81
1	1.4	Synchronous and Asynchronous Instructional Tools	All				$12,449.59	$12,449.59
1	1.5	English Learner Student Achievement	English Learners	$33,976.50				$33,976.50
1	1.6	LTEL Support	English Learners	$11,570.58				$11,570.58
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	$6,285.22				$6,285.22
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	All Low Income	$1,171,818.46	$106,382.40			$1,278,200.86
2	2.2	Track and Record Daily Student Participation	All	$1,159,867.76	$86,434.80		$893.03	$1,247,195.59
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	$493,745.18	$64,826.10			$558,571.28

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	$55,487.48			$2.38	$55,489.86
2	2.5	Social Emotional / Mental Health Supports	All	$44,984.70	$66,380.37		$22,228.77	$133,593.84
2	2.6	Increasing Diversity and Inclusion	All	$25,000.00			$551.34	$25,551.34
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	$6,634.18				$6,634.18
2	2.8	In-Person and Virtual Engagement and Enrichment	All	$21,950.00				$21,950.00
3	3.1	College Preparation	English Learners Foster Youth	$96,359.53			$54,769.27	$151,128.80
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	$10,285.25			$113.40	$10,398.65
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	$1,915.79				$1,915.79
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	$144,063.66				$144,063.66
3	3.5	Transition Plans	Students with Disabilities	$25,140.88	$21,608.70			$46,749.58
3	3.6	Graduation Rate Progress Monitoring	English Learners Foster Youth Low Income	$25,140.88	$21,608.70		$133,155.63	$179,905.21
3	3.7	Dual Enrollment Options	All	$6,973.09				$6,973.09

2023-24 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
6,938,348	1,579,712	22.77%	0.00%	22.77%	$2,057,282.71	0.00%	29.65 %	**Total:**		$2,057,282.71
								LEA-wide Total:		$1,171,818.46
								Limited Total:		$58,466.48
								Schoolwide Total:		$1,998,816.23

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	$33,976.50	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$11,570.58	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$6,285.22	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide Schoolwide	Low Income	All Schools	$1,171,818.46	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$493,745.18	
2	2.4	Learning Coach Engagement Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$55,487.48	

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	$6,634.18	
3	**3.1**	College Preparation	Yes	Schoolwide	English Learners Foster Youth	All Schools	$96,359.53	
3	**3.2**	Career Preparation (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,285.25	
3	**3.3**	AVID Program Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,915.79	
3	**3.4**	Credit Recovery and Summer Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$144,063.66	
3	**3.6**	Graduation Rate Progress Monitoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$25,140.88	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,092,893.68	$6,068,193.57

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	$77,290.00	$116,828.06
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	$782,573.87	$794,121.79
1	1.3	Teacher Collaboration for Academic Achievement	No	$957,931.53	$1,005,268.21
1	1.4	Synchronous and Asynchronous Instructional Tools	No	$15,357.40	$12,449.59
1	1.5	English Learner Student Achievement	Yes	$42,221.95	$33,976.50
1	1.6	LTEL Support	Yes	$13,154.75	$11,570.58
1	1.7	Foster and Homeless Academic Achievement	Yes	$7,033.62	$6,285.22
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$1,964,440.56	$1,486,324.26
2	2.2	Track and Record Daily Student Participation	No	$1,241,590.51	$1,255,859.20

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	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$256,888.49	$558,571.29
2	2.4	Learning Coach Engagement Support	Yes	$60,262.51	$55,489.86
2	2.5	Social Emotional / Mental Health Supports	No	$77,196.75	$133,593.84
2	2.6	Increasing Diversity and Inclusion	No	$25,247.50	$25,551.34
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$5,633.50	$6,634.18
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$20,695.00	$25,744.72
3	3.1	College Preparation	Yes	$142,621.95	$151,128.80
3	3.2	Career Preparation (CTE)	Yes	$14,850.75	$9,524.80
3	3.3	AVID Program Implementation	Yes	$2,094.21	$1,915.79
3	3.4	Credit Recovery and Summer Intervention	Yes	$160,493.73	$143,727.66
3	3.5	Transition Plans	No	$42,184.02	$46,749.58
3	3.6	Graduation Rate Progress Monitoring	Yes	$176,412.46	$179,905.21
3	3.7	Dual Enrollment Options	No	$6,718.62	$6,973.09

2023-24 Local Control and Accountability Plan for California Connections Academy Central Valley

2022-23 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)
$1,372,648.00	$2,449,897.37	$2,263,616.57	$186,280.80	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	$42,221.95	$33,976.50		
1	1.6	LTEL Support	Yes	$13,154.75	$11,570.58		
1	1.7	Foster and Homeless Academic Achievement	Yes	$7,033.62	$6,285.22		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$1,846,582.20	$1,379,362.17		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$194,759.88	$493,745.18		
2	2.4	Learning Coach Engagement Support	Yes	$60,247.77	$55,487.48		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$5,633.50	$6,634.18		
3	3.1	College Preparation	Yes	$81,879.28	$96,359.53		
3	3.2	Career Preparation (CTE)	Yes	$14,322.00	$9,411.40		
3	3.3	AVID Program Implementation	Yes	$2,094.21	$1,915.79		
3	3.4	Credit Recovery and Summer Intervention	Yes	$160,493.73	$143,727.66		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	Graduation Rate Progress Monitoring	Yes	$21,474.48	$25,140.88		

2022-23 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)
$6,546,154.00	$1,372,648.00	0	20.97%	$2,263,616.57	0.00%	34.58%	$0.00	0.00%

Instructions

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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

Coversheet

Approval of CalCA Board of Directors Bylaws Update and Renewal (attached)

Section: V. Action Items
Item: E. Approval of CalCA Board of Directors Bylaws Update and Renewal
(attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS Bylaws FOR REVIEW 230621.pdf

REVISED AND RESTATED BYLAWS

OF

CALIFORNIA ONLINE PUBLIC SCHOOLS

TABLE OF CONTENTS

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BYLAWS

OF

CALIFORNIA ONLINE PUBLIC SCHOOLS

ARTICLE 1
OFFICES

Section 1.1 <u>Principal Office</u>.

The corporation's principal office shall be located at 33272 Valle Rd, San Juan Capistrano, CA 92675. The Board of Directors ("Board") is granted full power and authority to change the principal office from one location to another within California.

Section 1.2 <u>Other Offices</u>.

The Board may at any time establish branch or subordinate offices at any place or places where the corporation is qualified to conduct its activities.

ARTICLE 2
PURPOSES

Section 2.1 <u>Description In Articles</u>.

The corporation's specific and general purposes are described in its Articles of Incorporation.

ARTICLE 3
MEMBERSHIP

Section 3.1 <u>No Members</u>.

Unless and until these bylaws are amended to provide otherwise, this corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall rest in the Board.

Section 3.2 <u>Associates</u>.

Nothing in this Article 3 shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come

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before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

ARTICLE 4
DIRECTORS

Section 4.1 Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, and such local public agency laws as may be applicable to the corporation, the corporation's activities and affairs shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to its general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

A. To select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

B. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore as are consistent with law, the corporation's Articles of Incorporation or these Bylaws, as they may deem best;

C. To adopt, make and use a corporate seal and to alter the form of the seal from time to time as they may deem best;

D. To borrow money and incur indebtedness for the corporation's purposes, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

E. To carry on a business and apply any profit that results from such business activity to any activity that it may lawfully engage in;

F. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

G. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;

H. To assume any obligations, enter into any contracts or other instruments, and do any

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and all other things incidental or expedient to the attainment of any corporate purpose; and

I. To carry out such duties as are described in any charter or charters authorizing the corporation's operation of one or more charter schools pursuant to the Charter Schools Act of 1992, Education Code Section 47600 *et seq.*

No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section 4.2 <u>Number of Directors</u>.

The authorized number of directors shall be not less than five (5) or more than fifteen (15), unless changed by a duly adopted amendment to this provision. The exact number of directors shall be fixed within these limits by a resolution of the Board.

Section 4.3 <u>Qualifications of Directors</u>.

A. The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote the corporation and its multi-site charter schools, and a dedication to its educational endeavors; provided that any school authorizers who authorize a school operated by the corporation, may, but are not obligated to, appoint a member to the Board.

B. The Board of Directors shall endeavor to appoint at least one (1) Director in the following categories, where one (1) Director may satisfy multiple categories:

    a. A parent or guardian of one or more current or former student(s) who is/are/were enrolled in a charter school operated by the corporation.

    b. An individual currently employed in the area of education, such as either a teacher, administrator, college instructor, etc., or an individual who has served in those capacities or who otherwise has expertise in education, as determined at the discretion of the Board of Directors.

    c. A generally recognized community leader in the area served by the school(s) operated by the corporation, as determined at the discretion of the Board of Directors.

    d. A representative of each charter school operated by the corporation, such as someone who resides in the local area and/or a county served by that charter school.

C. Any School District sponsoring a charter school operated by the corporation shall be entitled to elect or appoint a single member of the Board of Directors.

D. In addition to the number of directors otherwise prescribed by these Bylaws, pursuant to Education Code section 47604.2, the Board composition shall also include a seat reserved for a pupil member. Pupils enrolled in a charter school managed by the Corporation in ninth through twelfth grades are eligible for election to the Board of Directors as the pupil member. The pupil member shall be elected by a vote of the students enrolled in a charter school operated by the Corporation in ninth through twelfth grades. The term of the pupil member shall be one (1) year commencing on July 1 each year.

Section 4.4 <u>Appointment and Term of Office</u>.

Directors shall be selected at an annual meeting of the Board by a majority of the directors holding office as of the date of such meeting and shall take office at the end of the annual meeting

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at which he or she is elected.

Directors shall hold office for a term of three (3) years, or until a successor has been appointed. Directors shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of directors. The directors of the first class shall hold office for an initial term of one (1) year, and the directors of the second class for an initial term of two (2) years, and the directors of the third class for an initial term of three (3) years. At the close of each Annual Meeting of this corporation, the successors to the class of directors whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been elected and qualified. In the event of an increase in the number of directors, the remaining directors shall assign the newly created directorship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of directors.

Section 4.5 Director Approval of Certain Corporate Actions.

The Board must approve the following actions:
A. the annual budget of the corporation;
B. any non-budgeted expenditures of the corporation over $25,000;
C. any initial contract for the establishment or operation of, or licensing of rights to, a charter school;
D. the removal of directors without cause pursuant to Section 5222 of the California Corporations Code;
E. the approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
F. the approval of the principal terms of a merger of the corporation with another organization;
G. the approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;
H. the approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve it; and
I. the approval of any borrowing of money.

Section 4.6 Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective.

Section 4.7 Vacancies.

A. A vacancy on the Board shall be deemed to exist if a director dies, resigns, or is removed, or if the authorized number of directors is increased.
B. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law.
C. Vacancies on the Board shall be filled by the vote of a majority of directors then in

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office. Each director so selected shall hold office until the expiration of the term of the replaced director and until a successor has been appointed.

D. No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

Section 4.8 Place of Meeting.

Meetings of the Board shall be held at the principal office of the corporation or at any other place(s) within the State of California designated in the notice of the meeting or, if there is no notice, at such place as has been designated from time to time by resolution of the Board.

Section 4.9 Meetings; Annual Meeting.

The Board shall hold an annual meeting for the purpose of organization, appointment of officers and the transaction of other business. Such meeting shall be held at a time, date and place as may be specified and noticed by resolution of the Board. Notwithstanding any other provision of these Bylaws, to the extent required by law or by charter, or contract, all meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (California Government Code Sections 54950 *et seq.*) ("Brown Act").

Section 4.10 Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held with notice given pursuant to the Brown Act, on such dates and at such times and places as may be fixed from time to time by the Board.

Section 4.11 Special Meetings.

Special meetings of the Board for any purpose(s) may be called at any time by the president, the secretary or any two directors, and shall be held with public notice given pursuant to the Brown Act. The party calling such special meeting shall determine the place, date and time thereof.

Section 4.12 Notice of Special Meetings.

A. Special meetings of the Board may be held only after each director has received four (4) days' prior notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone, including a voice messaging system or other system or technology designed to record and communicate messages, telegraph, facsimile, electronic mail, or other electronic means, provided that such notice otherwise complies with the Brown Act.

B. Any such notice shall be addressed or delivered to each director at the director's address (or telephone or facsimile number, or electronic mail address, as applicable) as it is shown on the records of the corporation or as may have been given to the corporation by the director for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the directors are regularly held.

C. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is

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communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

D. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 4.13 Quorum.

A majority of the voting Directors then in office shall constitute a quorum, and every act or decision done or made by a majority of the voting directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting. Directors may not vote by proxy.

Section 4.14 Participation in Meetings By Conference Telephone and Electronic Video.

Except as otherwise may be provided in the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment, so long as all Directors participating in such meeting can hear one another. Participation in a meeting through use of conference telephone constitutes presence in person at such meeting. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a director or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the directors and not by persons who are not directors.

Section 4.15 Waiver of Notice.

Except as otherwise may be provided in the Brown Act, notice of a meeting need not be given to any director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.16 Adjournment.

A majority of the directors present, whether or not a quorum is present, may adjourn any directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of

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the adjournment.

Section 4.17 Action Without Meeting.

Except as otherwise required pursuant to the Brown Act, any action required or permitted to be taken by the Board under any provision of the Nonprofit Public Benefit Corporation Law may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent(s) shall be filed with the minutes of the proceedings of the Board and shall have the same force and effect as a unanimous vote of such directors. For purposes of this section only, the phrase "all members of the Board" shall not include any "interested persons" as defined in Section 4.20.

Section 4.18 Rights of Inspection.

Subject to applicable federal and state laws regarding student confidentiality, every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the corporation's physical properties. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

Section 4.19 Fees and Compensation.

Directors and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation may carry liability insurance respecting the conduct of the corporation's business by the directors. Subject to Section 4.20 of this Article 4, nothing herein shall preclude a director from serving the corporation in any other capacity, including, but not limited to, as an officer, agent, or employee of the corporation and receiving compensation for such service.

Section 4.20 Restriction on Interested Directors.

Not more than forty-nine percent (49%) of the directors serving on the Board may be "interested persons." An "interested person" is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 4.21 Standard of Care.

A. A director shall perform the duties of a director, including duties as a member of any committee of the Board upon which the director may serve, in good faith, in a manner such director believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

B. In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in

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each case prepared or presented by:

    a. One or more of the corporation's officers or employees whom the director believes to be reliable and competent in the matters presented;

    b. Legal counsel, independent accountants or other persons as to matters which the director believes to be within such person's professional or expert competence; or

    c. A committee of the Board upon which the director does not serve, as to matters within its designated authority, provided the director believes merits confidence and the director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 4.22 Property Rights.

No director shall have any right or interest in any of the corporation's property or assets.

Section 4.23 Non-liability of Directors.

Except as required by the California Nonprofit Public Benefit Corporation Law, no director shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section 4.24 General Public Agency Prohibitions Governing Certain Transactions.

Notwithstanding the foregoing Sections, nothing in this Article 4 shall be construed to authorize any transaction otherwise prohibited by California Government Code Sections 81000 et seq., or other applicable laws.

Section 4.25 Common Directorships.

Pursuant to Section 5234 of the California Nonprofit Public Benefit Corporation Law, the corporation shall not be a party to a transaction with another corporation, firm or association in which one or more of its directors is also a director or are directors ("Overlapping Director(s)") unless, prior to entering into the transaction, after full disclosure to the Board of all material facts as to the proposed transaction an the Overlapping Directors overlapping directorship, the Board finds that the transaction in just and reasonable as the corporation and authorizes, approves or ratifies the transaction in good faith by a vote of the Directors then in office sufficient without including the vote of the Overlapping Director. This provision does not apply to transactions covered by Section 5233 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 5
OFFICERS

Section 5.1 Officers.

The officers of the corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

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Section 5.2 <u>Appointment of Officers</u>.

The corporation's officers, except such officers as may by appointed in accordance with the provisions of Section as otherwise specified in Sections 5.3 or 5.6 of this Article, shall be chosen at an annual meeting by, and shall serve at the pleasure of, the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be appointed.

Section 5.3 <u>Subordinate Officers</u>.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

Section 5.4 <u>Removal</u>.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President, the President shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment.

Section 5.5 <u>Resignation</u>.

Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 <u>Vacancies</u>.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 <u>President</u>.

The president is the chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and affairs of the corporation. The President shall preside at all meetings of the Board. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board. The president shall be an ex officio voting member of each Board committee.

Section 5.8 <u>Vice President</u>.

In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the president and when so acting shall

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have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed by the Board.

Section 5.9 Secretary.

The secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meeting of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

The secretary shall give, or cause to be given, notice of all the meetings of the Board required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all members promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer. In general, the Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 5.10 Chief Financial Officer.

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any director.

The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated from time to time by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President and the directors, upon request, an account of all transactions as chief financial officer and of the corporation's financial condition. The chief financial officer shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6
COMMITTEES

Section 6.1 Board Committees.

The Board may, by resolution, create one or more standing or *ad hoc* committees, each consisting of at least two (2) members of the Board, to serve at the Board's pleasure. Appointments to such Board committees shall be by majority vote of the Directors then in office, and the chairs of such Board committees shall be appointed by the President. The Board may

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appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. Unless otherwise provided in these Bylaws or by the laws of the State of California, each committee shall have all of the Board's authority to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

    A. Fill vacancies on the Board or on any committee which has the authority of the Board;

    B. Fix the compensation, if any, of the directors for serving on the Board or on any committee;

    C. Amend or repeal the Bylaws or adopt new bylaws;

    D. Amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;

    E. Appoint any other committees of the Board or the members thereof;

    F. Spend corporate funds to support a nominee or applicant for director; or

    G. Approve any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 7.4 of Article 7.

Section 6.2 **Meetings and Action of Board Committees**.

Meetings and actions of Board committees shall be governed by, and held and taken in accordance with, the provisions of Article 4 of these Bylaws concerning meetings of the Board, and such changes in the context of those provisions as are necessary to substitute the committee and its members for the Board and its members, except that the time or regular meetings of the committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall also be given to any and all alternate members who shall have the right to attend all meetings of the committee and public notice shall be given pursuant to the Brown Act. The Board may adopt rules for the government of any board committee not inconsistent with the provisions of these Bylaws. Minutes shall be kept of each meeting of each committee.

Section 6.3 **Executive Committee**.

The Executive Committee, if created, shall be a Board-appointed committee. When the Board is not in session, the Executive Committee shall have the power and authority of the Board to transact the corporation's regular business, subject to any prior limitation imposed by law, the board, or these Bylaws. The Executive Committee shall report to the Board at the next Board meeting all actions taken.

Section 6.4 **Other Committees**.

A. The president, subject to the limitations imposed by the Board, or the Board itself, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the chair for such committees. If a director is on a committee, he or she shall be the chair. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

B. Meetings of a committee may be called by the president, the chair of the committee or a

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majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

C. Any member of a committee may resign at any time by giving written notice to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The president may, with prior approval of the Board, remove any appointed member of a committee.

D. A vacancy in any committee or any increase in membership thereof shall be filled for the unexpired portion of the term by the president with approval of the Board.

ARTICLE 7
SELF-DEALING TRANSACTIONS

Section 7.1 Definition.

Self-dealing transaction means a transaction to which the corporation is a party and in which one or more of the directors ("interested director(s)") has a material financial interest and does not meet the requirements of Section 7.2 below, except that the following will not be deemed a self-dealing transaction, but are subject to the general standard of care by the board:

A. An action by the Board fixing the compensation of a director as a director or officer of the corporation.

B. A transaction that is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more directors or their families because they are in a class of persons intended to be benefited by the public or charitable program.

C. A transaction of which the interested directors have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the preceding fiscal year or One Hundred Thousand Dollars ($100,000).

Section 7.2 Action of the Board.

If a transaction is thought to be a self-dealing transaction, the interested director has the burden of showing the following to sustain validity of it:

A. Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the directors then in office without counting the vote of the interested director(s), and with knowledge of the material facts concerning the transaction and the interested director's interest in the transaction. Except as provided in Section 7.4 below, action by a committee of the Board will not satisfy this requirement.

B. That either:

    a. Prior to authorizing or approving the transaction, the Board considered and in

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good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or

  b. The corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

C. The corporation entered into the transaction for its own benefit;

D. The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction.

Section 7.3 <u>Interested Director's Vote</u>.

In determining whether the Board had validly met to authorize or approve a self-dealing transaction, interested directors may be counted to determine the presence of a quorum, but an interested director's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section 7.4 <u>Committee Approval</u>.

A Board committee may approve a self-dealing transaction in a manner consistent with the standards prescribed for approval by the Board if it was not reasonably practical to obtain approval of the Board prior to entering into the transaction and the Board determines in good faith that the committee met the same requirements the Board would have had to meet in approving the transaction and the Board ratifies the transaction at its next meeting by a vote of a majority of the directors then in office without counting the vote of the interested director or directors.

Section 7.5 <u>Prior Approval by the Attorney General</u>.

Remedies specified in the California Nonprofit Public Benefit Corporation Law for an improper self-dealing transaction are not available if the Attorney General of the State of California approves the transaction before its consummation. The corporation may seek the approval of the Attorney General by application setting forth all relevant and material facts.

Section 7.6 <u>Persons Liable and Extent of Liability</u>.

If a self-dealing transaction has not been approved as provided above, the interested director(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, taking into account any benefit received by it and whether or not the interested director(s) acted in good faith and with the intent to further the corporation's best interests.

Section 7.7 <u>Statute of Limitations</u>.

An action to remedy an improper self-dealing transaction, brought by a proper party as defined by Section 5233(c) of the California Nonprofit Public Benefit Corporation Law to remedy an improper self-dealing transaction, must be commenced either:

A. Within two (2) years after written notice setting forth the material facts of the transaction was filed with the Attorney General in accordance with the Attorney General's regulations; or

B. If no such notice is filed, within three (3) years after the transaction occurred, except

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for the Attorney General, who shall have ten (10) years after the transaction occurred within which to file an action.

Section 7.8 <u>Corporate Loans and Advances</u>.

The corporation shall not make any loan of money or property to or guarantee the obligation of any director or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director, if, in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the corporation or any subsidiary.

Section 7.9 <u>Annual Statement of Certain Transactions and Indemnifications</u>.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the directors no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 8.3, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

A. Any "covered transaction" (defined below) during the previous fiscal year of the corporation involving (I) more than Fifty Thousand Dollars ($50,000) or, (II) which was one of a number of "covered transactions" in which the same "interested person" (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars ($50,000). The statement shall describe the names and relationship to the corporation of any "interested persons" involved in such covered transactions, such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

    a. Any director or officer of the corporation, or its parent or subsidiary; or

    b. Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

B. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars ($10,000) paid during the fiscal year of the corporation to any officer or director of the corporation.

For purposes of this Section, any person described in either subparagraph 1. or 2. of subsection a. above is an "interested person."

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ARTICLE 8
OTHER PROVISIONS

Section 8.1 <u>Validity of Instruments</u>.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board or the President. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 8.2 <u>Checks, Drafts, Etc.</u>

All of the corporation's checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by as required by the fiscal control policies of the corporation as adopted by the Board, and in compliance with such other requirements as the Board from time to time may require.

Section 8.3 <u>Annual Report</u>.

The corporation shall provide to each of the directors and such other persons designated by the Board, within one hundred and twenty (120) days after the close of its fiscal year, a report prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time. The report shall contain the following information in reasonable detail:
   A. The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.
   B. The principal changes in the assets and liabilities, including trust funds, during the fiscal year.
   C. The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.
   D. The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

Section 8.4 <u>Public Inspection and Disclosure</u>.

The corporation shall have available for public inspection at its principal office a copy of each of its annual tax exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of tax exemption. Additionally, if the corporation provides services or information to the general public that can be obtained from the federal government free of charge or for a nominal charge, such availability shall be

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conspicuously disclosed in an easily recognizable format in any solicitation or offer made by the corporation.

Section 8.5 <u>Construction and Definitions</u>.

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires. The captions and headings in these Bylaws are for convenience only and are not intended to limit or define the scope or effect of any provision.

Section 8.6 <u>Authority to Vote Securities</u>.

The President or any other officer(s) authorized by the Board are each authorized to vote, represent, and exercise on behalf of the corporation all rights incident to any and all voting securities of any other corporation(s) standing in the name of this corporation. The authority granted herein may be exercised either in person or by any person authorized to do so by proxy or by power of attorney executed by the president or authorized officer.

Section 8.7 <u>Fiscal Year</u>.

The fiscal year of the corporation shall be a fiscal year ending June 30.

Section 8.8 <u>Robert's Rules of Order</u>.

Except to the extent otherwise provided in these Bylaws, the corporation's meetings shall be conducted and governed by the parliamentary procedures set forth in Robert's Rules of Order.

Section 8.9 <u>Termination and Dissolution</u>.

This corporation shall exist only so long as is necessary to accomplish its general and specific purposes. Once the Board determines that the corporation's purposes have been fulfilled, it shall immediately resolve to terminate and dissolve the corporation in accordance with applicable law and the corporation's Articles of Incorporation.

ARTICLE 9
INDEMNIFICATION AND INSURANCE

Section 9.1 <u>Definitions</u>.

For the purposes of this Article 9, "agent" means any person who is or was a trustee, director, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and "proceeding" means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys'

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fees and any expenses of establishing a right to indemnification under Sections 9.4 or 9.5.b. of this Article.

Section 9.2 <u>Indemnification in Actions by Third Parties</u>.

The corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action bought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 9.3 <u>Indemnification in Actions by or in the Right of the Corporation</u>.

The corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted regulator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

A. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

B. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

C. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 9.4 <u>Indemnification Against Expenses</u>.

To the extent that an agent of this corporation has been successful on the merits in defense of any

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proceeding referred to in Sections 9.2 or 9.3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 9.5 <u>Required Determinations</u>.

Except as provided in Section 9.4, any indemnification under this Article 9 shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 9.2 or 9.3 of this Article by:

A. A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

B. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

Section 9.6 <u>Advance of Expenses</u>.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article. The provisions of Section 7.8 do not apply to advances made pursuant to this Section 9.6.

Section 9.7 <u>Other Indemnification</u>.

No provision made by the corporation to indemnify its or its subsidiary's trustees, directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article 9. Nothing contained in this Article shall affect any right to indemnification to which: (i) persons other than such directors and officers may be entitled by contract or other provisions of the California Tort Claims Act, if applicable; or (ii) such directors may be entitled under the provisions of the California Tort Claims Act, if applicable; or (iii) either may otherwise be entitled. The corporation shall have the power to indemnify, to advance expenses to, or to procure insurance for any person who is an agent of the corporation (as the term "agent" is defined in Section 9.1) as long as such actions are consistent with this Article 9 and comply with the California Nonprofit Public Benefit Corporation Law.

Section 9.8 <u>Forms of Indemnification Not Permitted</u>.

No indemnification or advance shall be made under this Article 9 , except as provided in Sections 9.4 or 9.5.b. of this Article, in any circumstances where it appears:

A. That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

B. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

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Section 9.9 <u>Insurance</u>.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article 9; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section 9.10 <u>Non Applicability to Fiduciaries of Employee Benefit Plans</u>.

This Article 9 does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such a person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 9.1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

Section 9.11 <u>Indemnification and the California Tort Claims Act</u>.

Notwithstanding any other provision of this Article 9, the corporation shall have the right and obligation to insure, defend, and indemnify the corporation's employees, officers, and directors for all claims brought pursuant to the California Tort Claims Act (Government Code Sections 810, et seq.) to the fullest extent allowed under said Act, if applicable.

ARTICLE 10
AMENDMENTS

Section 10.1 <u>Bylaws</u>.

These Bylaws will be reviewed not less often than once every four (4) years and documented as to date of review. New Bylaws may be adopted, or these Bylaws may be amended or repealed by the vote of a majority of directors then in office.

Section 10.2 <u>Effective Date</u>.

These Bylaws shall become effective as of June 21, 2023, unless the Board directs otherwise. Any amendments to these Bylaws shall become effective immediately upon adoption unless the Board directs otherwise.

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CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify that I am the Secretary of California Connections Academies, and that the foregoing Bylaws constitute the Bylaws of such corporation as duly adopted by the corporation's Board of Directors on June 21, 2023.

Date: June 21, 2023   _____

                                         Adam Pulsipher, Board Secretary

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Coversheet

Approval of Master Contract and List of Special Education Providers and Authorization of the Director of Finance to Negotiate, Amend, Finalize, and Execute Contracts Listed and Any Future Providers for the 2023-2024 School Year (attached)

Section: V. Action Items
Item: F. Approval of Master Contract and List of Special Education Providers and Authorization of the Director of Finance to Negotiate, Amend, Finalize, and Execute Contracts Listed and Any Future Providers for the 2023-2024 School Year (attached)
Purpose: Vote
Submitted by:
Related Material: 2023-24 Master Contract-CalOPS.pdf
SPED 22-23 ESY Addendum Master Contract Summary.pdf

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2023-2024

MASTER CONTRACT
GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

CALIFORNIA ONLINE PUBLIC SCHOOLS:
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,

LEA   California Connections Academy Southern California

Contract Year   **2023-2024**

_____ Nonpublic School

X Nonpublic Agency

Type of Contract:

X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

_____ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:_____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

TABLE OF CONTENTS

2023-2024   **CONTRACT NUMBER:**

   LOCAL EDUCATION AGENCY: California Online Public Schools dba California Connections Academy
NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

_____ _

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1.   **MASTER CONTRACT**

This Master Contract (or "Contract") is entered into on _____, between **California Online Public Schools which includes 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, and California Connections Academy Southern California**, hereinafter referred to as the local educational agency ("LEA"), a member of the **El Dorado** SELPA and _____ (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2.   **CERTIFICATION AND LICENSES**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver

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is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. **COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. **TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2023 to June 30, 2024 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be

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provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. **INDIVIDUAL SERVICE AGREEMENT ("ISA")**

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees

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otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7.   **DEFINITIONS**

The following definitions shall apply for purposes of this contract:

a.   The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b.   The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c.   The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d.   The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

e   The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f.   "Parent" means:
    i.   a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

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ii.   a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii.   an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv.   a surrogate parent,

v.   a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g.   The term "days" means calendar days unless otherwise specified.

h.   The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i.   The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j.   It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8.   NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9.   MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general

journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10.   **SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11.   **SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12.   **VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13.   **MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14.   **TERMINATION**

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to

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maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15.   INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

$2,000,000 per occurrence
$ 500,000 fire damage
$ 5,000 medical expenses
$1,000,000 personal & adv. Injury
$3,000,000 general aggregate
$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage).   The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

$1,000,000 per occurrence
$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate

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of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is a NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

$3,000,000 per occurrence
$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the LEA.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. **INDEMNIFICATION AND HOLD HARMLESS**

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. **INDEPENDENT CONTRACTOR**

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. **SUBCONTRACTING**

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to

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provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred and sixty-five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

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CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq*...

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular

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course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23.   **INSTRUCTIONAL MINUTES**

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24.   **CLASS SIZE**

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is a NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on

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weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. **DATA REPORTING**

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. **LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. **STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff.

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CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and it's implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies *require* a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

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Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:
1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple

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uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31.   **STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915.CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report.   CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension.

32.   **IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

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Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33.   SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34.   DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35.   COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36.   STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

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The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

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CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns reported to parents, both verbal and written, shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

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In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42.   STATE MEAL MANDATE

When CONTRACTOR is an NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

43.   MONITORING

When CONTRACTOR is an NPS, the LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

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When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a

clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46.   **VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47.   **STAFF ABSENCE**

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. **STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. **HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq*. and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

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CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. **FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. **ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. **INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. **CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. **SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of

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retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. **REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. **ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

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Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. **RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to

be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

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NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. **LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY**

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for

make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61.   INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62.   RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

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Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63.   DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a)   The CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b)   Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

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The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on ▊▊▊▊▊▊▊▊▊▊▊▊▊▊▊▊▊ and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR   **LEA**

_____   **California Online Public Schools**
Nonpublic School/Agency   **LEA Name**

By: _____   **By:** _____
    Signature   **Date**   **Signature**   **Date**

_____   **LaChelle Carter, Director of Finance**
Name and Title of Authorized   **Name and Title of Authorized**
Representative   **Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
	LaChelle Carter, Director of Finance
Name and Title	**Name and Title**
	California Online Public Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
	33272 Valle Road
Address	**Address**
	San Juan Capistrano CA 92675
City **State** **Zip**	**City** **State** **Zip**
	(410) 949-0368 (949) 240-7895
Phone **Fax**	**Phone** **Fax**
	lacarter@calca.connectionsacademy.org
Email	**Email**

Additional LEA Notification
(Required if completed)

_____
Name and Title

_____
Address

_____
City   **State**   **Zip**

_____
Phone   **Fax**

_____
Email

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EXHIBIT A: 2023-2024 RATES

4.1   RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____

The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO:_____

Maximum Contract Amount: _____

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1)   Daily Basic Education Rate: _____

2)   Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: _____

3)   Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		

Specialized Vision Services (725) _____   _____   _____

Orientation and Mobility (730) _____   _____   _____

Specialized Orthopedic Services (740) _____   _____   _____

Reader Services (745) _____   _____   _____

Transcription Services (755) _____   _____   _____

Recreation Services, Including Therapeutic (760) _____   _____   _____

College Awareness (820) _____   _____   _____

Work Experience Education (850) _____   _____   _____

Job Coaching (855) _____   _____   _____

Mentoring (860) _____   _____   _____

Travel Training (870) _____   _____   _____

Other Transition Services (890) _____   _____   _____

Other (900) _____   _____   _____

Other (no code) _____   _____   _____

EXHIBIT B: 2023-2024 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on __July 1, 2023__ or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade: _____
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: ☐ Home ☐ Foster ☐ LCI # _____ ☐ OTHER _____

Parent/Guardian _____ Phone ( ) _____ ( ) _____
(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: _____ during the regular school year

   _____ during the extended school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: _____ during the regular school year

   _____ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

   A. *INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only):* Daily Rate: _____

   Estimated Number of Days _____ **x Daily Rate** _____ **= PROJECTED BASIC EDUCATION COSTS** _____

   B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							

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SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)							
Other (no code)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST$ _____

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TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $\$\underline{\qquad}$

4.   Other Provisions/Attachments:

_____

_____

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6.Progress Reporting   Quarterly   Monthly   Other
   Requirements: _____   _____   _____ (Specify)   _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-	-LEA/SELPA-

_____   _____
(Name of Nonpublic School/Agency)   (Name of LEA/SELPA)

_____   _____
(Signature)   (Date)   (Signature)   (Date)

_____   _____
(Name and Title)   (Name of Superintendent or Authorized Designee)

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2022-23 ESY SERVICE PROVIDERS/VENDORS	DESCRIPTION OF SERVICES	Dated Signed by CalCA Designee, LaChelle Carter	ESY Addendum Signed
FeldCare Therapy, Inc. DBA FeldCare Connects	• Physical Therapy • Speech Therapy • Occupational Therapy • Registered Dietitian	December 8, 2022	Pending
Community Therapy Services, LLC (Melanie Criss-Virtual OT)	• Virtual services only • Occupational Therapy and Evaluation	August 2, 2022	June 1, 2023
EECS (Effectual Educational Consulting Services)	• School Psychologists • School Nurses • Occupational Therapists • Physical Therapists • Adaptive PE teachers • Deaf and Hard of Hearing teachers • Audiologists • Visual Itinerant teachers	July 10, 2022	June 1, 2023
El Paseo Children's Center, Inc.	• School Psychologists • psycho-ed assessments • ERMHS • FBA • Orthopedic Impairment • Assistive Technology/AAC Services • Orientation and Mobility services • psychological/counseling services • Behavior Intervention services • School Nurses • Speech Pathologists • Occupational Therapists • Physical Therapists • Adaptive PE teachers • Deaf and Hard of Hearing teachers • Audiologists • Vision Impaired Services	June 25, 2022	June 1, 2023
LiveSpeech (Connections Education LLC dba Pearson Online & Blended Learning K-12 USA)	• Virtual services only • Speech Therapy	July 12, 2022	Pending
Milestones Therapy Group	• Speech Therapy (via teletherapy)	June 22, 2022	June 2, 2023
Oxford Consulting Services, Inc.	• Speech Therapy • Individual & Group Counseling • Paraprofessional Services	July 12, 2022	June 1, 2023
Pathways 2 Speech	• Speech Therapy	June 25, 2022	June 1, 2023
PresenceLearning, Inc. (formerly known as Global Teletherapy) (ISAs)	• Virtual services only • Individual, group Counseling • FBA • ERMHS Assessments • Behavior Intervention Services • Therapy • Social skills counseling	August 4, 2022	Pending
Specialized Therapy Services dba The OAS Center	• Audiological Services	August 5, 2022	June 1, 2023
TES (Total Education Solutions)	• Physical Therapy • Other SpED services (Mental Health, OT, ST, SAI)	June 22, 2022	June 1, 2023
TTC4Success (Tasha's Training & Consulting, LLC)	• Mental Health Services	June 24, 2022	June 1, 2023

Coversheet

Approval of College and Career Access Pathways Dual Enrollment Partnership Agreement (attached)

Section: V. Action Items
Item: G. Approval of College and Career Access Pathways Dual Enrollment Partnership Agreement (attached)
Purpose: Vote
Submitted by:
Related Material: 2023-05-18 SCVPIS-DUAL-7360-2023 - Dual Enrollment Agmt (1).pdf

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
COLLEGE AND CAREER ACCESS PATHWAYS
DUAL ENROLLMENT PARTNERSHIP AGREEMENT

This is a College and Career Access Pathways Partnership Agreement (CCAP) hereinafter known as "Agreement" between Saddleback College ("College"), a college of the South Orange County Community College District, ("SOCCCD"), and California Connections Academy Schools ("School District").

WHEREAS, the mission of the College includes providing educational programs and services that are responsive to the needs of the students and communities within SOCCCD; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, School District is a public school district serving grades 9 through 12 located in South Orange County and within the regional service area of SOCCCD; and

WHEREAS, College and School District desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor's Office, SOCCCD and College;

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k) (3)

NOW THEREFORE, SOCCCD, the College and School District agree as follows:

1. **TERM OF AGREEMENT.**

   A. The term of this CCAP Agreement shall begin on July 1, 2023 and end on June 30, 2026. Any amendments to this agreement will be submitted for Board approval by the community college Board and the school district Board.

   B. This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses Sec. 2(c) (1). The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c) (2)

   C. A copy of the College and School District CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c) (3)

2. **COMMUNITY COLLEGE DISTRICT'S AUTHORIZING THE CCAP PARTNERSHIPS WITH SCHOOL DISTRICT'S DEFINITIONS.**

   A. CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career

District Dual Enrollment Agmt   *Note: All referenced Sections from AB 288 (Education Code § 76004)*   Page **1** of **10**
Agreement Number: SCVPIS-DUAL-7360-2023

readiness. All community college courses offered at the School District have been approved in accordance with the policies and guidelines of SOCCCD and applicable law.

B. High school pupils enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Section 49011.

Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

3. **STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY.**

A. Student Eligibility - Students who "may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

B. Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the College and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by College and shall be in compliance with applicable law and SOCCCD standards and policies.

C. College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the College and shall be in compliance with the admissions and registration guidelines set forth in applicable law and SOCCCD policy.

D. Student Records – It is the responsibility of the student to follow the College process when requesting an official College transcript for grade submission to the School District unless otherwise specified in the Appendix.

E. Priority Enrollment - A College participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3) (g)

F. As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)

G. Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

H. Students will only be able to enroll into one Dual Enrollment class under this agreement. If they wish to enroll into an additional Dual Enrollment course, they must obtain approval by the high school by filling out an authorization form.

I. Minimum School Day - The School District shall certify that it shall teach School District students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

District Dual Enrollment Agmt   *Note: All referenced Sections from AB 288 (Education Code § 76004)*   Page **2** of **10**
Agreement Number: SCVPIS-DUAL-7360-2023

4.   **COLLEGE APPLICATION PROCEDURE.**

    A.   The College will be responsible for processing student applications.

    B.   The College will provide the necessary admission and registration forms and procedures and both College and School District will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

    C.   The School District agrees to assist College in the admission and registration of School District students as may be necessary and requested by College.

5.   **PARTICIPATING STUDENTS.**

    A.   A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f) (q). SOCCCD'S governing board shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.

    B.   The total cost of books and instructional materials for School District students who enroll in a College course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by School District.

    C.   Both College and School District will ensure that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring). If the location is at a School District site, then the School District will coordinate. If the location is at a College site, the College will coordinate.

6.   **CCAP AGREEMENT COURSES.**

    A.   College may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement. Sec. 2 (o) (1)

    B.   The College is responsible for all courses and educational programs offered as part of this CCAP Agreement regardless of whether the course and educational program is offered on site at the School District or at the College.

    C.   Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses offered at the School District shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within the College, approved by the College Curriculum Committee and College Board and submitted to the Chancellor's office, unless course is a standalone class. Course outlines will be provided to the School District.

    D.   The scope, nature, time, location, and listing of courses offered by the College shall be determined by College with the approval of SOCCCD'S Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c) (1)

    E.   Courses must meet the number of hours sufficient to meet the stated performance objectives as outlined in the course outlines provided to the School District on a semester basis.

    F.   Courses offered as part of this CCAP Agreement at the School District shall be of the same quality and rigor as those offered on College campus and shall be in compliance with SOCCCD academic standards.

    G.   Courses offered as part of this CCAP Agreement at the School District shall be listed in the College catalog with the same department designations, course descriptions, numbers, titles, and credits.

    H.   Courses offered as part of this CCAP Agreement at the School District shall adhere to the official course outline of record and the student learning outcomes established by the associated College academic department and

approved by the College curriculum committee, SOCCCD'S Board of Trustees and the state Chancellor's Office.

I. Courses offered as part of this CCAP Agreement and taught by School District instructor are part of an approved Instructional Service Agreement as required by SOCCCD Administrative Procedures.

J. Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to SOCCCD and College as well as any corresponding policies, practices, and requirements of the School District. In the event of a conflict between SOCCCD and/or College course related regulations, policies, procedures, prerequisites and standards and School District policies, practices and requirements, SOCCCD regulations, policies, procedures, prerequisites, and standards, shall prevail.

K. Site visits and instructor evaluations by one or more representatives of the College and/or SOCCCD shall be permitted by the School District to ensure that courses offered as part of this CCAP Agreement in the School District are the same as the courses offered on the College campus and in compliance with SOCCCD academic standards.

L. A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with SOCCCD and College guidelines, policies, pertinent statutes and regulations.

M. Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with SOCCCD guidelines, policies, pertinent statutes, and regulations.

N. College has the sole right to control and direct the instructional activities of all instructors, including those who are School District employees.

O. This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering School District, and shall involve collaborative effort between the School District and the College faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

7. **INSTRUCTOR(S).**

A. All instructors teaching College courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by SOCCCD and become SOCCCD employees or be provided by SOCCCD and be SOCCCD employees.

B. The College may select instructors from School District personnel. School District personnel selected to be instructors remain employees of the School District, subject to the authority of the School District, but will also be subject to the authority of SOCCCD specifically with regard to their duties as instructors.

C. Supplemental instruction related to the material presented in classes conducted under this Agreement by College employees, which extends beyond the college schedule, is the School District's responsibility.

D. The College will be the employer of record for all community college-paid faculty teaching at the School District.

E. School District or College will be selected as the Employer of Record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m) (1)

F. This CCAP Agreement specifies the School District will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m) (2)

G. Instructors who teach College courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended, and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has

been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a School District site.

H.   Prior to teaching, faculty provided by the School District may receive discipline-specific training and orientation from College regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities.   Said training shall be approved by and provided by the College.

I.   Faculty provided by the School District will participate in professional development activities sponsored by the College as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, course content, course delivery, assessment, evaluation, and/or research and development in the field.

J.   Faculty performance shall be evaluated by the College using the adopted evaluation process and standards for faculty of the College, subject to the approval of SOCCCD.

K.   Faculty provided by the School District who do not comply with the policies, regulations, standards, and expectations of the College shall be ineligible to teach dual enrollment courses.

8.   **ASSESSMENT OF LEARNING AND CONDUCT.**

A.   Students enrolled in College courses offered as part of this CCAP Agreement at the School District shall be held to the same standards of achievement as students in courses taught on the College campus.

B.   Students enrolled in College courses offered as part of this CCAP Agreement at the School District shall be held to the same grading standards as those expected of students in courses taught on the College campus.

C.   Students enrolled in College courses offered as part of this CCAP Agreement at the School District shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the College campus.

D.   Students enrolled in College courses offered as part of this CCAP Agreement at the School District shall be held to the same behavioral standards as those expected of students in courses taught on the College campus.

E.   Students who withdraw from a dual enrollment course will not receive any College credit for work completed and must submit appropriate information/paperwork by all published deadlines to avoid a "W" on their transcript.

F.   A dropped class will follow the College drop date deadlines and may appear on the high school transcript as a college course depending on when the class was dropped. A student may complete the course to receive high school credit.

9.   **LIAISON AND COORDINATION OF RESPONSIBILITIES.**

A.   The College shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between College and School District in conformity with SOCCCD policies and standards. Sec. 2 (c) (2)

B.   The School District shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between School District and College in conformity with School District policies and standards. Sec. 2 (c) (2)

C.   This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating College on all the following information: Sec. 2 (t) (1) (A-D)

a.   The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t) (1) (A)

District Dual Enrollment Agmt   *Note: All referenced Sections from AB 288 (Education Code § 76004)*   Page **5** of **10**
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b.   The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t) (1) (B)

c.   The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t) (C)

d.   The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t) (1) (D)

10.   APPORTIONMENT.

A.   SOCCCD shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

B.   For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o) (2)

C.   SOCCCD shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)

D.   The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s) Standard FTES computation rules, support documentation, Couse selection tabulations, and record retention requirement continue to apply, including as prescribed by Cal. Code Regs. and Title.5.

11.   CERTIFICATIONS.

A.   The School District certifies that the direct education costs of the courses offered as part of this CCAP **AGREEMENT ARE NOT BEING FULLY FUNDED THROUGH OTHER SOURCES.**

B.   SOCCCD certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

C.   The School District agrees and acknowledges that SOCCCD will claim apportionment for the School District students enrolled in community college course(s) under this CCAP Agreement.

D.   This CCAP Agreement certifies that any College instructor teaching a course on a School District campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)

E.   This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)

F.   This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)

G.   The College certifies that:

a.   A community college course offered for college credit at the participating School District does not reduce access to the same course offered at the partnering College. Sec. 2 (k) (1)

b.   A community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k) (2)

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    c.   The Agreement is consistent with the core mission of the College pursuant to Section 66010.4, and that students participating in this Agreement will not lead to the displacement of otherwise eligible adults at the College. Sec. 2 (k) (3)

H.   This Agreement certifies that the School District and College comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

I.   This CCAP Agreement certifies that any College Instructor teaching a course at the School District is fingerprinted in accordance with SOCCCD Board Policy and California Education Code 80713 and 80024.

12.   **PROGRAM IMPROVEMENT.**

The College and the School District may annually conduct surveys of participating School District pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

13.   **RECORDS.**

A.   Permanent records of student attendance, grades and achievement will be maintained by School District for School District students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for College students shall be maintained by College.

B.   College shall provide the School District with transcripts of participants and their final grades.

C.   Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14.   **CCAP AGREEMENT DATA MATCH AND REPORTING.**

A.   College and School District shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.

B.   College shall report all program and participating student data to the office of the Chancellor of the California Community Colleges. Note: All referenced Sections from AB 288 (Education Code § 76004)

15.   **PRIVACY OF STUDENT RECORDS.**

A.   College and School District understand an agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). College and School District agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.). The Protection of Pupil Rights Amendment (PPRA) 20 U.S.C. 1232h, AB 158 found at California Education Code § 49073.1, Student Online Personal Information Protection Act (SOPIPA) California Business and Professionals Code § 22584.

B.   Limitation on Use. College and School District shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.). Neither College nor School District shall sell Student Data to third parties or engage in targeted advertising.

C.   Recordkeeping Requirements. College and School District shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
    d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative

or agent on this Agreement, College and School District hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. In the event that Student Data is accessed or obtained by an unauthorized individual, the breached Party shall provide notice to other Party of this CCAP Agreement within seventy-two (72) hours after becoming aware of the breach. Such notice shall include types of data believed to be breached, date/range of dates of breach, date of notice, if the notice has been delayed due to investigation by law enforcement, and a general description of the breach, to the extent that such information is available to the breached Party.

16. **REIMBURSEMENT.**

The financial arrangements implied herein may be adjusted each semester with sixty (60) days written notice and approved by both Parties.

17. **FACILITIES.**

A. The School District will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to SOCCCD or students. School District agrees to clean, maintain, and safeguard School District's premises. School District warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

B. The School District will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all School District students. The parties understand that such equipment and materials are School District's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. School District understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.

C. The College at its discretion may need to provide use of equipment to School District students. The parties understand that such equipment are College's sole property.

D. The College facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

18. **HOLD HARMLESS AND INDEMNIFICATION.**

School District and College each agree to defend, indemnify, and hold harmless each other and each respective party's Board of Trustees, officers, agents, employees, representatives, and volunteers against claims, demands, liabilities, losses, costs, expenses, including reasonable attorneys' fees and expert witness' fees, causes of action, and judgments resulting in injuries/illnesses (including COVID-19), including death, and property damage arising out of or in any manner connected with the performance, operation, non-performance of the terms of this Agreement, gross negligence and/or willful misconduct of the indemnifying party.

19. **INSURANCE.**

A. College and School District shall each secure and maintain in full force and effect throughout the term of this Agreement, Workers' Compensation coverage, in accordance with the laws of the State of California and Employer's Liability coverage with not less than One Million Dollars ($1,000,000) for Each Accident, One Million Dollars ($1,000,000) for Disease - Each Employee, and One Million Dollars ($1,000,000) for Disease - Policy Limit. In addition, College and School District shall each secure and maintain Commercial General Liability insurance/self-insurance in the amount of not less than One Million Dollars ($1,000,000) per occurrence and Three Million Dollars ($3,000,000) general aggregate and not less than One Hundred Thousand Dollars ($100,000) per occurrence for Property Damage coverage. School District and College shall issue each other an endorsement naming each other, and each respective Party's Board of Trustees, officers, agents, employees, representatives, and volunteers as Additional Insured/Covered Parties to each other's Commercial General Liability policy.

Certificate(s) and Endorsement(s) evidencing the required coverages and limits set forth herein shall be provided to College and School District upon execution of this Agreement. No Services shall commence by

District Dual Enrollment Agmt   *Note: All referenced Sections from AB 288 (Education Code § 76004)*   Page **8** of **10**
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any Party to this Agreement until the required certificate(s) of insurance/coverage and endorsement(s) have been furnished to each of the Parties.

20. **NON-DISCRIMINATION.**

Neither the School District nor the College and SOCCCD shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

21. **TERMINATION.**

A. Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 22.

B. This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All Note: All referenced Sections from AB 288 (Education Code § 76004) 16 | Page 005142.00043 13951870.1 agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

22. **NOTICES.**

Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

> **COLLEGE**
> Saddleback College
> 28000 Marguerite Parkway
> Mission Viejo, CA 92692
> Attn: Tamara Bostwick

> **SOCCCD**
> South Orange County Community College District
> 28000 Marguerite Parkway
> Mission Viejo, CA 92692
> Attn: Priya Jerome, Exec. Dir.-Procurement, Central Srvs. & RM

> **SCHOOL DISTRICT**
> California Connections Academy Schools
> 33272 Valle Road
> San Juan Capistrano, California, 92675
> Attn: Richie Romero, Deputy Superintendent

23. **INTEGRATION.**

This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

24. **MODIFICATION AND AMENDMENT.**

No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

25. **GOVERNING LAWS.**

This agreement shall be interpreted according to the laws of the State of California.

26. **COMMUNITY COLLEGE DISTRICT BOUNDARIES.**

For locations outside the geographical boundaries of SOCCCD, College will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

27. **SEVERABILITY.**

This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

28. **COUNTERPARTS.**

This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

South Orange County Community College District Board Meetings:

Public Comment Board Meeting Date: [[Public Comment Board Meeting Date]]

School District Board Meetings:
Public Comment Board Meeting Date: [[School District Public Comment Board Meeting Date]]

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

South Orange County Community College District

Signature:

Signature:

Print Name:

Print Name:

Title:

Title:

Date:

Date:

District Dual Enrollment Agmt   *Note: All referenced Sections from AB 288 (Education Code § 76004)*   Page **10** of **10**
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Coversheet

Approval of Associated Banking Resolutions (attached)

Section: V. Action Items
Item: H. Approval of Associated Banking Resolutions (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS Bank Account account admin 2023-24 RES 6-23-1.docx.pdf
CalOPS Bank Account signers 2023-24 RES 6-23-2.docx.pdf
CalOPS Bank Account account admin 2023-24 RES 6-23-3.docx.pdf

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California Online Public Schools

A California Nonprofit Public Benefit Corporation

Operating California Connections Academy public charter schools

RESOLUTION OF THE BOARD OF DIRECTORS
TO AUTHORIZE ACCOUNT ADMINISTRATORS

RESOLUTION NUMBER 6-23-1

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WHEREAS, the California Online Public Schools Board of Directors has authorized its officers to set up and make changes to Bank Accounts for the Organization's use and,

WHEREAS, Bank policy can require corporations to provide a Board Resolution to open accounts, change signers and/or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts with the name California Online Public Schools,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes its officers to execute any documents required by the bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the positions listed below to be account administrators for the organization's bank accounts, including accounts held at Chase bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes as account administrators the **Superintendent, the Deputy Superintendent, the Director of Finance and the Assistant Director of Finance.** Whoever holds these positions will be a Board authorized account administrator while s/he holds the office or position. All other previous account administrators will be removed as appropriate if they have left their position. If one of the listed positions changes titles, the new title will be the position authorized if that new title is a replacement for the previous title listed above. The names of current authorized administrators are listed below.

LET IT BE FURTHER RESOLVED, that in addition, all authorized account administrators will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Authorized account administrators for California Online Public Schools effective July 1, 2023 are:

Richard Savage, Superintendent
Ricardo Romero, Deputy Superintendent
LaChelle Carter, Director of Finance
Tiffany Carrasco, Assistant Director of Finance

California Online Public Schools
A California Nonprofit Public Benefit Corporation
Operating public charter schools

RESOLUTION OF THE BOARD OF DIRECTORS
TO AUTHORIZE BANK ACCOUNT(S)

RESOLUTION NUMBER 6-23-2

WHEREAS, the California Online Public Schools Board of Directors has authorized its officers to set up and make changes to Bank Accounts for the Organization's use and,

WHEREAS, Bank policy can require corporations to provide a Board Resolution to open accounts, change signers or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts and/or to change the corporation's bank accounts over to the combined corporation with the name California Online Public Schools,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes its officers to execute any documents required by the bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the following as signers on these accounts: Board President, Board Treasurer, Board Vice President, Board Secretary, Principals, Superintendent and Deputy Superintendent. Whoever holds these positions will be a Board authorized signer while s/he holds the office or position. All other previous signers will be removed. The current signers are listed below.

LET IT BE FURTHER RESOLVED, that in addition, further signers may be added or removed in the future with the written approval of any two officers of the Board of Directors and in accordance with bank policy. All signers will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Authorized signers for California Online Public Schools effective July, 2023:

Elaine Pavlich, Board President
Diana Rivas, Board Vice President
Michael Henjum, Board Treasurer
Adam Pulsipher, Board Secretary
Heather Tamayo, Middle School Principal
Kara Mannix, High School Principal
Marcus White, Elementary School Principal
Richard Savage, Superintendent
Ricardo Romero, Deputy Superintendent

California Online Public Schools
A California Nonprofit Public Benefit Corporation
Operating California Connections Academy public charter schools

**RESOLUTION OF THE BOARD OF DIRECTORS
TO AUTHORIZE ACCOUNT SUB USERS AND ENTITLEMENT RIGHTS**

RESOLUTION NUMBER 6-23-3

WHEREAS, the California Online Public Schools Board of Directors has authorized its officers to set up and make changes to Bank Accounts for the Organization's use and,

WHEREAS, Bank policy can require corporations to provide a Board Resolution to open accounts, change signers and/or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts with the name California Online Public Schools,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes its officers to execute any documents required by the bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the positions listed below to be account administrators for the organization's bank accounts, including accounts held at Chase bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes as account sub users and entitlement rights, **Charter Impact.** As the contracted service provider, whoever is assigned as our account representatives will be Board authorized to facilitate transactions to fulfill payroll and accounts payable transactions approved by CalOPS for operating purposes while s/he holds the role or position. All other previous account administrators will be removed as appropriate if they have left their position. If the listed service provider or account representatives changes, the new provider or representative will be authorized if that is a replacement of the above. The names of current authorized administrators are listed below.

LET IT BE FURTHER RESOLVED, that in addition, all authorized account administrators will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Charter Impact authorized staff given California Online Public Schools approval effective July 1, 2023 are:

Jessie Organista, Accounts Payable Manager
Danielle Vartanian, Accounting Manager
LaChelle Arruda, Accounts Payable Associate

Coversheet

Approval of Education Protection Account Resolution and Budgets (attached)

Section: V. Action Items
Item: I. Approval of Education Protection Account Resolution and Budgets
(attached)
Purpose: Vote
Submitted by:
Related Material: FY23-24_Central Coast - EPA Budget.pdf
                         FY23-24_Central Valley - EPA Budget.pdf
                         FY23-24_Monterey Bay - EPA Budget.pdf
                         FY23-24_North Bay - EPA Budget.pdf
                         FY23-24_NorCal - EPA Budget.pdf
                         FY23-24_SoCal - EPA Budget.pdf

California Connections - Central Coast
Budgeted Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	21,991
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		21,991
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	15,636.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	6,355.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		21,991.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Connections - Central Valley
Budgeted Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	2,134,271.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		2,134,271.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	1,502,527.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	631,744.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		2,134,271.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Connections - Monterey Bay
Budgeted Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	92,363
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		92,363
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	64,100.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	28,263.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		92,363.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Connections - North Bay
Budgeted Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	27,789
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		27,789
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	19,119.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	8,670.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		27,789.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Connections - NorCal
Budgeted Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	5,572,843.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		5,572,843.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	4,051,457.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	1,521,386.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		5,572,843.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Connections - SoCal
Budgeted Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,009,132.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,009,132.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	738,685.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	270,447.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,009,132.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Approval of Marketing and Public Relations Budget for the 2023-2024 School Year (attached)

Section: V. Action Items
Item: J. Approval of Marketing and Public Relations Budget for the 2023-2024 School Year (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS Marketing Proposals 06.16.23.pdf
                      California Online Public Schools Proposal Tiers 06.16.23.pdf

CalOPS Marketing Proposals

As of June 16, 2023

Brandastic Digital Marketing Agency

California Online Public Schools: **Investment Calendar**

Jul '23-Jul'24	Monthly Investment		Ad Spend Tiers (Recommended)	Google	Social
Phases 1-5	**$21,000 mo** *for 12 months*		Optimal Monthly Budget	$50,000+ mo	$20,000+ mo
			Mid-Tier Monthly Budget	$30,000 mo	$15,000+ mo
			Minimum Monthly Budget	$10,000 mo	$10,000/mo

Annual Investment: $252,000 Jul '23-Jul'24 / $20,000-$70,000 mo (Ad Spend)

Headstand Group - Public Relations

PR Goals:

Increase brand awareness and recognition with target audiences

Bolster the reputation of the organization and key leadership amongst target audiences

Effectively manager the school's name change to maintain its established credibility

Annual proposal: $216,000 including social media

Annual proposal: $180,000 without social media

At a Glance

Brandastic annual services: $252,000.00

Brandastic projected annual advertising spend: $840,000.00

Headstand Public Relations annual spend: $216,000.00

Projected spend $1,308,000.00

This is estimated to be less as we will use only one of these agencies for social media support.

Current PVS Marketing spend: 1.6 million annually

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HEADSTAND

MEMORANDUM

Date: June 14, 2023

To: Julie Colombero, California Connections Academy

From: Headstand Group

Re: PR Proposal/Budget Tiers

_____

The following memo outlines Headstand's strategic recommendations to increase brand awareness and recognition across several tiered approaches and budget levels.

An immediate priority (across all tiers) will be to review and refresh the narrative and key messages, identify storytelling moments throughout the year and continue to identify and employ students, teachers and school leaders to help tell the organization's story. From there, we will focus on communicating these messages through a variety of proactive tactics outlined below.

PR Goals
- Increase brand awareness and recognition with target audiences
- Bolster the reputation of the organization and key leadership amongst target audiences
- Effectively manage the school's name change to maintain its established credibility

Strategies
- Create/refine a narrative and set of key messages to position California Online Public Schools as an empowering, effective and unique alternative to traditional schools
- Leverage key moments in time and employ proactive media outreach to introduce California Online Public Schools to relevant education, lifestyle and local metro reporters
- Augment storytelling efforts and highlight California Online Public Schools successes with an ongoing "case studies" program where we spotlight student and teacher stories
- Develop a reputation management program and thought leadership campaign for Dr. Richard Savage
- Craft and deploy a content campaign in which we collaborate on content/asset development for various social platforms

Budget Tiers

Tier One
- Earned Media Relations
  - o Focus on key moments during the calendar year that will enable proactive storytelling moments, including:
    - Back to School season
    - Name Change
    - 20-year Anniversary
    - Open Enrollment
    - Graduation
  - o Take advantage of other interesting moments or student milestones that occur during the course of the school year, including:
    - Holidays
    - Field trips
    - School club and team accomplishments on a case-by-case basis
  - o When there are no key moments, build and deploy a bank of case studies to highlight the student successes and through proactive media relations

Budget: $10,000/month

Tier Two
- All activities from Tier one are included
- Reputation Management
  - o Thought Leadership
    - Headstand will create a thought leadership campaign for Dr. Richard Savage in which we help create and communicate his vision for the school and the "industry" of online learning
    - We will bring this campaign to life through:
      - Speaking engagements
      - Byline development
      - Media interviews
  - o Awards
    - Headstand will develop a strategic awards and recognition platform to enable the school, the administration, teachers and students to be recognized for their achievements
      - From a tactical standpoint, Headstand will draft and submit award submissions for the school and top administrators and offer strategic oversight for student and teacher submissions

Budget: $15,000/month

Tier Three
- All activities from Tiers One & Two are included
- Content & Social Program
  - Headstand will develop a content program for use on social platforms
  - Tactical considerations, include:
    - Calendar development
      - Identify dates for content development
    - Content creation
      - Headstand will assist in developing content mapped to the content calendar
    - Influencer identification
      - Headstand will identify key influencers with whom to engage

Budget: $18,000/month

Included in All Budget Tiers

- Narrative and message refinement
  - Given some of the exciting news to come, Headstand will conduct a narrative and messaging development workshop to extract unique insights, trends and cutting-edge narratives that will serve as the crux of our storytelling efforts
  - Headstand will create a refreshed messaging matrix and ensure key audiences can clearly understand California Online Public Schools' unique offerings
- Measurement
  - During our onboarding, we will work with you to create measurable KPIs in line with your broader goals
  - At the end of any media engagement, we will provide coverage totals, media highlights and an analysis of what worked well and what we can improve upon next time
- Account Management
  - Standing monthly calls will provide us the opportunity to keep you apprised of our key activities and priority initiatives for the week. It will also offer the chance for you to share any new and/or relevant information from your side that supports PR initiatives
  - At the end of each month, you will receive a monthly report that recaps PR activity. As we onboard, we will work with you to determine the best format for these reports based on how they will be used internally

Coversheet

Local Indicator Report (attached)

Section: VI. Information Items
Item: B. Local Indicator Report (attached)
Purpose: FYI
Submitted by:
Related Material:
2023_LCAP_Local_Performance_Indicator_Self-Reflection_California_Connections_Academy_Southern_California_20230613.pdf
2023_LCAP_Local_Performance_Indicator_Self-Reflection_California_Connections_Academy_Northern_California_20230613.pdf
2023_LCAP_Local_Performance_Indicator_Self-Reflection_California_Connections_Academy_North_Bay_20230613.pdf
2023_LCAP_Local_Performance_Indicator_Self-Reflection_California_Connections_Academy_Monterey_Bay_20230613.pdf
2023_LCAP_Local_Performance_Indicator_Self-Reflection_California_Connections_Academy_Central_Valley_20230613.pdf
2023_LCAP_Local_Performance_Indicator_Self-Reflection_California_Connections_Academy_Central_Coast_20230613.pdf

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Connections Academy Southern California	Dr. Richard Savage Superintendent	calca-superintendent@calca.connectionsacademy.org (949) 461-1667

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

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

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

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

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

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

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

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

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

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

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					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.					5
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.					5

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 continue to find ways to better communicate with our families in their home language through verbal and written communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
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.					5
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.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
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 = 84%

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 = 93%

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 after 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 and is continuing and evolving annually.

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 Southern California 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 the 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. Since then the pass rates for this program have significantly increased to reach 93% on average in the 2021-2022 school year. These 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 2022, our course pass rate increased to 85% and our summer graduation rate increased to 87.5% 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 descriptions 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 FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

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

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

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Connections Academy Northern California	Dr. Richard Savage Superintendent	calca-superintendent@calca.connectionsacademy.org 949-461-1667

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

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

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

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

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

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

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

•   Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

•   To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

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

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

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					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.					5
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.					5

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 continue to find ways to better communicate with our families in their home language through verbal and written communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
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.					5
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.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
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 = 92%

How much do you like your Connections Academy Teachers?
I like it a lot / I like it a little = 96%

Will you be attending Connections Academy again next year?
I will definitely attend next year / I might attend next year = 80%

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 = 92%

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 after 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 and is continuing and evolving annually.

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 Northern California 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 the 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. Since then the pass rates for this program have significantly increased to reach 93% on average in the 2021-2022 school year. These 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 2022, our course pass rate increased to 85% and our summer graduation rate increased to 87.5% 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 FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

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

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

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Connections Academy North Bay	Dr. Richard Savage Superintendent	calca-superintendent@calca.connectionsacademy.org 949-467-1667

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

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

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

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

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

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

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

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

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

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

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					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.					5
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.					5

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 continue to find ways to better communicate with our families in their home language through verbal and written communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
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.					5
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.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
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 = 89%

How much do you like your Connections Academy Teachers?
I like it a lot / I like it a little = 99%

Will you be attending Connections Academy again next year?
I will definitely attend next year / I might attend next year = 85%

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 = 87%

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 after 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 our continued efforts in 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 North Bay 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 the 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. Since then the pass rates for this program have significantly increased to reach 93% on average in the 2021-2022 school year. These 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 2022, our course pass rate increased to 85% and our summer graduation rate increased to 87.5% 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 FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

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

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

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Connections Academy Monterey Bay	Dr. Richard Savage Superintendent	calca-superintendent@calca.connectionsacademy.org 949-461-1667

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

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

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

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

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					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.					5
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.					5

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 continue to find ways to better communicate with our families in their home language through verbal and written communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
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.					5
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.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
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 = 98%

How much do you like your Connections Academy Teachers?
I like it a lot / I like it a little = 99%

Will you be attending Connections Academy again next year?
I will definitely attend next year / I might attend next year = 82%

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 = 96%

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 after 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 our continued efforts in 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 Monterey Bay 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 the 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. Since then the pass rates for this program have significantly increased to reach 93% on average in the 2021-2022 school year. These 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 2022, our course pass rate increased to 85% and our summer graduation rate increased to 87.5% 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 FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Connections Academy Central Valley	Dr. Richard Savage Superintendent	calca-superintendent@calca.connectionsacademy.org 949-461-1667

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

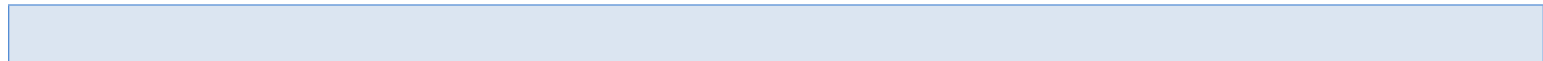## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				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					5
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				4	
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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
      1 - Exploration and Research Phase
      2 - Beginning Development
      3 - Initial Implementation
      4 - Full Implementation
      5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					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.					5
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.					5

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 continue to find ways to better communicate with our families in their home language through verbal and written communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
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.					5
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.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
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?

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1. DATA:
How much do you like your Connections Academy school?
I like it a lot / I like it a little = 93%

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 = 84%

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 = 92%

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 after 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 our continued efforts in 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 Central Valley 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 the 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. Since then the pass rates for this program have significantly increased to reach 93% on average in the 2021-2022 school year. These 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 2022, our course pass rate increased to 85% and our summer graduation rate increased to 87.5% 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 FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Connections Academy Central Coast	Dr. Richard Savage Superintendent	calca-superintendent@calca.connectionsacademy.org 949-461-1667

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				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					5
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				4	
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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					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.					5
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.					5

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 continue to find ways to better communicate with our families in their home language through verbal and written communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
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.					5
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.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
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?

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1. DATA:
How much do you like your Connections Academy school?
I like it a lot / I like it a little = 96%

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 = 87%

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 = 96%

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 after 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 our continued efforts in 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 Central Coast 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 the 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. Since then the pass rates for this program have significantly increased to reach 93% on average in the 2021-2022 school year. These 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 2022, our course pass rate increased to 85% and our summer graduation rate increased to 87.5% 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 FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					