Connecting Waters Charter Schools

CWCS Board of Directors Meeting

(A California Non-Profit Public Benefit Corporation)

Published on June 19, 2026 at 2:26 PM PDT

Date and Time

Monday June 22, 2026 at 3:00 PM PDT

Location

Connecting Waters Central Valley Resource Center, Board Room
2300 E. Briggsmore Ave. Modesto, CA 95355

Additional Teleconference Locations:

- Connecting Waters East Bay Resource Center
  703 C Street, Union City, CA 94587
- Connecting Waters Charter School Waterford Resource Center
  12705 Bentley Street, Waterford, CA 95386
- Livestream link view only: https://us02web.zoom.us/j/85271398615#success

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Agenda Posting Locations

This agenda was posted at least 72 hours prior to the meeting at the following locations: Connecting Waters Charter Schools, 12420 Bentley Street, Waterford, CA 95386; Connecting Waters Charter School Resource Center, 12705 Bentley Street, Waterford CA, 95386; Connecting Waters East Bay Resource Center, 703 C Street, Union City, CA 94587; Connecting Waters Central Valley Resource Center, 2300 E. Briggsmore Avenue, Modesto, CA 95355.

Instructions for Presentations to the Board by Parents and Citizens

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Connecting Waters Charter Schools (“Schools”) welcomes your participation at the School’s Board meetings. The purpose of a public meeting of the Board of Directors (“Board”) is to conduct the affairs of the Schools in public. Your participation assures us of continuing community interest in our Schools. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Hearing of the Public.” “Hearing of the Public” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item. Complaints against specific school employees should be resolved through the school’s Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.
3. You may also complete a “Request to Speak” form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your “Request to Speak” form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
5. A member of the public requiring a translator will be provided twice the allotted time for public comment per individual speaker in accordance with Section 54954.3 of the Government Code.
6. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 12420 Bentley Street, Waterford, California

In compliance with the Americans with Disabilities Act (ADA) and upon request, Connecting Waters Charter Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications in order to participate in Board meetings are invited to contact the Executive Director’s office by calling (209) 874-1119 Ext. 6 as soon as possible prior to the meeting.

Agenda

I. Opening Items

A. Call the Meeting to Order

B. Roll Call

C. Approval of the June 22, 2026, Board of Directors Agenda

D. Pledge of Allegiance

E. Hearing of the Public on Non-Agenda Items

F. Hearing of the Public on Agenda Items

II. Public Hearing

A. Motion to Open the Public Hearing

B. Open Discussion on the Connecting Waters Charter School LCAP/LCFF 2026-2027 Budget Overview

C. Open Discussion on the Connecting Waters Charter School 2026-2027 Local Indicators

D. Open Discussion on the Connecting Waters Charter School 2026-2027 Budget

E. Open Discussion on the Connecting Waters Charter School, East Bay LCAP/LCFF 2026-2027 Budget Overview

F. Open Discussion on the Connecting Waters Charter School, East Bay 2026-2027 Local Indicators

G. Open Discussion on the Connecting Waters Charter School, East Bay 2026-2027 Budget

H. Open Discussion on the Connecting Waters Charter School, Central Valley LCAP/LCFF 2026-2027 Budget Overview

I. Open Discussion on the Connecting Waters Charter School, Central Valley 2026-2027 Local Indicators

J. Open Discussion on the Connecting Waters Charter School, Central Valley 2026-2027 Budget

K. Motion to Close the Public Hearing

III. Items scheduled for Information & Discussion

A. Review of Comparable Compensation Data for Charter School Acting Executive Directors/Executive Directors/Principals/Heads of School

B. Review of Comparable Compensation Data for Charter School Deputy Executive Directors/Assistant Principals/Assistant Heads of Schools

IV. Hearing of Public on Closed Session Items

V. Closed Session

A. Public Employee Discipline/Dismissal/Release

Gov. Code 54957

B. Public Employment

Title: Acting Executive Director/Executive Director
Gov. Code 54957

C. Public Employment

Title: Deputy Executive Director
Gov. Code 54957

VI. Return to Open Session

VII. Report on Closed Session Actions

A. Public Employee Discipline/Dismissal/Release

Gov. Code 54957

B. Public Employment

Title: Acting Executive Director/Executive Director
Gov. Code 54957

C. Public Employment

Title: Deputy Executive Director
Gov. Code 54957

VIII. Administrative Reports

A. Department Report from Central Services/ Attendance Specialist - Maria Sandoval

IX. Directors' Reports

A. Acting Executive Director Report

X. Consent Items

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member to be removed from the Consent Agenda for discussion, there will be no discussion of these items prior to the Board voting on them. The Executive Director and Board Chair recommend approval of all consent agenda items.

A. Approval of Minutes - May 28, 2026, Regular Meeting

B. Approval of New Hires List

- Cynthia Gentry, Accountability Director
- Emily Zizzo, Special Education Resource Specialist
- Nathan Heck, ES Trainee
- Bethany Yee, ES Trainee
- Alyson Stephensen, ES Trainee
- Emily Gundlach, ES Trainee
- Dana Petero, ES Trainee

C. Approval of Separations List

- Malinda Miller, Operations Administrative Assistant
- Lisa Dallimore, Education Specialist
- Cathy Anema, Education Specialist
- Kourtney Delmanowski, Education Specialist
- Amina Yasin, Small Group Instructor

D. Approval of the May 2026 Warrant Report from DMS for Connecting Waters Charter School

E. Approval of the May 2026 Warrant Report from DMS for Connecting Waters Charter School, East Bay

F. Approval of the May 2026 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

G. Approval of Items on the Consent Agenda

XI. Items Scheduled for Consideration and/or Action

A. Approval of the Connecting Waters Charter School LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

B. Approval of the Connecting Waters Charter School, East Bay LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

C. Approval of the Connecting Waters Charter School, Central Valley LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

D. Approval of the Connecting Waters Charter School 2026-2027 Local Indicators

E. Approval of the Connecting Waters Charter School, East Bay 2026-2027 Local Indicators

F. Approval of the Connecting Waters Charter School, Central Valley 2026-2027 Local Indicators

G. Approval of the Connecting Waters Charter School 2026-2027 Budget

H. Approval of the Connecting Waters Charter School, East Bay 2026-2027 Budget

I. Approval of the Connecting Waters Charter School, Central Valley 2026-2027 Budget

J. Approval of the Decision for Connecting Waters Charter School to not Participate in the Consolidated Application (ConApp) for 2026-2027

K. Approval of the Decision for Connecting Waters Charter School, East Bay to not Participate in the Consolidated Application (ConApp) for 2026-2027

L. Approval of the Resolution # 25-26-100 Connecting Waters Charter School 2026-2027 Education Protection Account Expenditure Summary

M. Approval of the Resolution # 25-26-101 Connecting Waters Charter School, East Bay 2026-2027 Education Protection Account Expenditure Summary

N. Approval of the Resolution # 25-26-102 Connecting Waters Charter School, Central Valley 2026-2027 Education Protection Account Expenditure Summary

O. Approval of the Connecting Waters Charter School Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year

P. Approval of the Connecting Waters Charter School, East Bay Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year

Q. Approval of the Connecting Waters Charter School, Central Valley Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year

R. Review of the June 9, 2026, CWEB Annual Report Presentation to the Alameda County Office of Education (ACOE) and Approval of Strategic Next Steps

The Board will review and debrief CWEB's annual report presentation delivered to ACOE on June 9, 2026. The Board will discuss feedback received from the authorizer, evaluate presentation outcomes, and consider potential governance-level action items or directives to the Executive Director to ensure ongoing alignment with authorizer expectations and compliance standards.

S. Approval of Contract with Shaw HR Consulting, Inc.

T. Oral Report of Executive Compensation Paid to the Acting Executive Director/Executive Director

U. Approval of Employment Agreement for the Acting Executive Director/Executive Director

V. Oral Report of Executive Compensation Paid to the Deputy Executive Director

W. Approval of Employment Agreement for the Deputy Executive Director

X. Approval of additional June 2026 Board of Directors Regular Meeting

XII. Items scheduled for Information & Discussion

A. Review Draft Employee Residency and Relocation Policy Development

B. Review Connecting Waters Charter Schools Transitional Kindergarten (TK) Teacher Qualification Requirement Policy

C. First Read: Review options for a new Board Agenda template

D. Review of the 2025-2026 Spring Canvas Survey Results for all Three Schools

E. Board Remarks

XIII. Hearing of Public on Closed Session Items

XIV. Closed Session

A. Public Employee Appointment

Title: CBHRO
Gov. Code 54957

XV. Return to Open Session

XVI. Report on Closed Session Actions

A. Public Employee Appointment

Title: CBHRO
Gov. Code 54957

XVII. Closing Items

A. Adjourn Meeting

LCAP/WASC Goals

1. Increase the percentage of students who are on track to graduate college and career-ready.
2. Close the achievement gap for low-performing students in English and Math.
3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.
4. Foster positive relationships through community outreach.

Coversheet

Open Discussion on the Connecting Waters Charter School LCAP/LCFF 2026-2027 Budget Overview

Section: II. Public Hearing
Item: B. Open Discussion on the Connecting Waters Charter School LCAP/LCFF 2026-2027 Budget Overview
Purpose:
Submitted by:
Related Material: 2026-27 LCAPandLCFF CWCS Combined Doc.pdf

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Connecting Waters Charter School

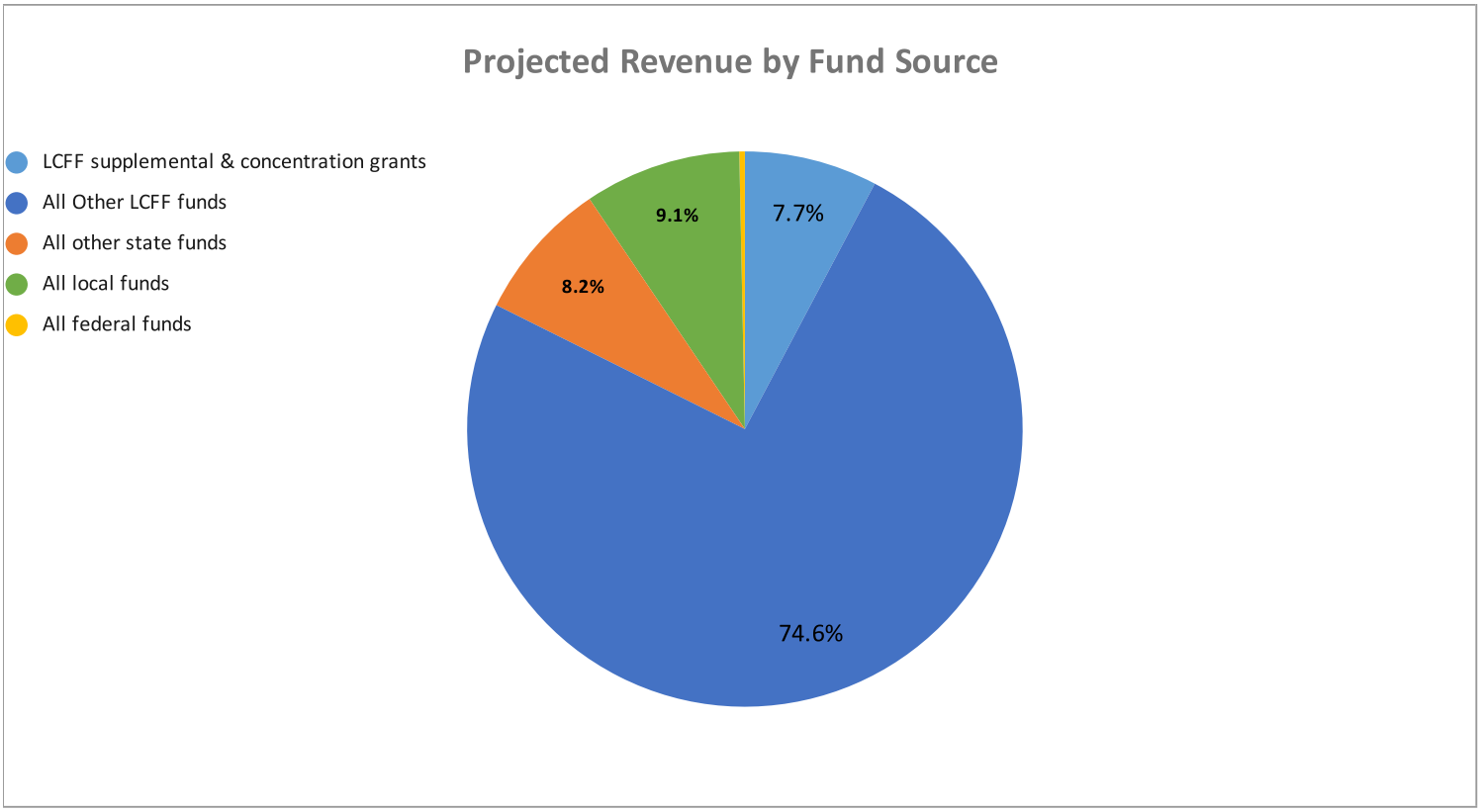
CDS Code: 50 75572 5030317

School Year: 2026-27

LEA contact information: Tammy Hushaw, Acting Executive Director
thushaw@cwcharter.org, (209) 874-1119

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 2026-27 School Year

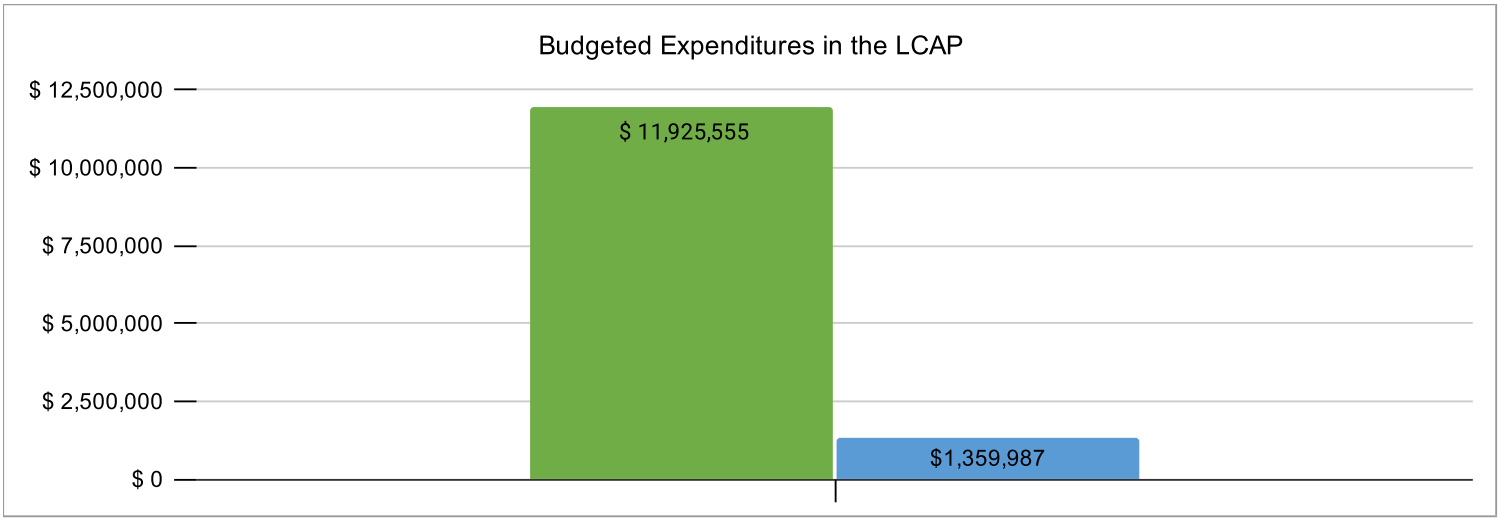


This chart shows the total general purpose revenue Connecting Waters Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Connecting Waters Charter School is $12,327,302.00, of which $10,153,101.00 is Local Control Funding Formula (LCFF), $1,008,780.00 is other state funds, $1,125,481.00 is local funds, and $39,940.00 is federal funds. Of the $10,153,101.00 in LCFF Funds, $955,131.00 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.



This chart provides a quick summary of how much Connecting Waters Charter School plans to spend for 2026-27. 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: Connecting Waters Charter School plans to spend $11,925,555.00 for the 2026-27 school year. Of that amount, $1,359,987.00 is tied to actions/services in the LCAP and $10,565,568.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

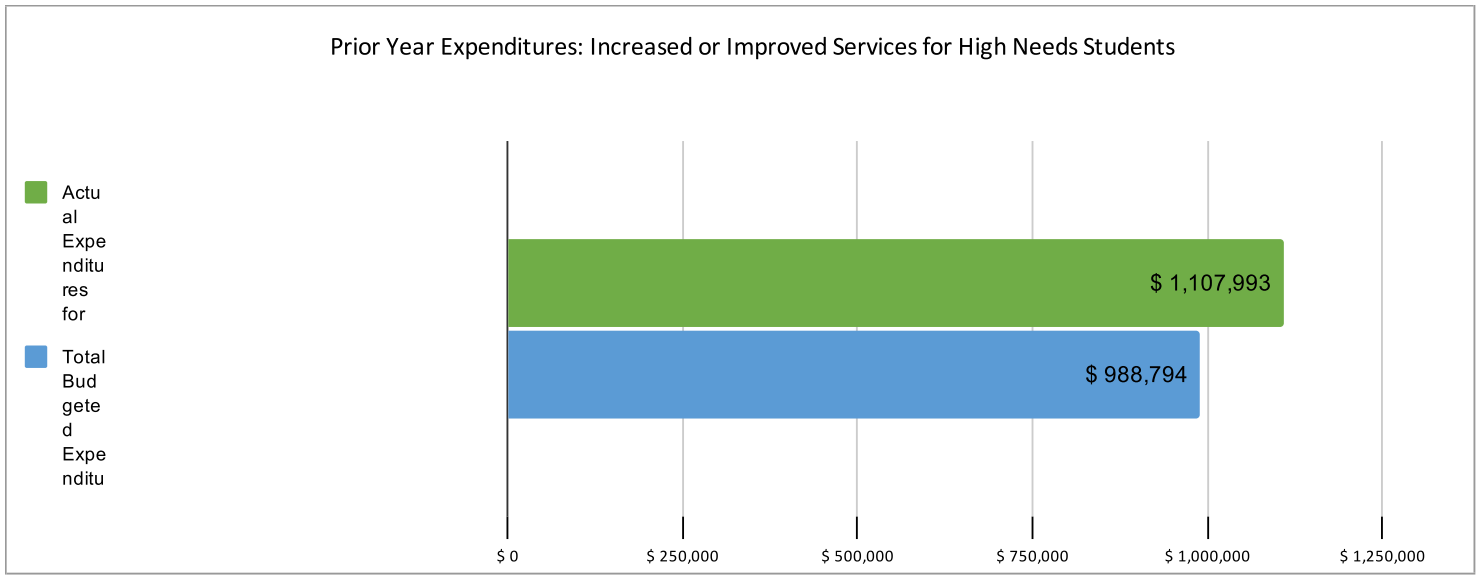
Due to Connecting Waters' personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. Other expenses covered by school funding include approximately: Certificated salaries- 44%; Non- Certificated salaries-10%; Employee Benefits- 20%; Books/Supplies/Materials- 8%; Services & Operation (including facilities)- 18%. Supplemental Grant funds are budgeted for planned actions and services to meet the goals of
the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Connecting Waters Charter School is projecting it will receive $955,131.00 based on the enrollment of foster youth, English learner, and low-income students. Connecting Waters Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Connecting Waters Charter School plans to spend $968,584.00 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 2025-26



This chart compares what Connecting Waters Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Connecting Waters Charter School 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 2025-26, Connecting Waters Charter School's LCAP budgeted $988,794.00 for planned actions to increase or improve services for high needs students. Connecting Waters Charter School actually spent $1,107,993.00 for actions to increase or improve services for high needs students in 2025-26.

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
Connecting Waters Charter School	Tammy Hushaw, Acting Executive Director	thushaw@cwcharter.org/209-874-1119x6

Plan Summary [2026-27]

General Information

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

Connecting Waters Charter School (CW) is a non-classroom based "personalized learning school" that serves students in transitional-kindergarten through twelfth grade who are seeking a non-traditional, personalized, alternative educational setting. CW is operated by Connecting Waters Charter Schools, Inc. and is located within the boundaries of Stanislaus County Office of Education (“SCOE” or County) sponsored by Waterford Unified School District. CW was in its first year of operation in 2002.

As of the 2025 CA Dashboard release, 776 students were enrolled. We serve students who reside in Alameda, Calaveras, Mariposa, Merced, San Joaquin, Santa Clara, Stanislaus, and Tuolumne counties.

When enrolling a child in CW, the parent assumes primary responsibility as the facilitator of the student's educational program. An Education Specialist (ES), who is a credentialed teacher, is assigned to each student. The school strives to develop a partnership to establish the distribution of responsibility between the parent and the ES in the following areas: creation of assignments, selection of materials, evaluation of curriculum, and arrangement of group educational activities, classes, internships and cooperative learning projects.

The administrators, educators, and families of Connecting Waters Charter School believe that the highest level of learning occurs by: assisting students and parents with educational guidance, individualizing curriculum to meet students’ needs, providing materials, resources and supportive instruction, allowing flexibility in both teaching and learning styles, promoting real-life context-based learning, challenging students to achieve mastery of state standards.

Due to this personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1,800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. The increased and improved services provided to high needs student groups outlined in this Plan includes services and materials above and beyond what their personalized EUs can provide. However, each student uniquely receives increased

and improved services due to the nature of our charter focus of personalized learning.

The CW LCAP addresses areas of additional needed support to help make progress toward the identified goals. Each goal and action item was formulated with the aim of fostering equity among unduplicated pupils in comparison to their non-unduplicated counterparts. Because families have a choice in selecting their student's learning model from year to year (students may enroll in classes, use Computer Aided Instruction, private tutors, outside vendors or work independently), it is often necessary to re-evaluate and adjust funding sources and action items identified for specific students using Supplemental Grant funding. Often, all of a student's needs can be met through the use of their EUs.

CW meets the state priorities in a unique way because our mission and structure revolve around Personalized Learning for each individual student:
Priority 1: appropriate teacher assignments: All students are assigned Effective Educators in each course of study as per state and federal law; sufficient instructional materials: teachers can work with parents and students to customize curriculum and instructional methodology to meet the student's academic needs and learning style using their Instructional Funding budgets; and have access to facilities in good repair: CW is an independent study, non-classroom based charter school. This structure is also known as a Flex Based School.
Priority 2: implementation of academic and performance standards including all state standards and ELD standards: all teachers are trained on how to effectively implement standards and monitor student progress in standards. All students use standards aligned materials and have the ability to supplement core curriculum with additional supports when needed to meet the needs of their instructional funding budgets.
Priority 3: parent involvement: our unique setting requires parents to be involved in their students' education as they assume much of the day to day instruction. CWCS offers ample parent training on methodology, implementation of standards, usage of curriculum, and various topics to help support them in their student's education.
Priority 4: pupil achievement: all students participate in state and/or schoolwide assessments to measure academic progress.
Priority 5: pupil engagement: our unique program offers flexibility for students, which drastically reduces chronic absenteeism and drop-out rates. Our wide range of course access allow for more student choice and keeps students engaged and on-track to graduate from high school.
Priority 6: school climate: since our students are primarily at home and interact with their peers via online classes and general educational activities, our expulsion and suspension rates remain low. Families often report safety as one of many reasons for attending CW.
Priority 7 & 8 : access to a broad course of study, especially programs and services developed for and provided to economically disadvantaged students, English Learners, Foster Youth and individuals with exceptional needs; and other pupil outcomes: CW prides itself on personalized learning, which means students not only have wide access to a broad course of study, they can choose how and where to complete courses (online, in-person, at a local college, independently) and they can customize electives to support their interests using instructional funding budgets for visual and performing arts instruction, health, physical education, and career and technical education, among all of their core subject areas of study. All students are monitored by an Effective Educator with subject matter expertise in each course of study to ensure student progress, rigor, content quality, and student success.

Reflections: Annual Performance

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

Upon reviewing the data from the California School Dashboard (Dashboard) and our local sources, it is evident that our school has made strides in some areas while facing challenges in others.

When examining the College Career Indicator (CCI), we see room for improvement. While 45.3% of our students graduated prepared, disaggregating the data reveals disparities. A significant portion of students met preparation criteria through college course completion. Due to two years of concentration, this year 17.2% percent of students who met preparation achieved readiness through CTE completion vs the prior years 3.6%. Similarly the numbers of students meeting UC/CSU requirements also increased from 7.1% to 31% of the students falling under the preparation met. The absence of students meeting preparation criteria through pre-apprenticeship or the State Seal of Biliteracy warrants attention, highlighting potential areas for program enhancement and student support.

Turning to academic performance, the data indicates challenges in English Language Arts and Mathematics. In English Language Arts, while some student groups are approaching proficiency, such as Asian students, others, particularly Students With Disabilities, English Learners, Hispanic and White students, and Socioeconomically Disadvantaged Students, continue to fall below standard. Similarly, in Mathematics, the majority of student groups are below standard, with particularly concerning disparities for Students With Disabilities, Hispanic students, and English Learner Students, who fell in the RED performance level.

These findings underscore the importance of targeted interventions to address the needs of specific student populations. Collaborative efforts are needed to implement strategies that support academic growth and ensure equitable opportunities for all students. Additionally, ongoing monitoring and adjustment of interventions are crucial to tracking progress and refining approaches.

While the data presents areas for improvement, it also serves as a foundation for informed decision-making and action planning. By leveraging these insights, we can continue to strive for excellence and advance our mission of providing a high-quality education for all Students.

To support our lowest-performing students, we implemented a requirement for a minimum of one hour of daily direct instruction. This targeted instruction focused on grade-level standards through Tier 1 core instruction, as well as individualized Tier 3 interventions. By incorporating consistent, standards-aligned teaching into the independent study model, we aimed to accelerate learning and close achievement gaps. After completing a year of this direct instruction positive feedback from students and parents has led to a clear decision to continue with the program. The data will continue to be monitored in the 2026-27 school year.

Learning Recovery Emergency Block Grant (LREBG) Funding:
As a supplement to our existing Goal 2, Action 1: Targeted Instruction for Lowest-Performing Students; we will be using the remaining unexpended LREBG funding for the 2025-26 year (until funds are expended).
Estimated grant funds available: $556,939.01

Explanation and Rationale:
This action will be funded in part with LREBG funds to provide a minimum of one hour per day of required direct instruction for our lowest-performing students enrolled in the independent study program. Instruction will focus on both Tier 1 core academic standards and Tier 3 individualized intervention,

ensuring students receive targeted support to accelerate learning. This action aligns with allowable uses of LREBG funds as defined in EC Section 32526(c)(2), specifically supporting accelerated learning strategies through additional instruction and academic services for students disproportionately impacted by the pandemic. The decision to implement daily direct instruction was informed by our needs assessment, which identified significant learning gaps and below-grade-level performance among a subset of our independent study student population. These students have shown limited progress with asynchronous or minimally guided instruction and require a structured, consistent instructional model to improve outcomes. By investing in targeted, standards-based instruction supported by credentialed educators, we are addressing the urgent need for learning
recovery and academic advancement among our most at-risk students, as required under EC Section 32526(d).

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Education Specialists (teachers), Class Instructors, Resource Center Staff, Administrators, SpED, Classified Staff, other school personnel, parents, and students	CWCS employed a comprehensive approach to engage educational partners in the development of the Local Control and Accountability Plan (LCAP). This process prioritized transparent communication and inclusive participation to ensure the voices of all stakeholders were heard and considered. Communication with students and families was facilitated through a diverse array of channels, including email, phone calls, online and in- person meetings, Learning Management Systems (LMS) software, social media, surveys, district-operated websites, resource center signs, ParentSquare, and Listserves. Direct communication from CWCS staff members, school counselors, and other school staff members further enhanced engagement efforts. To ensure accessibility for non-English speaking educational partners, translations of notifications and materials were provided, and translating services were made available for those wishing to provide feedback. This draft of the LCAP was developed in consultation with parents, students, educators, staff and key educational partners in leadership positions through a live meeting (October) and survey feedback (sent 3 times per year). This inclusive approach allowed for specific input and perspectives from various educational partners. Educational partners were encouraged to provide written comments on specific actions and expenditures proposed in the plan. Based on the feedback received, modifications were made to the plan to address concerns and incorporate suggestions. The plan was presented for additional public comment at a regularly scheduled board meeting. Educational partners were notified of this opportunity for input through the aforementioned communication channels. Following the public comment period, the finalized LCAP was formally adopted in a separate board meeting in June, as required, and subsequently submitted to the Charter Authorizer. This process ensured accountability and transparency in decision-making while prioritizing the input and engagement of educational partners throughout the development and approval stages of the LCAP.

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

Several goals, metrics, actions, and budgeted expenditures in the LCAP were directly influenced by or developed in response to the feedback received from educational partners:
Continued Inclusion Specialist Service:
Feedback: The need to enhance support for students with special needs.
Action: Creation of the role of Inclusion Specialist to provide targeted support and resources for students with special needs, ensuring they receive the necessary accommodations and interventions to thrive academically and socially.

Budgeted Expenditure: Allocation of funds to continue the role.

Continued Early Math Literacy Focus:
Feedback: There is a need to improve early math literacy and proficiency among young students as early as as 4th and 5th grade where data shows students begin to struggle and academically decline to ensure they do not fall behind their peers.
Action: Continued implementation of targeted interventions and instructional strategies to promote math literacy at an early age, thereby preventing students from falling behind in mathematics.
Budgeted Expenditure: Allocation of resources for professional development, instructional materials, and programs aimed at enhancing early math literacy instruction.

Continued Prioritization of Tutoring Services:
Feedback: The need to continue to improve student academic performance through targeted instructional supports to help increase in student academic achievement as evidenced by improved grades, assessment scores, and graduation rates.
Action: Expansion and enhancement of tutoring services to provide additional academic support to students in need.
Budgeted Expenditure: Increased funding allocated to tutoring programs, including the hiring of additional tutors, expansion of tutoring hours, and provision of resources for tutoring sessions.

Revised Response to Instruction Policy was revamped to ensure every student receives the right level of support at the right time whether they are performing at grade level, slightly below, or significantly below. By using consistent, research-based tools like iReady and CAASPP, we are able to monitor growth and provide tiered instructional support tailored to each student's unique needs.

This Policy has strength in:
Personalized Support: Students are placed into instructional tiers based on actual performance data, allowing educators and families to collaborate on the best pathway for success.
Targeted Interventions: The "Big Ideas", full-class (CMS) instruction, and Advisor approved plan options ensure students who are behind can close gaps faster through daily, standards-aligned support.
Flexibility and Choice: Parents and ESs help select the most appropriate tiered support, ensuring that learning plans reflect each student's individual situation.
Consistency Across K-12: This approach brings coherence to instruction and assessment practices across all grade levels, making progress easier to track and respond to.

This policy was shaped directly from feedback provided by parents, teachers, and administrators who voiced a need for: Clearer expectations for student support, more consistent use of iReady data, stronger intervention structures that fit the independent study model, more equitable access to credentialed instruction for students in need. By listening to our stakeholders, we've created a system that is both data-informed and flexible, supporting student achievement while respecting family choice and the diverse ways students learn in our program.These initiatives were developed based on a combination of anecdotal feedback from educational partners and data analysis, reflecting a collaborative effort to address identified needs and prioritize resources where they would have the greatest impact on student success. By responding to the feedback and insights provided by educational partners, the LCAP aims to create a more inclusive and supportive learning environment that meets the diverse needs of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase percent of students who are on track to graduate college and career ready	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal emerged from our commitment to ongoing improvement, aligning closely with the school's vision and mission statements. It was informed by extensive feedback from our Education Partners, derived from thorough analysis of schoolwide data and collaborative discussions. The coordinated actions and metrics outlined are designed to facilitate our students' preparation for college and/or career success upon graduation from Connecting Waters Charter School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1 College Career Indicator (CCI) - Dual Enrollment	1.1 College Career Indicator (CCI) 1.1(A) 44.7% Prepared 1.1(B) 92.1% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 37.3% Prepared 1.1(B) 82.1% of The Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1 (A) 45.3% Prepared 1.1 (B) 82.8% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 50% Prepared 1.1(B) 95% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1 (A) .6% up from baseline for Prepared 1.1 (B) 9.3% below baseline of the Prepared Met through College Course Completion

1.2	1.2 College Career Indicator (CCI) - CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 44.7% Prepared 1.2(B) 2.6% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 37.3% Prepared 1.2(B) 3.6% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2 (A) 45.3% Prepared 1.2 (B) 17.2% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 50% Prepared 1.2(B) 5% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2 (A) .6% up from baseline for Prepared 1.2 (B) 14.6% up from baseline of the Prepared Met through CTE Completion
1.3	1.3 College Career Indicator (CCI) - Prepared via Other Measure	1.3 College Career Indicator (CCI) 1.3(A) 44.7% Prepared 1.3(B) 0% of the Prepared Met through Pre-Apprenticeship 1.3(C) 0% Prepared Met through State Seal of Biliteracy 1.3(D) 23.7% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 37.3% Prepared 1.3(B) 0% of the Prepared Met through Pre-Apprenticeship 1.3(C) 0% Prepared Met through State Seal of Biliteracy 1.3(D) 7.1% Prepared Met through a-g Completion Requirements	1.3 College Career Indicator (CCI) 1.3 (A) 45.3% Prepared 1.3 (B) 0% of the Prepared Met through Pre-Apprenticeship 1.3 (C) 0% Prepared Met through State Seal of Biliteracy 1.3 (D) 31.0% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 50% Prepared 1.3(B) 3% of the Prepared Met through Pre-Apprenticeship 1.3(C) 1% Prepared Met through State Seal of Biliteracy 1.3(D) 25% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3 (A) .6% up from baseline for Prepared 1.3 (B) No difference 1.3 (C) No difference 1.3 (D) 7.3% up from baseline of Prepared Met through UC/CSU Requirements

1.4	1.4(A) Academic Indicator - ELA 1.4(B) Academic Indicator - Math Students with Disabilities (SWD) English Learners (EL) Hispanic (Hisp) Socioeconomically Disadvantaged (SED) White	1.4 Academic Indicator 2022-23 1.4 (A) ELA: All Students: 20.2 points below standard (ORANGE) SWD: 107.4 points below standard (RED) EL: 39.9 points below standard (YELLOW) Hisp: 23.4 points below standard (YELLOW) SED: 32.6 points below standard (YELLOW) White: 12.9 points below standard (YELLOW) 1.4 (B) Math: All Students: 74.6 points below standard (ORANGE) SWD: 151.6 points below standard (ORANGE)	1.4 Academic Indicator - 2023-24 1.4 (A) ELA: All Students: 15.7 points below standard (YELLOW) SWD: 31.9 points below standard (ORANGE) EL: 65.8 points below standard (ORANGE) Hisp: 37.3 points below standard (ORANGE) SED:31.9 points below standard (ORANGE) White: 14.8 points below standard (ORANGE) 1.4 (B) Math: All Students: 72.4 points below standard (ORANGE)	1.4 Academic Indicator - 2024-25 1.4 (A) ELA: All Students: 22.2 points below standard (ORANGE) SWD: 100.1 points below standard (RED) EL: 32.5 points below standard (YELLOW) Hisp: 35.7 points below standard (ORANGE) SED: 32.4 points below standard (ORANGE) White: 28.1 points below standard (ORANGE) 1.4 (B) Math: All Students: 82.1 points below standard (ORANGE) SWD: 161.4 points below standard (RED) EL: 100.9 points below standard (RED) Hisp: 107 points	1.4 Academic Indicator 1.4(A) ELA: All Students: 17 points below Standard SWD: 104 points below standard EL: 36 points below standard Hisp: 20 points below standard SED: 29 points below standard White: 10 points below standard 1.4(B) Math: All Students: 72 points below Standard SWD: 149 points below standard EL: 85 points below standard Hisp: 97 points below standard	1.4 Academic Indicator 1.4 (A) ELA: All Students: Color Status remains the same (ORANGE) SWD: Color Status remains the same (RED) EL: Color Status remains the same (YELLOW) Hisp: Student achievement decreased by 12.3 points and dropped from (YELLOW) to (ORANGE) SED: Student achievement decreased by .2 points and dropped from (YELLOW) to (ORANGE) White: Student achievement decreased by 15.2 points and dropped from (YELLOW) to (ORANGE)

		EL: 88.2 points below standard (YELLOW) Hisp: 100.2 points below standard (RED) SED: 98.8 points below standard (ORANGE) White: 56.3 points below standard (YELLOW	SWD: 157.4 points below standard (RED) EL: 99.7 points below standard (RED) Hisp: 100.8 points below standard (RED) SED: 91.2 points below standard (YELLOW) White: 75.3 points below standard (ORANGE)	below standard (RED) SED: 106.1 points below standard (RED) White: 84.5 points below standard (ORANGE)	SED: 96 points below standard White: 53 points below standard	1.4 (B) Math: All Students: Color Status remains the same (ORANGE) SWD: Student Achievement decreased by 10.2 points and dropped from (ORANGE) to (RED) EL: Student Achievement decreased by 12.7 points and dropped from (YELLOW) to (RED) Hisp: Color status remains the same (RED) SED: Student Achievement decreased by 7.3 points and dropped from (ORANGE) to (RED) White: Student Achievement decreased by 28.2 points and dropped from (YELLOW) to (ORANGE)

1.5	1.5 Graduation / Dropout Rate	1.5 Graduation Rate 2022-23 82.6% graduated	1.5 Graduation Rate 2023-24 85.7% graduated	1.5 Graduation Rate 2024-25 89.6% graduated	1.5 Graduation Rate 85% graduated	1.5 Graduation Rate: Increased by 7% from baseline
1.6	1.6 Access to a Broad Course of Study - Local Indicator	1.6 Access to a Broad Course of Study - Local Indicator 2022-23 MET	1.6 Access to a Broad Course of Study - Local Indicator 2023-24 MET	1.6 Access to a Broad Course of Study - Local Indicator 2024-25 MET	1.6 Access to a Broad Course of Study - Local Indicator MET	1.6 Access to a Broad Course of Study - Local Indicator Continues to maintain MET status
1.7	1.7 Parent and Family Engagement - Local Indicator	1.7 Parent and Family Engagement - Local Indicator 2022-23 MET	1.7 Parent and Family Engagement - Local Indicator 2023-24 MET	1.7 Parent and Family Engagement - Local Indicator 2024-25 MET	1.7 Parent and Family Engagement - Local Indicator MET	1.7 Parent and Family Engagement - Local Indicator Continues to maintain MET status
1.8	1.8 Local Climate Survey - Local Indicator	1.8 Local Climate Survey - Local Indicator 2022-23 MET	1.8 Local Climate Survey - Local Indicator 2023-24 MET	1.8 Local Climate Survey - Local Indicator 2024-25 MET	1.8 Local Climate Survey - Local Indicator MET	1.8 Local Climate Survey - Local Indicator Continues to maintain MET status
1.9	1.9 Implementation of Academic Standards - Local Indicator	1.9 Implementation of Academic Standards - Local Indicator 2022-23 MET	1.9 Implementation Of Academic Standards - Local Indicator 2023-24 MET	1.9 Implementation Of Academic Standards - Local Indicator 2024-25 MET	1.9 Implementation of Academic Standards - Local Indicator MET	1.9 Implementation Of Academic Standards - Local Indicator Continues to maintain MET status
1.10	1.10 Chronic Absenteeism	1.10 Chronic Absenteeism 2022-23 1.8% chronically absent	1.10 Chronic Absenteeism 2023-24 1.9% (BLUE) chronically absent	1.10 Chronic Absenteeism 2024-25 1.1% (BLUE) chronically absent	1.10 Chronic Absenteeism 1% chronically absent	1.10 Chronic Absenteeism has improved by .7% above baseline.

1.11	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 1.11(B) Standards Aligned Materials 1.11(C) Facilities in Good Repair	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2022-2023 99% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned Materials. 1.11(C) CW Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2023-24 99% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CW Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2024-25 99% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CW Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 100% of current staff held appropriate credential or Authorization 1.11(B) 100% students have access to standards aligned Materials. 1.11(C) CW Local Priority 1 MET	1.11 Conditions of Learning 1.11 (A) No change 1.11 (B) No change 1.11 (C) No change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

During the 2025-26 school year, implementation of all actions under Goal 1 continued with strong fidelity and produced several notable achievements.

The Community College Liaison position was fully staffed and active throughout the year, supporting students through the dual enrollment registration process and providing ongoing guidance to help them succeed in community college coursework. This was the first full year of the liaison operating at full capacity, and the impact on student navigation of college systems was evident.

Our CTE program entered an exciting new phase with the launch of the first full year of the Animal Science internship component. After establishing the pathway in the prior year, students were able to participate in real-world, career-aligned experiences that go well beyond classroom instruction. This milestone reflects the maturation of our CTE investment and the school's commitment to meaningful career preparation.

Teacher credentialing remained strong and stable, with 99% of current staff holding appropriate credentials or authorizations. The school continued to support advanced learning opportunities for teaching staff, reflecting the ongoing priority of maintaining a highly qualified educator workforce.

A Reengagement Team meeting structure was added this year as a proactive student support mechanism. When a student misses class sessions or falls behind, a Student Support Team meeting is convened to evaluate risk and develop a recovery plan. This structured response to disengagement represents a meaningful systems-level improvement that is already contributing to improved student follow-through and persistence.

There were no substantive deviations from the planned implementation of Goal 1 actions. The primary challenge continued to be the time required to fully operationalize the Virtual Career Center, which remained in active development and rollout. However, overall momentum heading into the 2026-27 school year is strong, and the infrastructure built over the past two years positions the school well for the final year of this LCAP cycle.

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.

Where differences existed between budgeted and actual expenditures for Goal 1 actions, they were primarily the result of timing adjustments and the use of other available grant funding prior to drawing on LCAP budgeted funds. As in prior years, grant resources were utilized first to support program implementation, which affected the draw-down sequence but did not result in any reduction in service delivery. Programs were fully staffed and operational as planned. Any remaining differences reflect the natural adjustment of actual costs against projections as programs matured into their second and third year of implementation.

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

The actions implemented under Goal 1 have been effective in building the infrastructure and support needed to increase college and career readiness across the student population.

The Community College Liaison has been especially effective in expanding access to dual enrollment. Students have reported increased confidence in navigating college systems, and the rate of students meeting CCI preparation criteria through college course completion remained strong at 82.8% of prepared students in 2024-25.

The CTE Expansion has produced the most dramatic measurable outcome under this goal. The percentage of prepared students meeting CCI criteria through CTE completion rose from 2.6% at baseline to 17.2% in 2024-25, representing a 14.6% increase above baseline and far exceeding the Year 3 target of 5%. The addition of the internship component in 2025-26 further deepens the quality of CTE experiences available to students.

The Virtual Career Center is still building toward its full intended impact and will be a primary focus for completion in 2026-27. Its integration with CCI tracking and counseling support is expected to strengthen outcomes for students who are not yet on a clear college or career path.

The Special Education Liaison position continues to improve communication and coordination between families, Education Specialists, and school staff. While Students with Disabilities remain in the RED performance band in ELA at 100.1 points below standard in 2024-25, the improved support infrastructure is necessary and appropriate given the complexity of this population's needs. This targeted support will continue.

The Reengagement Team structure is a promising new addition and will be monitored over the 2026-27 year for its impact on student attendance, credit completion, and graduation rates.

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

Based on the effectiveness of actions to date and the data reviewed, all actions under Goal 1 will be continued in 2026-27. The CTE program will sustain the Animal Science pathway with its internship component and the FCCLA Culinary pathway, with attention to deepening student participation and exploring additional pathway opportunities. The Virtual Career Center will continue its rollout with a focus on full implementation and student utilization. The Reengagement Team meeting structure will be maintained as a permanent component of student support. The Special Education Liaison focus on ELA for students with disabilities will be sustained given the persistent RED performance level for this group. No actions have been identified as ineffective after this two-year period, and all actions will continue with refinements informed by implementation experience.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community College Liaison	Hire / maintain a liaison position to help students register and succeed in Community College	$17,600.00	Yes
1.2	CTE Expansion	Market, recruit & hire additional necessary staff to grow the CTE program	$39,700.00	Yes
1.3	Virtual Career Center	Develop, recruit & implement a Virtual Career Center to support students in achieving CCI Prepared	$86,000.00	Yes
1.4	SpEd Liaison	Implement a Special Education Liaison Position to Support ESs and Families. Specific focus with targeted intervention to SpEd Students in English Language Arts to increase student outcomes who fell in Red Performance Indicator.	$39,624.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Close the achievement gap in the low performing students in English and Math.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal emerged from our ongoing commitment to continuous improvement, aligning closely with the school's overarching vision and mission. It stems from comprehensive analysis of schoolwide data and collaborative discussions with our Education Partners, whose invaluable feedback guided the development process. The identified actions and metrics are strategically grouped to facilitate the attainment of our goal: to empower students in bridging academic achievement gaps and accessing grade-level content equitably alongside their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2.1 Academic Indicator ELA & Math	2.1 Academic Indicator 2022-23 2.1(A) ELA: All Students: 20.2 points below standard (ORANGE) SWD: 107.4 points	2.1 2.1 Academic Indicator 2023-24 2.1(A) ELA: All Students: 15.7 points below Standard (YELLOW) SWD: 31.9 points below standard	2.1 Academic Indicator - 2024-25 1.4 (A) ELA: All Students: 22.2 points below standard (ORANGE) SWD: 100.1 points below standard (RED)	2.1 Academic Indicator 2.1(A) ELA: All Students: 17 points below standard SWD: 104 points below standard	2.1 Academic Indicator 2.1 (A) ELA: All Students: Color Status remains the same (ORANGE) SWD: Color Status remains the same (RED)

		below standard (RED) EL: 39.9 points below standard (YELLOW) Hisp: 23.4 points below standard (YELLOW) SED: 32.6 points below standard (YELLOW) White: 12.9 points below standard (YELLOW) 2.1(B) Math: All Students: 74.6 points below standard (ORANGE) SWD: 151.6 points below standard (ORANGE) EL: 88.2 points below standard (YELLOW) Hisp: 100.2 points below standard (RED) SED: 98.8 points below standard	(ORANGE) EL: 65.8 points below standard (ORANGE) Hisp: 37.3 points below standard (ORANGE) SED:31.9 points below standard (ORANGE) White: 14.8 points below standard (ORANGE) 2.1(B) Math: All Students: 72.4 points below standard (ORANGE) SWD: 157.4 points below standard (RED) EL: 99.7 points Below standard (RED) Hisp: 100.8 points below standard	EL: 32.5 points below standard (YELLOW) Hisp: 35.7 points below standard (ORANGE) SED: 32.4 points below standard (ORANGE) White: 28.1 points below standard (ORANGE) 2.1 (B) Math: All Students: 82.1 points below standard (ORANGE) SWD: 161.4 points below standard (RED) EL: 100.9 points below standard (RED) Hisp: 107 points below standard (RED) SED: 106.1 points below standard (RED)	EL: 36 points below standard Hisp: 20 points below standard SED: 29 points below standard White: 10 points below standard 2.1(B) Math: All Students: 72 points below standard SWD: 149 points below standard EL: 85 points below standard Hisp: 97 points below standard SED: 96 points below standard White: 53 points below standard	EL: Color Status remains the same (YELLOW) Hisp: Student achievement decreased by 12.3 points and dropped from (YELLOW) to (ORANGE) SED: Student achievement decreased by .2 points and dropped from (YELLOW) to (ORANGE) White: Student achievement decreased by 15.2 points and dropped from (YELLOW) to (ORANGE) 2.1 (B) Math: All Students: Color Status remains the same (ORANGE) SWD: Student Achievement decreased by 10.2 points and dropped from (ORANGE) to (RED)

		(ORANGE) White: 56.3 points below standard (YELLOW)	(RED) SED: 91.2 points Below standard (YELLOW) White: 75.3 points below standard (ORANGE)	White: 84.5 points below standard (ORANGE)		EL: Student Achievement decreased by 12.7 points and dropped from (YELLOW) to (RED) Hisp: Color status remains the same (RED) SED: Student Achievement decreased by 7.3 points and dropped from (ORANGE) to (RED) White: Student Achievement decreased by 28.2 points and dropped from (YELLOW) to (ORANGE)
2.2	2.2 iReady MATH Growth Scores (Local Data) - Early Grades	2.2 iReady Math Growth Scores (Local Data) 2022-23 Typical Growth: The average annual growth for a student at this grade and baseline placement Level.	2.2 iReady Math Growth Scores (Local Data) 2023-24 Typical Growth: The Average annual growth for a student at this Grade and baseline	2.2 iReady Math Growth Scores (Local Data) 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement Level.	2.2 iReady Math Growth Scores (Local Data) 2.2(A) Grade 4 90% 2.2(B) Grade 5 86% 2.2(C) Grade 6 80%	2.2 iReady Math Growth Scores (Local Data) Typical Growth: The average annual growth for a student at this grade and baseline placement Level.

		2.2(A) Grade 4 87% 2.2(B) Grade 5 83% 2.2(C) Grade 6 77%	Placement level. 2.2(A) Grade 4 - 68% 2.2(B) Grade 5 - 72% 2.2(C) Grade 6 - 85%	2.2(A) Grade 4 - 85% 2.2(B) Grade 5 - 60% 2.2(C) Grade 6 - 115%		2.2(A) Grade 4 showed a drop from baseline by 2% 2.2(B) Grade 5 showed a drop by 23% 2.2(C) Grade 6 showed an increase from baseline by 38%
2.3	2.3 iReady Growth Scores (Local Data) - All Students	2.3 Progress to Annual Typical Growth(Median) 2022-23 2.3(A) ELA: 86% 2.3(B) MATH: 78%	2.3 iReady Growth Scores (Local Data) - All Students 2.3 Progress to Annual Typical Growth (Median) 2023-24 2.3(A) ELA: 82% 2.3(B) MATH: 73%	2.3 Progress to Annual Typical Growth(Median) 2024-25 2.3(A) ELA: 96% 2.3(B) MATH: 81%	2.3 Progress to Annual Typical Growth (Median) 2.3(A) ELA: 89% 2.3(B) MATH: 81%	2.3 Progress to Annual Typical Growth(Median) 2024-25 2.3(A) ELA: showed an increase of 10% 2.3(B) MATH: showed an increase of 3%
2.4	2.4 Graduation / Dropout Rate	2.4 Graduation /Dropout Rate 2022-23 82.6% graduated	2.4 Graduation /Dropout Rate 2023-24 85.7% graduated	2.4 Graduation /Dropout Rate 2024-25 89.6% graduated	2.4 Graduation / Dropout Rate 85% graduated	2.4 Graduation/Dropout Rate: Increased by 7% from baseline
2.5	2.5 Parent and Family Engagement - Local Indicator	2.5 Parent and Family Engagement - Local Indicator 2022-23 MET	2.5 Parent and Family Engagement - Local Indicator 2023-24 MET	2.5 Parent and Family Engagement - Local Indicator 2024-25 MET	2.5 Parent and Family Engagement - Local Indicator MET	2.5 Parent and Family Engagement - Local Indicator Continues to maintain MET status

2.6	2.6 Local Climate Survey - Local Indicator	2.6 Local Climate Survey - Local Indicator 2022-23 MET	2.6 Local Climate Survey - Local Indicator 2023-24 MET	2.6 Local Climate Survey - Local Indicator 2024-25 MET	2.6 Local Climate Survey - Local Indicator MET	2.6 Local Climate Survey - Local Indicator Continues to maintain MET status
2.7	2.7 Implementation of Academic Standards - Local Indicator	2.7 Implementation of Academic Standards - Local Indicator 2022-23 MET	2.7 Implementation Of Academic Standards - Local Indicator 2023-24 MET	2.7 Implementation Of Academic Standards - Local Indicator 2024-25 MET	2.7 Implementation of Academic Standards - Local Indicator MET	2.7 Implementation Of Academic Standards - Local Indicator Continues to maintain MET status
2.8	2.8 Chronic Absenteeism	2.8 Chronic Absenteeism 2022-23 1.8% chronically absent	2.8 Chronic Absenteeism 2023-24 1.9% (BLUE) chronically absent	2.8 Chronic Absenteeism 2024-25 1.1% (BLUE) chronically absent	2.8 Chronic Absenteeism 1% chronically absent	2.8 Chronic Absenteeism has improved by .7% above baseline.
2.9	2.9 Student Engagement / Climate	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 98.2%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance Rate 98.1%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance Rate 98.9%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 98.2%	2.9 Student Engagement / Climate 2.9(A) No change 2.9(B) No change 2.9(C) Positive increase by .7%

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

During the 2025-26 school year, implementation of Goal 2 actions was strong and continued to expand in scope and structure. The Tiger Time direct instruction program, which was conceptualized and created as a product of this LCAP, became firmly established as a central component of the school's instructional model.

Tiger Time was delivered four days per week for students in grades K-8, with two sessions focused on ELA and two focused on Math. Socio-emotional learning (SEL) was incorporated on Fridays as part of overall student support, recognizing that academic progress is best sustained when students' social and emotional needs are also addressed. For high school students, the program operated through advisory periods, study skills and test-taking strategy classes, open sessions with credentialed teachers for individualized academic support, and skills application classes.

An additional math study hall was created for middle school students to provide supplemental math support during a grade span where our iReady data has consistently identified declining typical growth. This addition reflects the school's responsiveness to local data in refining its intervention model.

Students in the high school Tiger Time program who did not attend received follow-up phone calls and outreach from staff to promote continued participation. This attendance monitoring and re-engagement practice ensured that students were not simply allowed to disengage from their required instructional support.

The Education Specialist role was formally restructured to incorporate Tiger Time facilitation as part of the standard job responsibilities, rather than treating it as a supplemental duty. This structural change reflects the school's commitment to institutionalizing the direct instruction model within the existing staffing framework, and the costs associated with this transition were offset through LCAP funding.

The LREBG-supported daily direct instruction component continued to provide standards-based, credentialed instruction for the lowest-performing students. This action aligns with EC Section 32526(c)(2) and addresses the needs identified in the school's needs assessment related to significant learning gaps and below-grade-level performance among students in the independent study setting.

Grant funds were used prior to drawing on LCAP-budgeted funds, so differences between budgeted and actual expenditure amounts reflect funding source decisions rather than any reduction in services.

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.

Upon review of the school's upcoming 26-27 budget, it was decided that LREBG funding would be best utilized over the course of the 26-27 and 27-28 Fiscal years, due to the school's current financial standing there is not need to exhaust these funds within the 25-26 school year as planned. All funds that were proportioned to the LREBG have since been encumbered by LCFF or unrestricted funding.

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

The actions implemented under Goal 2 have been effective in building a structured, multi-tiered system of support for students performing below grade level in English and Math.

The Tiger Time program has been the centerpiece of this goal and has demonstrated clear value over two years of implementation. Student and family feedback has been consistently positive, and the school's decision to continue and expand the program reflects this evidence base. While 2024-25 CAASPP data shows that several student groups, particularly Students with Disabilities, English Learners, Hispanic students, and Socioeconomically Disadvantaged Students, remain in the RED performance band in Math, the intervention infrastructure that has been built is the appropriate and necessary response to these persistent gaps. The 2026-27 school year will be critical for tracking whether the consistent instructional model translates into measurable gains on state assessments.

The Early Math Literacy supports for grades 4 and 5 have been effective in targeting the grade span where local iReady data first identified declining typical math growth. The Early Math Specialist position has strengthened foundational skills instruction and created stronger connections between diagnostic data and instructional response.

Concepts and Skills Review programs continued to support student access to grade-level content, particularly in preparation for state assessments. The integration of review support into broader intervention structures has made this work more efficient. Materials, supplies, and equipment procured under Action 2.4 supported differentiated instruction and ensured that both students and instructors had the resources needed for high-quality intervention delivery.

The revised Response to Instruction policy, which was shaped directly by feedback from parents, teachers, and administrators, has provided a consistent and data-informed framework for placing students into the appropriate tier of support across K-12. This policy continues to bring coherence to instructional and assessment practices and will be monitored closely in the final year of this LCAP cycle.

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

All actions under Goal 2 will be continued in 2026-27. The Tiger Time model will be sustained with the structural improvements made in 2025-26, including the integration of SEL on Fridays, the middle school math study hall, and the attendance monitoring and outreach system for students who miss sessions. We are expanding support classes to further aid with the instruction provided in Tiger Time, especially for math. Online and in person study halls are also being initiated and encouraged to offer further student support.The Early Math Literacy focus in grades 4 and 5 will continue, informed by iReady diagnostic data. Targeted interventions for Students with Disabilities, English Learners, Hispanic students, and Socioeconomically Disadvantaged Students in Math will remain a specific focus given the persistent RED performance levels documented in 2024-25 CAASPP data. The LREBG-funded daily direct instruction component will continue until grant funds are fully expended, as required. No actions have been identified as ineffective; rather, this goal reflects a model that continues to deepen in quality and consistency with each year of implementation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Interventions	Tier 2&3 Support in Math and Reading (including High School Intensive, Reading Specialist, Tutoring Support): Specific focus with targeted intervention to Hispanic Students in Math to increase student outcomes who fell in Red Performance Indicator. LREBG: Introduce targeted, standards-based daily instruction led by credentialed educators, to provide the academic scaffolding necessary to support learning recovery and long-term success. Metrics 2.1-2.3; $556,939 per year through 2026-27.	$1,035,877.00	Yes
2.2	Early Math Literacy	Develop and Implement Early Math Literacy Supports (Grades 4-5)	$83,820.00	Yes
2.3	Concepts & Skills Review	Implement effective Concepts & Skills Review Programs & Support for Students to Access Grade Level Concepts	$69,520.00	Yes
2.4	Materials/Supplies	Curriculum, Materials & Equipment to support achievement in goal	$77,082.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the percentage of English Language Learner (EL) students who achieve proficiency in English Language Arts and Math.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While we are proud of the progress our English Learners (EL) have made, we acknowledge the ongoing journey ahead. Delving deeper into our local and state data, we've identified a concerning trend: the percentage of EL students meeting or exceeding math standards falls below that of their non-EL counterparts. Similarly, in mastering ELA standards, our EL students lag behind their peers. This underscores the imperative for sustained, targeted support tailored to the unique needs of our EL students. Additionally, we understand the importance of providing ongoing assistance even after their reclassification.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3.1 English Learner Progress	3.1 English Learner Progress: 2022-23 46.5% making progress towards English language proficiency	3.1 English Learner Progress: 2023-24 42.2% making progress towards English language proficiency	3.1 English Learner Progress: 2024-25 46.8% making progress towards English language proficiency	3.1 English Learner Progress: 50% making progress towards English language proficiency	3.1 Increased by .3% from baseline

3.2	3.2 Implementation of Academic Standards - Local Indicator	3.2 Implementation of Academic Standards - Local Indicator 2022-23 MET	3.2 Implementation of Academic Standards - Local Indicator 2023-24 MET	3.2 Implementation of Academic Standards - Local Indicator 2024-25 MET	3.2 Implementation of Academic Standards - Local Indicator MET	3.2 Implementation of Academic Standards - Local Indicator continues to maintain MET status
3.3	3.3 Academic Indicator ELA	3.3 Academic Indicator ELA: 2022-23 3.3(A) Current English Learners 71.6 points below Standard 3.3(B) Recently Reclassified English Learners 29.4 points above Standard English Only (For Comparison Only): 24.3 points below standard	3.3 Academic Indicator ELA: 2023-24 3.3(A) Current English Learners 114.5 points below standard 3.3(B) Recently Reclassified English Learners 0.8 points above standard English Only (For Comparison Only): 16.9 points below standard	3.3 Academic Indicator ELA: 2024-25 3.3(A) Current English Learners 91.8 points below standard 3.3(B) Recently Reclassified English Learners 16.3 points above standard English Only (For Comparison Only): 25.7 points below standard	3.3 Academic Indicator ELA: 3.3(A) Current English Learners 69 points below standard 3.3(B) Recently Reclassified English Learners 26 points above standard	3.3 Academic Indicator ELA 3.3(A) Current English Learners are currently 20 points lower than the baseline year 3.3(B) Recently Reclassified English Learners are currently 13 points lower than the baseline year
3.4	3.4 Academic Indicator MATH	3.4 Academic Indicator MATH: 2022-23 3.4(A) Current English Learners 115.2 points below standard 3.4(B) Recently Reclassified English	3.4 Academic Indicator MATH: 2023-24 3.4(A) Current English Learners 155.5 points below Standard 3.4(B) Recently Reclassified English Learners	3.4 Academic Indicator MATH: 2024-25 3.4(A) Current English Learners 153.8 points below standard 3.4(B) Recently Reclassified English	3.4 Academic Indicator MATH: 3.4(A) Current English Learners 112 points below Standard 3.4(B) Recently Reclassified English Learners 26 points below	3.4 Academic Indicator MATH: 3.4(A) Current English Learners are performing below baseline measurements 3.4(B) Recently Reclassified

		Learners 29.3 points below standard English Only (For Comparison Only): 78.1 points below standard	23.3 points below standard English Only (For Comparison Only): 73 points below standard	Learners 53.6 points below standard English Only (For Comparison Only): 82.8 points below standard	standard	English Learners are performing below baseline measurements

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

The 2025-26 school year was an exceptional year of growth and achievement within the EL Department, and all planned actions were implemented with strong fidelity. There were no substantive deviations from the original plan.

Core English instruction and Designated English Language Development (DELD) were provided through both virtual and in-person formats, with students engaging with English-speaking instructors three to six class sessions per week.

EL students were required to be enrolled in the Tiger Time intervention program, which provided a reliable and consistent rhythm of personalized, just-in-time academic support. The Level Up EL tutoring program, which utilized in-house tutors, proved highly effective, with an admirable attendance rate and virtually no student no-shows. This level of student engagement reflects both the quality of the program and the strong relationships built between tutors and students.

The ELPAC testing and progress monitoring systems were fully implemented. The school continued to use Ellevation to track EL student progress, and a collaborative attendance monitoring system was in place where teachers flagged absences to the EL Coordinator for immediate, supportive family outreach. This proactive communication structure kept students connected and reduced extended gaps in instructional time. A decrease in extended family travel requests this year also contributed to more uninterrupted learning.

The CWCS teaching team demonstrated strong dedication to student success by focusing intentionally on both Integrated and Designated ELD standards, while also preparing students to navigate the ELPAC testing format. Professional development in ELD standards was provided to instructional staff, and educators reported increased confidence in integrating language development into their content instruction. One ongoing challenge was scheduling professional development to address the needs of both new and experienced staff, which was managed through flexible delivery options and follow-up sessions.

The EL Coordinator provided pivotal leadership throughout the year, including ongoing staff encouragement, regular data updates, and structural support that helped maintain alignment and momentum across the department.

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.

As in the prior year, actual expenditures for Goal 3 actions were lower than budgeted for some line items, primarily due to the availability of internal capacity to manage ELPAC monitoring and professional development without incurring all projected external costs. The core English and DELD instruction action (Action 3.1) was fully funded and implemented as planned. No reduction in services occurred as a result of the spending variation. The overall effectiveness of the program, as reflected in ELPAC outcomes, confirms that services were delivered at a high level of quality regardless of the spending differences. Professional development was provided through the use of Educator Effectiveness Grant funds.

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

The actions implemented under Goal 3 have been highly effective in 2025-26, producing the strongest measurable outcomes in the school's recent history for English Learner students.

The most significant result was the 2025-26 Summative ELPAC outcomes. Twenty-four percent of EL students achieved a Level 4, more than doubling the approximately 10% proficiency rate from the prior year. An additional 40% of students scored at Level 3, meaning 64% of the EL population achieved a Level 3 or 4 overall. The school also nearly doubled the number of students scoring a 4 on ELPAC-related assessments compared to the prior year. These results are directly attributable to the combined effect of increased instructional minutes with English-speaking instructors, the Tiger Time and Level Up tutoring programs, intentional preparation for the ELPAC testing format, and the strong instructional leadership provided by the EL Coordinator.

Core English and DELD instruction (Action 3.1) has been the foundation of these gains. The consistent access to designated ELD, particularly for Newcomer and Long-Term English Learner students, has accelerated language acquisition at a pace that is reflected in state assessment results. ELPAC testing and progress monitoring (Action 3.2) continued to provide timely, accurate data that informed instructional decisions and ensured that students were appropriately identified, placed, and supported. Professional development in ELD standards (Action 3.3) enhanced educator capacity and contributed to more consistent and effective language scaffolding across content areas.

While the academic indicator data from the 2024-25 CAASPP shows that Current English Learners remain significantly below standard in both ELA (91.8 points below standard) and Math (153.8 points below standard), the strength of the ELPAC growth is a meaningful leading indicator. Research consistently supports that accelerating English language proficiency is a prerequisite to academic content achievement for English Learners, and the foundation being built through these actions is the appropriate path forward.

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

Based on the exceptional outcomes observed in 2025-26, all actions under Goal 3 will be continued in 2026-27 with a focus on sustaining and building on the gains achieved. The Level Up tutoring program, Tiger Time participation requirement for EL students, and the EL Coordinator attendance monitoring structure have proven their effectiveness and will be maintained. Professional development in ELD standards will continue, with attention to deepening

teacher integration of Integrated and Designated ELD across all content areas. The school will continue to monitor ELPAC performance levels, the EL Progress Indicator, and academic indicator data for both Current and Recently Reclassified English Learners to ensure that the language proficiency gains documented this year translate into improved academic content achievement over time. The EL Department remains energized and committed to expanding these achievements in the 2026-27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Language Development	Provide Core English and Designated English Language Development (DELD) Instruction for English Learners	$96,444.00	Yes
3.2	ELPAC Proctoring	Implement Effective ELPAC Testing & EL Progress Monitoring	$21,456.00	Yes
3.3	Professional Development	Implement Effective Professional Development in EL Standards for all Educators	$18,234.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$955,131	$0.00

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
10.384%	0.0%	$0.00	10.384%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1	**Action:** Community College Liaison **Need:** Access to Resources: High-needs students often face barriers to accessing higher education resources and support systems. 2022-23 SED Students show only 38.7% prepared compared to All Students 44.7% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show 41.8% prepared compared to All Students 37.3% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide	Providing a community college liaison to our students offers several benefits, particularly for high-needs students, and extending this support on a schoolwide basis can further amplify these advantages. A community college liaison serves as a bridge, connecting students with vital resources such as academic advising, financial aid assistance, and career counseling. By facilitating access to these resources, high-needs students can receive the guidance and support necessary to navigate the college application process successfully. Personalized Support: High-needs students may require additional guidance and support to navigate the complexities of post- secondary education. High-needs students may face higher rates of attrition in college due to various factors such as financial constraints, lack of academic preparedness, or inadequate support systems. By fostering a supportive environment and addressing barriers to success, the liaison helps ensure that all students, regardless of their	Metric 1.1(B) College and Career Percentage of Students Graduating Prepared through dual enrollment

		background or circumstances, have the opportunity to thrive in higher education.	
1.2	**Action:** CTE Expansion **Need:** For high-needs students who may face challenges in traditional academic settings, CTE provides a tangible connection between their education and future employment opportunities. By engaging in relevant coursework aligned with their interests and career goals, high-needs students are more likely to stay motivated and engaged in their Education. 2022-23 SED Students show only 38.7% prepared compared to All Students 44.7% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show 41.8% prepared compared to All Students 37.3% prepared EL / Foster data not available due to <11 students. 2024-25 **Scope:** Schoolwide	Providing Career Technical Education (CTE) to students, particularly high-needs students, offers numerous benefits, and extending it on a schoolwide basis can further enhance these advantages, including real-world relevance, skill development, access to career pathways, equity and access, and college and career readiness. By offering CTE programs universally, schools can empower all students to succeed academically and professionally, regardless of their background or circumstances.	Metric 1.2(B) College and Career Percentage of Students Graduating Prepared through CTE completion

1.3	**Action:** Virtual Career Center **Need:** High-needs students may require additional support and guidance to navigate career pathways and make informed decisions about their future. A virtual platform allows for personalized interactions with career counselors and advisors, ensuring that high-needs students receive the individualized support they need to succeed. 2022-23 SED Students show only 38.7% prepared compared to All Students 44.7% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show 41.8% prepared compared to All Students 37.3% prepared EL / Foster data not available due to <11 Students **Scope:** Schoolwide	Providing a virtual career center to students, particularly high-needs students, offers several advantages, and extending it on a schoolwide basis can further enhance these benefits, accessibility, flexibility, personalized support, resource accessibility, and equity and inclusion. By extending virtual career services universally, schools can empower all students to explore career options, plan for their future, and achieve their career goals, regardless of their background or circumstances.	Metrics 1.3(A), 1.3(B), 1.3(C) College and Career Percentage of Students Graduating Prepared through other measures
2.1	**Action:** Interventions **Need:** Our data shows the students who are struggling the most with academics includes our unduplicated pupils. 2022-23 SED students scored 32.6 points below standard in ELA compared to All Students	Providing academic interventions to students, especially high-needs students, yields numerous benefits, and extending these interventions on a schoolwide basis can further enhance these advantages such as targeted support, closing achievement gaps, preventing academic failure,	Metrics 2.1(A), 2.1(B), 2.2(A), 2.2(B), 2.2(C), 2.3(A), 2.3(B) Academic Indicator ELA & Math / Local Measures

	20.2 points below standard Current English Learners scored 71.6 points below standard compared to English Only Learners who scored 24.3 points below standard in ELA SED students scored 98.8 points below standard in Math compared to All Students 74.6 points below standard; Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below standard in Math 2023-24 SED students scored 31.9 points below standard in ELA compared to All Students 15.7 points below standard Current English Learners scored 65.8 points below standard compared to English Only Learners who scored 16.9 points below standard in ELA SED students scored 91.2 points below standard in Math compared to All Students 72.4 points below standard; Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math 2024-25 SED students scored 32.4 points below standard in ELA compared to All Students 22.2 points below standard. Current English Learners scored 32.5 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 106.1 points below standard in Math compared to All Students 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8	building confidence and motivation, and promoting equity and inclusion. By extending academic interventions universally, schools can empower all students to reach their full academic potential and achieve success, regardless of their individual needs or challenges.	

	points below standard in Math. **Scope:** Schoolwide		
2.2	**Action:** Early Math Literacy **Need:** Research indicates that achievement gaps in math often emerge early in a child's education and tend to persist over time. Early math intervention helps prevent the widening of achievement gaps by addressing academic challenges before they become more significant barriers to learning. By providing targeted support to socioeconomically disadvantaged students and second language learners early on, schools can help narrow achievement gaps and promote equitable academic outcomes. Our data shows students in our school begin to struggle with math around Grade 4. 2022-23 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 87%; Grade 5 83%; Grade 6 77% Math: SED students who 98.8 points below standard compared to All Students who scored 74.6 points below standard Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below standard in Math 2023-24 Typical Growth: The average annual growth for a student at this grade and baseline	Math skills acquired in early childhood serve as the foundation for later academic success. Early intervention helps build a strong math foundation, setting students on a trajectory for future academic achievement. For socioeconomically disadvantaged students and second language learners who may lack access to resources or face language barriers, early math intervention is essential in ensuring they acquire the fundamental skills needed for academic success. While early math intervention is particularly important for socioeconomically disadvantaged students and second language learners, it is also valuable for all students, regardless of need, for several reasons. All students can benefit from early intervention to address potential learning gaps and prevent academic struggles before they escalate. By providing interventions to all students universally, schools can identify and address academic challenges early on, promoting academic success	Metrics 2.2(A), 2.2(B), 2.2(C) iReady MATH Growth Scores (Local Data) -Early Grades

	placement level was less than 100% (1 year). iReady Math: Grade 4 87%; Grade 5 83%; Grade 6 77% Math: SED students who 91.2 points below standard compared to All Students who scored 72.4 points below standard Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 58%; Grade 5 54%; Grade 6 65%. Math: SED students scored 106.1 points below standard compared to All Students who scored 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8 points below standard in Math. **Scope:** Schoolwide	for all students.	

2.3	**Action:** Concepts & Skills Review **Need:** High-needs students may have gaps in their foundational knowledge due to various factors such as academic challenges, language barriers, or limited access to resources. Concepts and skills review help identify and address these learning gaps by providing targeted support and reinforcement in areas where students may be struggling. By systematically reviewing and revisiting essential concepts and skills, high-needs students can fill in learning gaps and build a solid academic foundation. Research suggests that spaced repetition and regular review are effective strategies for promoting long-term retention of information. Concepts and skills review ensure that high-needs students have multiple opportunities to revisit and reinforce previously learned material, increasing the likelihood of retention over time. 2022-23 ELA: SED students scored 32.6 points below standard compared to All Students who scored 20.2 points below standard Current English Learners scored 71.6 points below standard compared to English Only Learners who scored 24.3 points below standard in ELA Math: SED students who 98.8 points below standard compared to All Students who scored 74.6 points below standard Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below	High-needs students may require additional time and support to internalize and retain new concepts and skills. Concepts and skills review provide opportunities for reinforcement and consolidation of learning, helping high-needs students solidify their understanding and mastery of key concepts. This is particularly important when students are using a variety of curriculum options, as review ensures that learning is not fragmented and that students can make meaningful connections between different instructional materials. Providing concepts and skills review is important for high- needs students to reinforce learning, address learning gaps, build confidence, and promote long- term retention. This practice should extend to all students, regardless of need, to support diverse learners, prevent learning loss, and promote equity and inclusion in education	Metrics 2.3(A), 2.3(B) iReady Growth Scores (Local Data) - All Students

	standard in Math 2023-24 ELA: SED students scored 31.9 points below standard compared to All Students who scored 15.7 points below standard Current English Learners scored 114.5 points below standard compared to English Only Learners who scored 16.9 points below standard in ELA Math: SED students who 91.2 points below standard compared to All Students who scored 72.4 points below standard Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math 2024-25 SED students scored 32.4 points below standard in ELA compared to All Students 22.2 points below standard. Current English Learners scored 32.5 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 106.1 points below standard in Math compared to All Students 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8 points below standard in Math. **Scope:** Schoolwide		

2.4	**Action:** Materials/Supplies **Need:** Some students may come from families facing financial constraints or economic hardship. These students may be unable to afford basic school supplies or may have limited access to resources at home. Providing additional supplies ensures that all students have access to the materials they need to succeed academically and participate fully in educational activities, regardless of their financial situation. 2022-23 ELA: SED students scored 32.6 points below standard compared to All Students who scored 20.2 points below standard Current English Learners scored 71.6 points below standard compared to English Only Learners who scored 24.3 points below standard in ELA Math: SED students who 98.8 points below standard compared to All Students who scored 74.6 points below standard Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below standard in Math 2023-24 ELA: SED students scored 31.9 points below standard compared to All Students who scored 15.7 points below standard Current English Learners scored 114.5 points below standard compared to English Only Learners who scored 16.9 points below	Materials and supplies needed to support the development of adequate implementation of above actions above and beyond what all students are provided in their Education Specialist's Instructional Funding budget.	Metrics 2.3(A), 2.3(B) Academic Indicator ELA & Math and / or iReady Growth Scores (Local Data) - All Students

	standard in ELA Math: SED students who 91.2 points below standard compared to All Students who scored 72.4 points below standard Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math. 2024-25 SED students scored 32.4 points below standard in ELA compared to All Students 22.2 points below standard. Current English Learners scored 32.5 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 106.1 points below standard in Math compared to All Students 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8 points below standard in Math. **Scope:** Schoolwide		
3.1	**Action:** English Language Development **Need:** Direct instruction in ELA provides second language learners with structured opportunities to develop their English language skills, including vocabulary, grammar, reading comprehension, and writing proficiency. By explicitly teaching language concepts and providing guided practice, direct instruction helps second language learners acquire and reinforce essential language skills necessary for academic success. 2022-23	Direct instruction in ELA is important for second language learners to develop English language proficiency and academic literacy skills. Extending this instruction to all students promotes language development, cultural awareness, academic excellence, and an inclusive learning environment where students from diverse backgrounds can learn and grow together.	Metric 3.1 English Learner Progress Indicator

	ELA: SED students scored 32.6 points below standard compared to All Students who scored 20.2 points below standard Current English Learners scored 71.6 points below standard compared to English Only Learners who scored 24.3 points below standard in ELA Math: SED students who 98.8 points below standard compared to All Students who scored 74.6 points below standard Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below standard in Math Only 46.5% making progress towards English language proficiency 2023-24 ELA: SED students scored 31.9 points below standard compared to All Students who scored 15.7 points below standard Current English Learners scored 114.5 points below standard compared to English Only Learners who scored 16.9 points below standard in ELA Math: SED students who 91.2 points below standard compared to All Students who scored 72.4 points below standard Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math Only 42.2% making progress towards English language proficiency 2024-25 ELA: SED students scored 32.4 points below standard compared to All Students who scored 22.2 points below		

	standard. Current English Learners scored 32.5 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. Math: SED students scored 106.1 points below standard compared to All Students who scored 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8 points below standard in Math. 46.8% of EL students making progress toward English language proficiency. Current English Learners scored 91.8 points below standard in ELA and 153.8 points below standard in Math. **Scope:** Schoolwide		
3.2	**Action:** ELPAC Proctoring **Need:** Valid interpretation of assessment results relies on consistent and accurate scoring practices. When educators are properly trained to calibrate and score ELPAC assessments, they can confidently interpret students' scores and make informed decisions about their English language development needs. Valid interpretations of assessment results support effective instructional planning and targeted interventions for English learners. 2022-23 ELA: SED students scored 32.6 points below standard compared to All Students who scored 20.2 points below standard Current English Learners scored 71.6 points below standard compared to English Only Learners who scored 24.3 points below standard in ELA Math: SED students who 98.8 points below	Training educators to effectively calibrate and score ELPAC assessments is essential for ensuring consistency, reliability, validity, accountability, fairness, and professional development in English language proficiency assessment practices. By adhering to standardized scoring procedures and criteria, educators can provide accurate and meaningful assessment results that inform instructional decision-making and support English learners' academic success. All qualifying students will participate in the required ELPAC to determine their Language Aquisition Status.	Metric 3.1 English Learner Progress Indicator

	standard compared to All Students who scored 74.6 points below standard Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below standard in Math Only 46.5% making progress towards English language proficiency 2023-24 ELA: SED students scored 31.9 points below standard compared to All Students who scored 15.7 points below standard Current English Learners scored 114.5 points below standard compared to English Only Learners who scored 16.9 points below standard in ELA Math: SED students who 91.2 points below standard compared to All Students who scored 72.4 points below standard Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math Only 42.2% making progress towards English language proficiency 2024-25 ELA: SED students scored 32.4 points below standard compared to All Students who scored 22.2 points below standard. Current English Learners scored 32.5 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. Math: SED students scored 106.1 points below standard compared to All Students who scored 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8 points below standard in Math. 46.8% of EL students making progress toward English language proficiency. Current English Learners scored 91.8		

	points below standard in ELA and 153.8 points below standard in Math. **Scope:** Schoolwide		
3.3	**Action:** Professional Development **Need:** Professional development in English development standards is essential for equipping educators with the knowledge, skills, and strategies needed to support the academic success of English learners and promote equitable learning opportunities for all Students. 2022-23 ELA: SED students scored 32.6 points below standard compared to All Students who scored 20.2 points below standard Current English Learners scored 71.6 points below standard compared to English Only Learners who scored 24.3 points below standard in ELA Math: SED students who 98.8 points below standard compared to All Students who scored 74.6 points below standard Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below standard in Math Only 46.5% making progress towards English language proficiency and Current English Learners scored 71.6 2023-24 ELA: SED students scored 31.9 points below	Professional development ensures that educators are familiar with English development standards and understand how they align with curriculum goals and objectives. This alignment helps educators effectively integrate language development into content instruction, ensuring that English learners have access to grade-level content while simultaneously building their English language proficiency. All staff can benefit from professional development in English development standards, regardless of their English language proficiency level or background. When educators receive training in effective language instruction and support, all students benefit from: enhanced access to grade-level content; increased opportunities for language development; improved academic achievement and language proficiency; culturally responsive and inclusive learning environments; differentiated instruction that meets	Metric 3.1 English Learner Progress Indicator

	standard compared to All Students who scored 15.7 points below standard Current English Learners scored 114.5 points below standard compared to English Only Learners who scored 16.9 points below standard in ELA Math:SED students who 91.2 points below standard compared to All Students who scored 72.4 points below standard Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math Only 42.2% making progress towards English language proficiency and Current English Learners scored 114.5 2024-25 ELA: SED students scored 32.4 points below standard compared to All Students who scored 22.2 points below standard. Current English Learners scored 32.5 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. Math: SED students scored 106.1 points below standard compared to All Students who scored 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8 points below standard in Math. 46.8% of EL students making progress toward English language proficiency. Current English Learners scored 91.8 points below standard in ELA and 153.8 points below standard in Math. **Scope:** Schoolwide	diverse learning needs; and collaborative teaching practices that support student success.	

Insert or delete rows, as necessary.

Limited Actions

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

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding was used to increase direct academic support for English Learners (ELs) by expanding targeted tutoring services at schools with a high concentration (above 55%) of English learners, foster youth, and low-income students. Specifically, the funding was allocated to hire additional bilingual tutors and instructional aides trained in designated and integrated English Language Development (ELD) strategies. The tutors provided small-group and one-on-one support aligned with each EL student's English Language Proficiency Assessments for California (ELPAC) data, English Language Development goals, and academic needs. The tutoring occurred during and after school hours, focusing on foundational literacy, academic vocabulary, and language acquisition across content areas. Staff collaborated with ELD coordinators and classroom teachers to ensure tutoring is aligned with core instruction and supports language development goals. The expanded tutoring team allowed for more frequent and individualized support, accelerating language proficiency and academic growth for English Learners. By increasing the number of staff providing direct services, this plan directly addresses the needs of unduplicated student groups and is designed to close opportunity and achievement gaps in schools most impacted by poverty and language barriers.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:26	
Staff-to-student ratio of certificated staff providing direct services to students	1:15	

26-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
26-27	$ 9,197,970	$ 955,131	10.384%	0.000%	10.384%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,028,418	$ 345,878	$ -	$ -	$ 1,359,987.00	$ 1,280,114	$ 79,873

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community College Liaison	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 20,221.00	$ -	$ 20,221	$ -	$ -	$ -	$ 20,221	0.000%
1	1.2	CTE Expansion	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 45,612.00	$ -	$ 45,612.00	$ -	$ -	$ -	$ 45,612	0.000%
1	1.3	Virtual Career Center	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 91,914.00	$ -	$ 91,914	$ -	$ -	$ -	$ 91,914	0.000%
1	1.4	SpEd Liaison	Students with Disabilities	No			All Schools	2024-2027	$ 45,525.00	$ -	$ 45,525	$ -	$ -	$ -	$ 45,525	0.000%
2	2.1	Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 744,261.00	$ -	$ 398,383	$ 345,878	$ -	$ -	$ 744,261	0.000%
2	2.2	Early Math Literacy	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 96,302.00	$ -	$ 96,302	$ -	$ -	$ -	$ 96,302	0.000%
2	2.3	Concepts & Skills Review	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 79,873.00	$ -	$ 79,873	$ -	$ -	$ -	$ 79,873	0.000%
2	2.4	Materials/Supplies	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ -	$ 79,873.00	$ 79,873	$ -	$ -	$ -	$ 79,873	0.000%
3	3.1	English Language Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 110,806.00	$ -	$ 110,806	$ -	$ -	$ -	$ 110,806	0.000%
3	3.2	ELPAC Proctoring	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 24,651.00	$ -	$ 24,651	$ -	$ -	$ -	$ 24,651	0.000%
3	3.3	Professional Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 20,949.00	$ -	$ 20,949	$ -	$ -	$ -	$ 20,949	0.000%

26-27 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
$ 9,197,970	$ 955,131	10.384%	0.000%	10.384%	$ 968,584	0.000%	10.530%	Total:	$ 968,584
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 968,584

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	1.1	Community College Liaison	Yes	Schoolwide	All	All Schools	$ 20,221	0.000%
1	1.2	CTE Expansion	Yes	Schoolwide	All	All Schools	$ 45,612	0.000%
1	1.3	Virtual Career Center	Yes	Schoolwide	All	All Schools	$ 91,914	0.000%
2	2.1	Interventions	Yes	Schoolwide	All	All Schools	$ 398,383	0.000%
2	2.2	Early Math Literacy	Yes	Schoolwide	All	All Schools	$ 96,302	0.000%
2	2.3	Concepts & Skills Review	Yes	Schoolwide	All	All Schools	$ 79,873	0.000%
2	2.4	Materials/Supplies	Yes	Schoolwide	All	All Schools	$ 79,873	0.000%
3	3.1	English Language Development	Yes	Schoolwide	All	All Schools	$ 110,806	0.000%
3	3.2	ELPAC Proctoring	Yes	Schoolwide	All	All Schools	$ 24,651	0.000%
3	3.3	Professional Development	Yes	Schoolwide	All	All Schools	$ 20,949	0.000%

25-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,545,733.00	$ 1,107,993.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Community College Liaison	Yes	$ 17,600	$ 38,074
1	1.2	CTE Expansion	Yes	$ 39,700	$ 26,702
1	1.3	Virtual Career Center	Yes	$ 86,000	$ 56,171
2	2.1	Interventions	Yes	$ 1,035,877	$ 825,097
2	2.2	Early Math Literacy	Yes	$ 83,820	$ 43,064
2	2.3	Concepts & Skills Review	Yes	$ 69,520	$ 39,768
2	2.4	Materials/Supplies	Yes	$ 77,082	$ 38,798
3	3.1	English Language Development	Yes	$ 96,444	$ 19,577
3	3.2	ELPAC Proctoring	Yes	$ 21,456	$ 20,742
3	3.3	Professional Development	Yes	$ 18,234	$ -

25-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 913,317	$ 988,794	$ 1,107,993	$ (119,199)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.1	Community College Liaison	Yes	$ 17,600	$ 38,074	0.000%	0.000%
1	1.2	CTE Expansion	Yes	$ 39,700	$ 26,702	0.000%	0.000%
1	1.3	Virtual Career Center	Yes	$ 86,000	$ 56,171	0.000%	0.000%
2	2.1	Interventions	Yes	$ 478,938	$ 825,097	0.000%	0.000%
2	2.2	Early Math Literacy	Yes	$ 83,820	$ 43,064	0.000%	0.000%
2	2.3	Concepts & Skills Review	Yes	$ 69,520	$ 39,768	0.000%	0.000%
2	2.4	Materials/Supplies	Yes	$ 77,082	$ 38,798	0.000%	0.000%
3	3.1	English Language Development	Yes	$ 96,444	$ 19,577	0.000%	0.000%
3	3.2	ELPAC Proctoring	Yes	$ 21,456	$ 20,742	0.000%	0.000%
3	3.3	Professional Development	Yes	$ 18,234	$ -	0.000%	

25-26 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)
$ 8,109,078	$ 913,317	0.000%	11.263%	$ 1,107,993	0.000%	13.664%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

    - *o* As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**

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

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
November 2024

Coversheet

Open Discussion on the Connecting Waters Charter School 2026-2027 Local Indicators

Section: II. Public Hearing
Item: C. Open Discussion on the Connecting Waters Charter School 2026-2027 Local Indicators
Purpose:
Submitted by:
Related Material: CWCS Local Priorities Merged Doc.pdf

California Department of Education
December 2023

Local Control Funding Formula (LCFF) Priority 1 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 for Priority 1 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: Note: LEA Responses are in Blue

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

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

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

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Connecting Waters Charter	43.3	42.6%	57.1%	0.0%	0.0%	0.3%	0.0%	0.0%

Note: Data above was pulled from DataQuest on the CA State website. Connecting Waters is a flex based educational program allowing for the use of a state waiver which allows for teachers using subject specific credentials to function in capacities other than the role traditionally defined for districts. In doing so, the data shows as out-of-field, but is acceptable under the use of said waivers.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and: 0

NOTE: Curriculum is purchased, or checked out individually for each student enrolled at the time of enrollment, and each year they continue with the school it is personalized to their needs. As stated in our charter, curricula and materials shall adhere to the California State Frameworks and Content Standards in accordance with the California Public Schools Accountability Act.

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

NOTE: Maintaining and keeping all our facilities in good repair is one of many objectives that Connecting Waters Charter Schools has focused on this year for health and safety. To meet this goal Connecting Waters Charter Schools have done the following: 1. Monthly site inspections that focus on: gas leaks, HVAC, sewer, interior surfaces, overall cleanliness, pest infestation, electrical, restrooms, sinks, fire safety, hazardous material, structural damage, roofs, windows and doors. 2. Daily walkthroughs of the site by a staff member using a checklist.
3. Vetting our Comprehensive School Safety Plan through educational partners and first responders.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 2 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 for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards

- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

3. **Rate the LEA's progress in implementing policies or programs to support**

staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

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

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

Optional Narrative (Limited to 1,500 characters)

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

   Connecting Waters Charter School has set a goal within the LCAP to target areas of need for professional development to ensure students are supported with targeted supplemental supports in a program we are calling “Tiger Time”. This very targeted goal is supported by the LCAP, administration, and staff members to boost student achievement. The 2024-25 school year was the first year of exploration for the program. The 2025-26 school year was the initial year of implementation after professional development for staff. The program was highly praised by students and parents. A fully implemented program is now in place and improving program outcomes will be the focus of the 2026-27 school year.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 3 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 for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing

family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	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.

   Connecting Waters Charter School (CW) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

   CW fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

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.

   Connecting Waters Charter School (CW) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

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addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

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.

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Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

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.

   Connecting Waters Charter School has demonstrated meaningful progress in building partnerships by actively incorporating feedback from parents, teachers, and administrators into its instructional support structures. The LEA has developed a tiered intervention system grounded in iReady performance data, enabling educators and Educational Specialists (ESs) to collaborate with families in designing personalized learning plans. Parents are meaningfully included in selecting the appropriate tier of support for their student, reinforcing a shared ownership of learning outcomes. The consistency of this framework across TK–12 ensures that families experience a coherent, predictable system regardless of their child's grade level, strengthening trust and communication between the school and its educational partners.

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.

   While foundational structures are in place, Connecting Waters recognizes the need to deepen the consistency and clarity of its partnership practices. Key focus areas include strengthening the use of iReady data in family-facing

communications so that progress is transparent and actionable, establishing clearer expectations around student support so families understand intervention pathways, and expanding access to credentialed instruction for students with the greatest academic need. The LEA will also work to ensure that intervention structures are uniformly implemented across all educational partners, reducing variability in how tiered supports are communicated and delivered to 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 Partnerships for Student Outcomes.

Connecting Waters is committed to ensuring that underrepresented families — including those facing language barriers, socioeconomic challenges, or limited prior engagement with the independent study model — have equitable access to the partnerships and resources available through the tiered support system. The LEA will prioritize outreach efforts that make iReady data and instructional tier options clearly understandable and accessible to all families. This includes developing culturally responsive communication strategies, offering additional touchpoints with Educational Specialists for families who may need more guided support, and using stakeholder feedback processes that are intentionally inclusive of historically underrepresented voices to continuously refine the program.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
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.	5
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.	5

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.

   Connecting Waters Charter School has established a robust and multi-layered structure for seeking input from educational partners. The school actively engages families through a dedicated Parent Support Department that disseminates timely information via newsletters, listserv announcements, and regular ES communications. Structured input opportunities such as PAC (Parent Advisory Committee) meetings, PAWS sessions, and monthly board meetings provide families with consistent, accessible forums to voice perspectives and influence school decisions. Informal engagement events like Donuts with Directors further lower barriers to participation by creating approachable, relationship-centered spaces for dialogue. The school's recent policy development — shaped directly by feedback from parents, teachers, and administrators — demonstrates that input is not only collected but meaningfully acted upon, resulting in clearer intervention structures, more consistent use of iReady data, and expanded access to credentialed instruction.

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.

   While Connecting Waters has strong input-gathering mechanisms in place, the LEA recognizes the need to ensure that feedback is systematically collected, analyzed, and visibly connected to decision-making outcomes. Focus areas include formalizing feedback loops so families can see how their input

translates into program changes, increasing participation in governance structures like PAC and board meetings beyond regularly engaged families, and ensuring that professional development offerings for parents are responsive to emerging needs identified through data and stakeholder input. The LEA also aims to strengthen the consistency with which Educational Specialists facilitate input-gathering during learning plan meetings, ensuring that family voice is captured across all caseloads equitably.

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.

   Connecting Waters is committed to broadening the diversity of voices informing school decisions. To improve engagement of underrepresented families — including those with language barriers, limited availability due to work or caregiving responsibilities, or limited prior experience in school governance — the LEA will take intentional steps to reduce participation barriers. This includes offering meeting times and formats that accommodate varied schedules, providing translation and interpretation support at PAC and board meetings, and leveraging ES relationships to personally invite and support underrepresented families in participating in input opportunities. The school will also explore targeted outreach through PAWS and informal events to build trust and familiarity with governance processes among families who may feel less confident engaging in formal decision-making structures. Feedback gathered through these efforts will be tracked and used to continuously refine the LEA's approach to inclusive, equitable partnership.

California Department of Education
January 2024

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 for Priority 6 are provided below.

School Climate (LCFF Priority 6)

Introduction

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

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

Instructions

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

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

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

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

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

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

Analysis of school climate data has informed several decisions and actions Connecting Waters is implementing for continuous improvement.

Tiered Academic Support: Declining graduation rates and persistent achievement gaps among Hispanic or Latino students, English Learners, and Socioeconomically Disadvantaged students have reinforced the need for stronger intervention structures. The school has implemented a data-informed tiered support system using iReady diagnostic data to place students into appropriate instructional tiers. Professional development for staff has been expanded to include iReady growth data analysis and differentiated instruction strategies, ensuring educators are equipped to respond to identified needs consistently across all caseloads.

School Safety and Climate Procedures: The Comprehensive School Safety Plan is reviewed and updated annually with input from students, families, law enforcement, and fire safety officials. This stakeholder-inclusive process ensures the plan reflects current community needs. Staff training has been expanded to include Naloxone overdose prevention, epinephrine auto-injector use, and Suicide Prevention, in addition to annual CPR and First Aid certification. A 20-member safety team meets monthly under the direction of the Deputy Executive Director to ensure continuous monitoring and response.

English Learner Support: Given elevated chronic absenteeism and lower academic performance among English Learners, the school has reinforced specialized English Language Development (ELD) instruction designed to build

proficiency while maintaining access to grade-level content. Outreach efforts targeting EL families are being strengthened through Educational Specialist communication and Parent Support Department resources to reduce barriers to consistent participation.

These actions reflect our commitment to using data meaningfully, translating climate and outcome indicators into concrete, equitable improvements for all student groups.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 7 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 for Priority 7 are provided below.

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)

   Connecting Waters Charter School tracks student access to a broad course of study through several locally selected measures. At the secondary level, the school monitors UC/CSU course enrollment and completion rates, CTE pathway participation and completion, and Advanced Placement course enrollment. At all grade levels, individualized Education Plans serve as the primary tracking mechanism, documenting each student's selected courses and learning pathways across core and elective subjects. State assessment participation rates through CAASPP in ELA, Mathematics, and Science provide an additional indicator of whether students are accessing grade-level content across required subject areas. Physical Fitness Test participation rates are tracked at grades 5, 7, and 9. Enrollment data disaggregated by student group, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, is maintained and reported annually to identify any disparities in access across subgroups.

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)

Current data reflects both strengths and gaps in access to a broad course of study. Students across grade levels demonstrate strong participation in physical education, with high rates of engagement in all fitness components at assessed grade levels. At the secondary level, multiple CTE pathways are available, providing students with access to career-focused learning experiences that extend beyond core academic coursework. Advanced Placement courses are offered across multiple subject areas, providing college-level access for academically prepared students.

However, gaps remain in college preparatory course completion, with a meaningful portion of graduates not completing all required A-G courses. Disaggregated data indicates that English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities access and succeed in grade-level content at lower rates than their peers, suggesting that additional supports are needed to ensure equitable access to the full breadth of the curriculum across all student groups.

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)

   Several barriers to broad course of study access have been identified. The independent study model, while flexible and family-centered, presents structural challenges in ensuring all students consistently access the full range of required coursework. Course selection within individualized learning plans does not always align with college preparatory pathways, which may reflect gaps in academic counseling capacity. Current student-to-counselor ratios limit the frequency and depth of advising available to each student, making it difficult to ensure all students are enrolled in coursework that meets their long-term academic and career goals.

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)

   Connecting Waters has implemented and will continue to refine several actions to expand access to a broad course of study for all students. Multiple CTE pathways with internship components provide structured, real-world learning experiences beyond traditional coursework. AP course offerings across subject areas extend college-level access to academically prepared students. Professional development for staff includes curriculum training, use of grade-level state standard checklists, and data-driven instructional planning, ensuring educators are equipped to deliver broad, standards-aligned content across all subject areas.

To address gaps in college preparatory course completion, the school will strengthen academic advising supports and ensure individualized Education Plans more consistently incorporate A-G aligned course sequences. Educational Specialists will be intentionally engaged in academic planning conversations to help offset counseling capacity limitations. For English Learners and Students with Disabilities, the school will continue to expand tiered academic supports, including small group instruction, targeted tutoring, and ongoing progress monitoring. Dedicated staff development days each year support continuous improvement in instructional practice, ensuring all students have meaningful access to a broad and rigorous course of study.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 9 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 for Priority 9 are provided below.

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

Not Applicable to Connecting Waters

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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 10 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 for Priority 10 are provided below.

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

Not Applicable

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).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
1. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coversheet

Open Discussion on the Connecting Waters Charter School 2026-2027 Budget

Section: II. Public Hearing
Item: D. Open Discussion on the Connecting Waters Charter School 2026-2027 Budget
Purpose: Discuss
Submitted by:
Related Material: FY27_CWCS_Budget Package (1).pdf

CHARTER IMPACT

BOARD FINANCIALS

Connecting Waters Charter School

Budget Presentation – 2026-27

CHARTER IMPACT

TK–12 FUNDING HIGHLIGHTS

COLA, Special Education & Student Support

Comparison of Governor's Budget Proposal vs. May Revision

	Governor's Budget Proposal (Jan 2026)	May Revision (May 2026)	Change
COLA (LCFF) Cost-of-Living Adjustment for Local Control Funding Formula	**2.41%** statutory COLA	**2.87%** statutory COLA **4.31%** total COLA (includes super COLA)	↑ **Increased significantly**
Special Education Ongoing Proposition 98 Investments	**$509M** ongoing increase to equalize SPED base rates statewide **Per ADA Amount** **$998** per ADA	**$2.4B** total ongoing increase (includes additional $1.8B) *43% increase over 2025 Budget Act* **Per ADA Amount** **$1,340** per ADA	↑ **Major augmentation** **+$342** per ADA increase
Student Support & Professional Development Block Grant One-Time Proposition 98 Discretionary	**$2.8B** one-time block grant	**$5.0B** one-time block grant	↑ **+$2.2B increase**

ⓘ Current EDCOE SELPA rate (2025–26): **$918 per ADA**
May Revision rate is $422 per ADA higher than EDCOE's current SELPA rate.

Source: 2026–27 Governor's Budget Proposal (Jan 2026) and May Revision (May 2026)

KEY TAKEAWAYS

- The May Revision provides stronger ongoing operational support for LEAs through a higher COLA and significant SPED investment.
- Total COLA increases to 4.31% when including the discretionary "super COLA," providing meaningful flexibility for districts and charters.
- Special Education funding receives a major boost with nearly $2.4B in ongoing increases, advancing rate equity across the state.
- SPED per ADA funding increases from $998 to $1,340, a $342 per ADA improvement. This is $422 per ADA higher than EDCOE's current SELPA rate of $918.
- The Student Support & Professional Development Block Grant is expanded to $5B one-time, offering critical resources for educator recruitment, retention, and training.
- These investments reflect the state's continued commitment to academic recovery, student well-being, and long-term system stability.

CWCS - Budget Highlights

- FY27 budget balanced with **$402K** surplus (**3.4%** of expenses)
- Multi-year projection healthy, with revenues and surpluses increasing annually across next 3 years

	2026-27	2027-28	2028-29
State COLA	*4.31%*	*3.30%*	*3.09%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*
Enrollment	*770.00*	*770.00*	*770.00*
Average Daily Attendance	*759.59*	*759.59*	*759.59*
Total Revenue	**$ 12,327,302**	**$ 12,616,297**	**$ 12,586,324**
Total Expenses	**$ 11,925,555**	**$ 12,246,894**	**$ 12,573,874**
Surplus (Deficit)	**$ 401,747**	**$ 369,402**	**$ 12,450**
Fund Balance, Beginning of Year	$ 8,472,907	$ 8,874,654	$ 9,244,057
Fund Balance, End of Year	**$ 8,874,654**	**$ 9,244,057**	**$ 9,256,507**
	74.4%	***75.5%***	***73.6%***

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	*770*
ADA	*760*
Attendance Rate	*98.6%*
Unduplicated %	*52.8%*
Revenue per ADA	*$16,229*
Expenses per ADA	*$15,700*

Compliance

- SB740 Requirements:

Cert.	Instr.
58.9%	80.7%
2,335,826	90,081

Must exceed 40% / 80%

Pupil:Teacher Ratio
17.22 :1

Must be equal to or less than 25:1

CWCS – Revenue & Expenses

	Annual/Full Year Budget
Revenue	
State Aid-Rev Limit	$ 10,153,101
Federal Revenue	39,940
Other State Revenue	1,008,780
Other Local Revenue	1,125,481
Total Revenue	**$ 12,327,302**

Revenue: +7% YoY, driven by:

- ADA growth: **+10.5%**
- Super-COLA: **+4.31%**
- State SPED funding rate increase: **+46%** = **+$258K**
- Specialty Funding: -**$230K**

	Annual/Full Year Budget
Expenses	
Certificated Salaries	$ 5,167,499
Classified Salaries	1,003,343
Benefits	2,291,198
Books and Supplies	1,499,770
Subagreement Services	735,793
Operations	208,100
Facilities	95,900
Professional Services	856,551
Depreciation	67,400
Interest	-
Total Expenses	**$ 11,925,555**

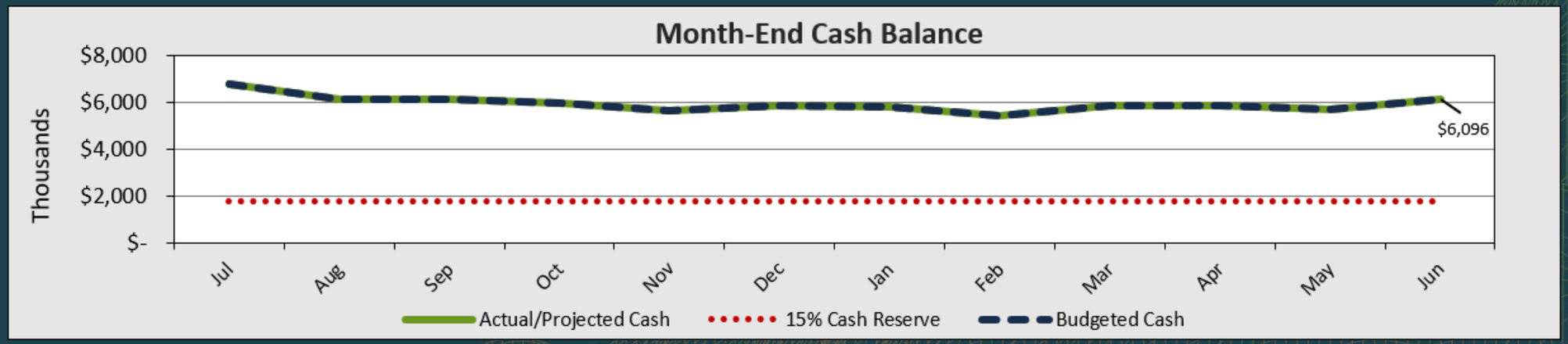
Expenses: +7.5% YoY

- **Staffing: +4.3%**
  - Incorporates appropriate salary increases
- **Other Expenses:** Increased in line with FY26 estimated actuals per ADA plus CA CPI (+3.76%)

CWCS – Fund & Cash Balance

	Annual/Full Year Budget
Total Surplus(Deficit)	**$ 401,747**
Beginning Fund Balance	8,472,907
Ending Fund Balance	**$ 8,874,654**
As a % of Annual Expenses	*74.4%*

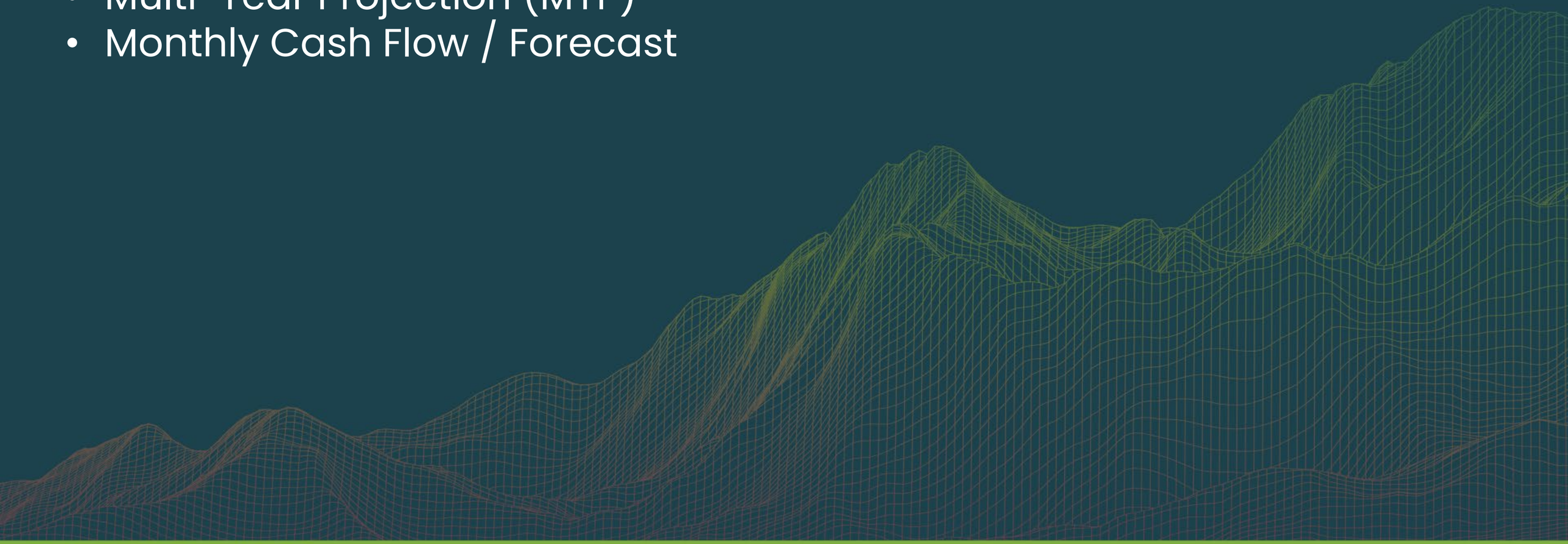
- Fund balance and surplus within state and authorizer requirements
- Fund balance subject to change, pending June 2026 financial close



- No borrowing anticipated in current year or future years budgets

Appendix

- Adopted Budget Alternative Form
- Multi-Year Projection (MYP)
- Monthly Cash Flow / Forecast



CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name:	**Connecting Waters Charter School**
(name continued)	
CDS #:	**50 75572 5030317**
Charter Approving Entity:	**Waterford Unified**
County:	**Stanislaus**
Charter #:	**0477**
Fiscal Year:	**2026/27**

To the entity that approved the charter school:

(x) 2026/27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print Name: Tammy Hushaw Title: Acting Executive Director

To the County Superintendent of Schools:

(x) 2026/27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Jose M. Aldaco Title: Superintendent

For additional information on the BUDGET, please contact:

For Approving Entity:	For Charter School:
Jose M. Aldaco	Jason Sitomer
Name	Name
Superintendent	Head of Finance, Charter Impact
Title	Title
209-874-1809	888-474-0322
Telephone	Telephone
jaldaco@waterford.k12.ca.us	jsitomer@charterimpact.com
E-mail address	E-mail address

(___) 2026/27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
District Advisor

Revised 5/8/19

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Waters Charter School
(name continued)
CDS #: 50 75572 5030317
Charter Approving Entity: Waterford Unified
County: Stanislaus
Charter #: 0477
Budgeting Period: 2026/27

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	5,483,162.00	6,678,613.00		6,678,613.00
Education Protection Account State Aid - Current Year	8012	2,686,143.00	2,137,405.00		2,137,405.00
State Aid - Prior Years	8019	326,399.00	0.00		0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,047,530.76	1,337,083.00		1,337,083.00
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		9,543,234.76	10,153,101.00	0.00	10,153,101.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	42,000.00			0.00
Special Education - Federal	8181, 8182				0.00
Child Nutrition - Federal	8220				0.00
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299			39,940.00	39,940.00
Total, Federal Revenues		42,000.00	0.00	39,940.00	39,940.00
3. Other State Revenues					
Special Education - State	StateRevSE				0.00
All Other State Revenues	StateRevAO	1,885,603.02	188,217.69	577,995.22	766,212.91
Total, Other State Revenues		1,885,603.02	188,217.69	577,995.22	766,212.91
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	648,139.00	88,750.00	1,036,731.20	1,125,481.20
Total, Local Revenues		648,139.00	88,750.00	1,036,731.20	1,125,481.20
5. TOTAL REVENUES		12,118,976.79	10,430,068.69	1,654,666.42	12,084,735.11
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	3,801,428.82	3,330,648.86	668,326.44	3,998,975.30
Certificated Pupil Support Salaries	1200	444,234.83	183,278.76	270,883.77	454,162.53
Certificated Supervisors' and Administrators' Salaries	1300	641,759.55	665,816.45	48,545.15	714,361.60
Other Certificated Salaries	1900		0.00	0.00	0.00
Total, Certificated Salaries		4,887,423.20	4,179,744.07	987,755.36	5,167,499.43
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	218,358.64	238,560.72	0.00	238,560.72
Non-certificated Support Salaries	2200	8,212.07	3,492.81	0.00	3,492.81
Non-certificated Supervisors' and Administrators' Sal.	2300	5,278.16	2,323.65	0.00	2,323.65
Clerical and Office Salaries	2400	724,249.59	644,746.03	79,227.07	723,973.10
Other Non-certificated Salaries	2900	15,000.00		34,992.27	34,992.27
Total, Non-certificated Salaries		971,098.47	889,123.21	114,219.35	1,003,342.55

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Waters Charter School

(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
3. Employee Benefits					
STRS	3101-3102	933,497.84	799,358.56	187,633.84	986,992.40
PERS	3201-3202	260,351.49	234,728.52	30,153.91	264,882.43
OASDI / Medicare / Alternative	3301-3302	145,156.86	119,493.93	32,190.52	151,684.45
Health and Welfare Benefits	3401-3402	804,302.03	658,308.85	161,411.15	819,720.00
Unemployment Insurance	3501-3502	2,929.37	4,743.95	1,466.51	6,210.46
Workers' Compensation Insurance	3601-3602	59,991.31	50,730.16	10,978.26	61,708.42
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
Other Employee Benefits	3901-3902				0.00
Total, Employee Benefits		2,206,228.90	1,867,363.97	423,834.19	2,291,198.16
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	0.00			0.00
Books and Other Reference Materials	4200	0.00			0.00
Materials and Supplies	4300	868,626.44	955,696.79	41,321.70	997,018.49
Noncapitalized Equipment	4400	34,406.77	502,751.81	0.00	502,751.81
Food	4700	403,541.00			0.00
Total, Books and Supplies		1,306,574.21	1,458,448.60	41,321.70	1,499,770.30
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	117,377.42	251,092.91	484,700.00	735,792.91
Travel and Conferences	5200	34,087.56	0.00	0.00	0.00
Dues and Memberships	5300	59,121.64	39,100.00	0.00	39,100.00
Insurance	5400	36,624.00	67,800.00	0.00	67,800.00
Operations and Housekeeping Services	5500	93,161.67	42,000.00	0.00	42,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,274,411.24	95,900.00	0.00	95,900.00
Transfers of Direct Costs	5700-5799		170,950.65	(170,950.65)	0.00
Professional/Consulting Services & Operating Expend.	5800	52,847.03	851,700.16	0.00	851,700.16
Communications	5900		59,200.00	0.00	59,200.00
Total, Services and Other Operating Expenditures		1,667,630.56	1,577,743.72	313,749.35	1,891,493.07
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	*6900*	60,986.00	67,400.00		67,400.00
Total, Capital Outlay		60,986.00	67,400.00	0.00	67,400.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		11,099,941.33	10,039,823.58	1,880,879.93	11,920,703.51
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,019,035.45	390,245.11	(226,213.51)	164,031.60

Revised 5/8/19

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Waters Charter School

(name continued)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,019,035.45	390,245.11	(226,213.51)	164,031.60
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	7,720,932.89	8,841,920.83	226,213.51	9,068,134.34
b. Adjustments/Restatements to Beginning Balance	9793, 9795	328,166.00			0.00
c. Adjusted Beginning Balance		8,049,098.89	8,841,920.83	226,213.51	9,068,134.34
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,068,134.34	9,232,165.94	(0.00)	9,232,165.94
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	1,653,846.22	1,788,105.53		1,788,105.53
Unassigned / Unappropriated Amount	9790	7,414,288.12	7,444,060.42	(0.00)	7,444,060.41

Revised 5/8/19

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Waters Charter School
(name continued)
CDS #: 50 75572 5030317
Charter Approving Entity: Waterford Unified
County: Stanislaus
Charter #: 0477
Fiscal Year: 2026/27

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2026/27 Unrestricted	FY 2026/27 Restricted	FY 2026/27 Total	Totals for 2027/28	Totals for 2028/29
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	6,678,613.00	0.00	6,678,613.00	6,914,096.00	7,169,283.00
Education Protection Account State Aid - Current Year	8012	2,137,405.00	0.00	2,137,405.00	2,207,939.00	2,276,164.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,337,083.00	0.00	1,337,083.00	1,337,083.00	1,337,083.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		10,153,101.00	0.00	10,153,101.00	10,459,118.00	10,782,530.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	39,940.00	39,940.00	39,940.00	39,940.00
Total, Federal Revenues		0.00	39,940.00	39,940.00	39,940.00	39,940.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	0.00	0.00	0.00	0.00
All Other State Revenues	StateRevAO	188,217.69	577,995.22	766,212.91	638,592.93	638,373.08
Total, Other State Revenues		188,217.69	577,995.22	766,212.91	638,592.93	638,373.08
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	88,750.00	1,036,731.20	1,125,481.20	1,125,481.20	1,125,481.20
Total, Local Revenues		88,750.00	1,036,731.20	1,125,481.20	1,125,481.20	1,125,481.20
5. TOTAL REVENUES		10,430,068.69	1,654,666.42	12,084,735.11	12,263,132.13	12,586,324.28
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,330,648.86	668,326.44	3,998,975.30	4,113,518.94	4,227,052.07
Certificated Pupil Support Salaries	1200	183,278.76	270,883.77	454,162.53	468,604.90	481,538.40
Certificated Supervisors' and Administrators' Salaries	1300	665,816.45	48,545.15	714,361.60	737,078.30	757,421.66
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		4,179,744.07	987,755.36	5,167,499.43	5,319,202.15	5,466,012.12
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	238,560.72	0.00	238,560.72	246,146.95	252,940.61
Non-certificated Support Salaries	2200	3,492.81	0.00	3,492.81	3,603.88	3,703.34
Non-certificated Supervisors' and Administrators' Sal.	2300	2,323.65	0.00	2,323.65	2,397.54	2,463.72
Clerical and Office Salaries	2400	644,746.03	79,227.07	723,973.10	714,515.01	734,235.63
Other Non-certificated Salaries	2900	0.00	34,992.27	34,992.27	36,105.03	37,101.53
Total, Non-certificated Salaries		889,123.21	114,219.35	1,003,342.55	1,002,768.41	1,030,444.82

Revised 5/8/19

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Waters Charter School

(name continued)

Description	Object Code	FY 2026/27 Unrestricted	FY 2026/27 Restricted	FY 2026/27 Total	Totals for 2027/28	Totals for 2028/29
3. Employee Benefits						
STRS	3101-3102	799,358.56	187,633.84	986,992.40	1,015,967.62	1,044,008.32
PERS	3201-3202	234,728.52	30,153.91	264,882.43	268,741.93	266,885.21
OASDI / Medicare / Alternative	3301-3302	119,493.93	32,190.52	151,684.45	153,840.21	158,086.20
Health and Welfare Benefits	3401-3402	658,308.85	161,411.15	819,720.00	845,787.10	869,130.82
Unemployment Insurance	3501-3502	4,743.95	1,466.51	6,210.46	6,088.34	6,064.00
Workers' Compensation Insurance	3601-3602	50,730.16	10,978.26	61,708.42	63,219.71	64,964.57
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,867,363.97	423,834.19	2,291,198.16	2,353,644.91	2,409,139.12
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	955,696.79	41,321.70	997,018.49	1,028,723.68	1,057,116.45
Noncapitalized Equipment	4400	502,751.81	0.00	502,751.81	518,739.32	533,056.52
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		1,458,448.60	41,321.70	1,499,770.30	1,547,463.00	1,590,172.97
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	251,092.91	484,700.00	735,792.91	759,191.12	780,144.80
Travel and Conferences	5200	0.00	0.00	0.00	0.00	0.00
Dues and Memberships	5300	39,100.00	0.00	39,100.00	40,343.38	41,456.86
Insurance	5400	67,800.00	0.00	67,800.00	69,956.04	71,886.83
Operations and Housekeeping Services	5500	42,000.00	0.00	42,000.00	43,335.60	44,531.66
Rentals, Leases, Repairs, and Noncap. Improvements	5600	95,900.00	0.00	95,900.00	96,742.70	97,497.36
Transfers of Direct Costs	5700-5799	170,950.65	(170,950.65)	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	851,700.16	0.00	851,700.16	878,615.70	903,212.90
Communications	5900	59,200.00	0.00	59,200.00	61,082.56	62,768.44
Total, Services and Other Operating Expenditures		1,577,743.72	313,749.35	1,891,493.07	1,949,267.11	2,001,498.84
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	*6900*	67,400.00	0.00	67,400.00	69,543.32	71,462.72
Total, Capital Outlay		67,400.00	0.00	67,400.00	69,543.32	71,462.72
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		10,039,823.58	1,880,879.93	11,920,703.51	12,241,888.89	12,568,730.60
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		390,245.11	(226,213.51)	164,031.60	21,243.24	17,593.68

Revised 5/8/19

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Waters Charter School

(name continued)

Description	Object Code	FY 2026/27 Unrestricted	FY 2026/27 Restricted	FY 2026/27 Total	Totals for 2027/28	Totals for 2028/29
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		390,245.11	(226,213.51)	164,031.60	21,243.24	17,593.68
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	8,841,920.83	226,213.51	9,068,134.34	9,232,165.94	9,253,409.18
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		8,841,920.83	226,213.51	9,068,134.34	9,232,165.94	9,253,409.18
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,232,165.94	(0.00)	9,232,165.94	9,253,409.18	9,271,002.87
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	0.00		0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	1,788,105.53	0.00	1,788,105.53	1,836,283.33	1,885,309.59
Undesignated / Unappropriated Amount	9790	7,444,060.42	(0.00)	7,444,060.41	7,417,125.85	7,385,693.28

Revised 5/8/19

FY26-27 Connecting Waters Charter School Original Budget

Multi-Year Forecast

Revised 6/6/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*
Enrollment	*770.00*	*770.00*	*770.00*
Average Daily Attendance	*759.59*	*759.59*	*759.59*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 6,678,613	$ 6,914,096	$ 7,169,283
8012 Education Protection Account	2,137,405	2,207,939	2,276,164
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,337,083	1,337,083	1,337,083
	10,153,101	10,459,118	10,782,530
Federal Revenue			
8296 Other Federal Revenue	39,940	39,940	39,940
	39,940	39,940	39,940
Other State Revenue			25,920
8550 Mandated Cost	22,931	25,143	25,920
8560 State Lottery	206,608	206,608	206,608
8599 Other State Revenue	779,240	760,006	405,844
	1,008,780	991,758	638,373
Other Local Revenue			
8660 Interest Revenue	78,750	78,750	78,750
8690 Other Local Revenue	1,036,731	1,036,731	1,036,731
8699 School Fundraising	10,000	10,000	10,000
	1,125,481	1,125,481	1,125,481
Total Revenue	**$ 12,327,302**	**$ 12,616,297**	**$ 12,586,324**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	3,709,447	3,814,784	3,920,072
1170 Teachers' Substitute Hours	114,676	118,323	121,588
1175 Teachers' Extra Duty/Stipends	174,852	180,413	185,392
1200 Pupil Support Salaries	454,163	468,605	481,538
1300 Administrators' Salaries	714,362	737,078	757,422
	5,167,499	5,319,202	5,466,012
Classified Salaries			
2100 Instructional Salaries	238,561	246,147	252,941
2200 Support Salaries	3,493	3,604	3,703
2300 Classified Administrators' Salaries	2,324	2,398	2,464
2400 Clerical and Office Staff Salaries	723,973	714,515	734,236
2900 Other Classified Salaries	34,992	36,105	37,102
	1,003,343	1,002,768	1,030,445
Benefits			
3101 STRS	986,992	1,015,968	1,044,008
3202 PERS	264,882	268,742	266,885
3301 OASDI	62,207	62,172	63,888
3311 Medicare	89,477	91,669	94,199
3401 Health and Welfare	819,720	845,787	869,131
3501 State Unemployment	6,210	6,088	6,064
3601 Workers' Compensation	61,708	63,220	64,965
	2,291,198	2,353,645	2,409,139
Books and Supplies	68.64%		
4302 School Supplies	45,118	46,553	47,838
4305 Software	905,300	934,089	959,869
4310 Office Expense	38,800	40,034	41,139
4311 Business Meals	7,800	8,048	8,270
4400 Noncapitalized Equipment	502,752	518,739	533,057
4700 Food Services	-	-	-
	1,499,770	1,547,463	1,590,173
Subagreement Services			
5102 Special Education	484,700	500,113	513,917
5103 Substitute Teacher	71,500	73,774	75,810
5106 Other Educational Consultants	179,593	185,304	190,418
	735,793	759,191	780,145
Operations and Housekeeping			
5300 Dues & Memberships	39,100	40,343	41,457
5400 Insurance	67,800	69,956	71,887

FY26-27 Connecting Waters Charter School Original Budget

Multi-Year Forecast

Revised 6/6/26

CHARTER IMPACT

		2026-27 Budget	2027-28 Forecast	2028-29 Forecast
5501	Utilities	26,600	27,446	28,203
5502	Janitorial Services	7,100	7,326	7,528
5516	Miscellaneous Expense	8,300	8,564	8,800
5900	Communications	51,500	53,138	54,604
5901	Postage and Shipping	7,700	7,945	8,164
		208,100	214,718	220,644
Facilities, Repairs and Other Leases				
5601	Rent	69,400	69,400	69,400
5602	Additional Rent	1,900	1,960	2,015
5603	Equipment Leases	13,100	13,517	13,890
5610	Repairs and Maintenance	11,500	11,866	12,193
		95,900	96,743	97,497
Professional/Consulting Services				
5801	IT	20,600	21,255	21,842
5802	Audit & Taxes	28,700	29,613	30,430
5803	Legal	64,800	66,861	68,706
5804	Professional Development	39,000	40,240	41,351
5805	General Consulting	269,700	278,276	285,957
5806	Special Activities/Field Trips	59,089	60,968	62,651
5811	Management Fee	273,132	281,817	289,595
5812	District Oversight Fee	101,531	104,591	107,825
		856,551	883,621	908,357
Depreciation				
6900	Depreciation Expense	67,400	69,543	71,463
		67,400	69,543	71,463
Interest				
		-	-	-
Total Expenses		**$ 11,925,555**	**$ 12,246,894**	**$ 12,573,874**
Surplus (Deficit)		**$ 401,747**	**$ 369,402**	**$ 12,450**
	Fund Balance, Beginning of Year	$ 8,472,907	$ 8,874,654	$ 9,244,057
	Fund Balance, End of Year	**$ 8,874,654**	**$ 9,244,057**	**$ 9,256,507**
		74.4%	***75.5%***	***73.6%***
Cash Flow Adjustments				
	Surplus (Deficit)	401,747	369,402	12,450
	Cash Flows From Operating Activities			
	Depreciation/Amortization	67,400	69,543	71,463
	Public Funding Receivables	(1,618,218)	161,079	(56,553)
	Grants and Contributions Rec.	-	-	-
	Due To/From Related Parties	-	-	-
	Prepaid Expenses	-	-	-
	Other Assets	-	-	-
	Accounts Payable	38,396	(1,587)	1,578
	Accrued Expenses	-	-	-
	Deferred Revenue	-	(210,858)	(210,858)
	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	(1,110,674)	387,580	(181,920)
	Cash, Beginning of Year	7,206,510	6,095,836	6,483,416
Cash, End of Year		**$ 6,095,836**	**$ 6,483,416**	**$ 6,301,496**

FY26-27 Connecting Waters Charter School Original Budget

Monthly Cash Flow/Forecast FY26-27

Revised 6/6/26

Actuals Through:

ADA = 759.59

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 759.59	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	302,274	302,274	544,093	544,093	544,093	544,093	544,093	670,721	670,721	670,721	670,721	670,720	**6,678,613**	6,678,613	-
8012	Education Protection Account	-	-	534,351	-	-	534,351	-	-	534,351	-	-	-	534,352	**2,137,405**	2,137,405	-
8096	In Lieu of Property Taxes	-	72,620	145,239	96,826	96,826	96,826	96,826	96,826	211,698	105,849	105,849	105,849	105,849	**1,337,083**	1,337,083	-
		-	374,893	981,864	640,919	640,919	1,175,270	640,919	640,919	1,416,770	776,570	776,570	776,570	1,310,921	**10,153,101**	**10,153,101**	**-**
Federal Revenue																	
8296	Other Federal Revenue	-	-	-	9,985	-	-	9,985	-	-	9,985	-	-	9,985	**39,940**	39,940	-
		-	-	-	9,985	-	-	9,985	-	-	9,985	-	-	9,985	**39,940**	**39,940**	**-**
Other State Revenue																	
8550	Mandated Cost	-	-	-	-	-	22,931	-	-	-	-	-	-	-	**22,931**	22,931	-
8560	State Lottery	-	-	-	-	-	-	46,755	-	-	46,755	-	-	113,098	**206,608**	206,608	-
8599	Other State Revenue	-	3,311	3,311	184,214	5,960	5,960	184,214	5,960	5,960	184,214	5,960	5,960	184,214	**779,240**	779,240	-
		-	3,311	3,311	184,214	5,960	28,891	230,970	5,960	5,960	230,970	5,960	5,960	297,312	**1,008,780**	**1,008,780**	**-**
Other Local Revenue																	
8660	Interest Revenue	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	-	**78,750**	78,750	-
8690	Other Local Revenue	-	-	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	-	**1,036,731**	1,036,731	-
8699	School Fundraising	833	833	833	833	833	833	833	833	833	833	833	833	-	**10,000**	10,000	-
		7,396	7,396	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	-	**1,125,481**	**1,125,481**	**-**
Total Revenue		**7,396**	**385,600**	**1,096,244**	**946,187**	**757,948**	**1,315,230**	**992,943**	**757,948**	**1,533,799**	**1,128,593**	**893,599**	**893,599**	**1,618,218**	**12,327,302**	**12,327,302**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	370,945	370,945	370,945	370,945	370,945	370,945	370,945	370,945	370,945	370,945	-	-	**3,709,447**	3,709,447	-
1170	Teachers' Substitute Hours	-	11,468	11,468	11,468	11,468	11,468	11,468	11,468	11,468	11,468	11,468	-	-	**114,676**	114,676	-
1175	Teachers' Extra Duty/Stipends	-	17,485	17,485	17,485	17,485	17,485	17,485	17,485	17,485	17,485	17,485	-	-	**174,852**	174,852	-
1200	Pupil Support Salaries	-	45,416	45,416	45,416	45,416	45,416	45,416	45,416	45,416	45,416	45,416	-	-	**454,163**	454,163	-
1300	Administrators' Salaries	59,530	59,530	59,530	59,530	59,530	59,530	59,530	59,530	59,530	59,530	59,530	59,530	-	**714,362**	714,362	-
		59,530	504,844	504,844	504,844	504,844	504,844	504,844	504,844	504,844	504,844	504,844	59,530	-	**5,167,499**	**5,167,499**	**-**
Classified Salaries																	
2100	Instructional Salaries	-	23,856	23,856	23,856	23,856	23,856	23,856	23,856	23,856	23,856	23,856	-	-	**238,561**	238,561	-
2200	Support Salaries	-	349	349	349	349	349	349	349	349	349	349	-	-	**3,493**	3,493	-
2300	Classified Administrators'	194	194	194	194	194	194	194	194	194	194	194	194	-	**2,324**	2,324	-
2400	Clerical and Office Staff Salaries	60,331	60,331	60,331	60,331	60,331	60,331	60,331	60,331	60,331	60,331	60,331	60,331	-	**723,973**	723,973	-
2900	Other Classified Salaries	-	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	-	**34,992**	34,992	-
		60,525	87,911	87,911	87,911	87,911	87,911	87,911	87,911	87,911	87,911	87,911	63,706	-	**1,003,343**	**1,003,343**	**-**
Benefits																	
3101	STRS	11,370	96,425	96,425	96,425	96,425	96,425	96,425	96,425	96,425	96,425	96,425	11,370	-	**986,992**	986,992	-
3202	PERS	15,979	23,209	23,209	23,209	23,209	23,209	23,209	23,209	23,209	23,209	23,209	16,818	-	**264,882**	264,882	-
3301	OASDI	3,753	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	3,950	-	**62,207**	62,207	-
3311	Medicare	1,741	8,595	8,595	8,595	8,595	8,595	8,595	8,595	8,595	8,595	8,595	1,787	-	**89,477**	89,477	-
3401	Health and Welfare	68,310	68,310	68,310	68,310	68,310	68,310	68,310	68,310	68,310	68,310	68,310	68,310	-	**819,720**	819,720	-
3501	State Unemployment	311	311	311	311	311	311	1,553	1,242	621	311	311	311	-	**6,210**	6,210	-
3601	Workers' Compensation	1,201	5,928	5,928	5,928	5,928	5,928	5,928	5,928	5,928	5,928	5,928	1,232	-	**61,708**	61,708	-
		102,663	208,227	208,227	208,227	208,227	208,227	209,469	209,159	208,538	208,227	208,227	103,778	-	**2,291,198**	**2,291,198**	**-**
Books and Supplies																	
4302	School Supplies	183	2,769	4,961	5,044	3,084	2,784	3,200	5,638	4,967	5,419	3,911	1,708	1,451	**45,118**	45,118	-
4305	Software	75,442	75,442	75,442	75,442	75,442	75,442	75,442	75,442	75,442	75,442	75,442	75,442	-	**905,300**	905,300	-
4310	Office Expense	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	-	**38,800**	38,800	-
4311	Business Meals	650	650	650	650	650	650	650	650	650	650	650	650	-	**7,800**	7,800	-
4400	Noncapitalized Equipment	2,044	30,851	55,278	56,201	34,364	31,019	35,661	62,824	55,348	60,388	43,578	19,033	16,163	**502,752**	502,752	-
		81,553	112,945	139,564	140,570	116,773	113,127	118,186	147,787	139,640	145,132	126,814	100,066	17,614	**1,499,770**	**1,499,770**	**-**
Subagreement Services																	
5102	Special Education	40,392	40,392	40,392	40,392	40,392	40,392	40,392	40,392	40,392	40,392	40,392	40,392	-	**484,700**	484,700	-
5103	Substitute Teacher	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	-	**71,500**	71,500	-
5106	Other Educational Consultants	730	11,021	19,746	20,076	12,276	11,080	12,739	22,442	19,771	21,572	15,567	6,799	5,774	**179,593**	179,593	-
		47,080	57,371	66,096	66,426	58,626	57,430	59,089	68,792	66,121	67,922	61,917	53,149	5,774	**735,793**	**735,793**	**-**

FY26-27 Connecting Waters Charter School Original Budget

Monthly Cash Flow/Forecast FY26-27

Revised 6/6/26

Actuals Through:

ADA = 759.59

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Operations and Housekeeping																	
5300	Dues & Memberships	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	-	**39,100**	39,100	-
5400	Insurance	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	-	**67,800**	67,800	-
5501	Utilities	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217	-	**26,600**	26,600	-
5502	Janitorial Services	592	592	592	592	592	592	592	592	592	592	592	592	-	**7,100**	7,100	-
5516	Miscellaneous Expense	692	692	692	692	692	692	692	692	692	692	692	692	-	**8,300**	8,300	-
5900	Communications	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	-	**51,500**	51,500	-
5901	Postage and Shipping	642	642	642	642	642	642	642	642	642	642	642	642	-	**7,700**	7,700	-
		17,342	17,342	17,342	17,342	17,342	17,342	17,342	17,342	17,342	17,342	17,342	17,342	-	**208,100**	**208,100**	**-**
Facilities, Repairs and Other Leases																	
5601	Rent	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	-	**69,400**	69,400	-
5602	Additional Rent	158	158	158	158	158	158	158	158	158	158	158	158	-	**1,900**	1,900	-
5603	Equipment Leases	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	-	**13,100**	13,100	-
5610	Repairs and Maintenance	958	958	958	958	958	958	958	958	958	958	958	958	-	**11,500**	11,500	-
		7,992	7,992	7,992	7,992	7,992	7,992	7,992	7,992	7,992	7,992	7,992	7,992	-	**95,900**	**95,900**	**-**
Professional/Consulting Services																	
5801	IT	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	-	**20,600**	20,600	-
5802	Audit & Taxes	-	-	-	9,567	9,567	9,567	-	-	-	-	-	-	-	**28,700**	28,700	-
5803	Legal	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	-	**64,800**	64,800	-
5804	Professional Development	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	-	**39,000**	39,000	-
5805	General Consulting	22,475	22,475	22,475	22,475	22,475	22,475	22,475	22,475	22,475	22,475	22,475	22,475	-	**269,700**	269,700	-
5806	Special Activities/Field Trips	240	3,626	6,497	6,605	4,039	3,646	4,191	7,384	6,505	7,097	5,122	2,237	1,900	**59,089**	59,089	-
5811	Management Fee	22,761	22,761	22,761	22,761	22,761	22,761	22,761	22,761	22,761	22,761	22,761	22,761	-	**273,132**	273,132	-
5812	District Oversight Fee	-	3,749	9,819	6,409	6,409	11,753	6,409	6,409	14,168	7,766	7,766	7,766	13,109	**101,531**	101,531	-
		55,843	62,978	71,918	78,184	75,617	80,568	66,203	69,396	76,275	70,466	68,490	65,605	15,009	**856,551**	**856,551**	**-**
Depreciation																	
6900	Depreciation Expense	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	-	**67,400**	67,400	-
		5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	-	**67,400**	**67,400**	**-**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**438,144**	**1,065,225**	**1,109,510**	**1,117,113**	**1,082,949**	**1,083,058**	**1,076,653**	**1,118,838**	**1,114,279**	**1,115,452**	**1,089,153**	**476,784**	**38,396**	**11,925,555**	**11,925,555**	**-**
Monthly Surplus (Deficit)		**(430,748)**	**(679,625)**	**(13,266)**	**(170,926)**	**(325,001)**	**232,172**	**(83,710)**	**(360,891)**	**419,519**	**13,141**	**(195,554)**	**416,814**	**1,579,821**	**401,747**	**401,747**	**-**
															3.3%		
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(430,748)	(679,625)	(13,266)	(170,926)	(325,001)	232,172	(83,710)	(360,891)	419,519	13,141	(195,554)	416,814	1,579,821	**401,747**		
Cash flows from operating activities																	
Depreciation/Amortization		5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	-	**67,400**		
Public Funding Receivables		-	-	-	-	-	-	-	-	-	-	-	-	(1,618,218)	**(1,618,218)**		
Grants and Contributions Rec.		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	38,396	**38,396**		
Accrued Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
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		(425,132)	(674,008)	(7,650)	(165,309)	(319,384)	237,789	(78,093)	(355,274)	425,136	18,758	(189,938)	422,431				
Cash, Beginning of Month		7,206,510	6,781,379	6,107,370	6,099,721	5,934,412	5,615,028	5,852,816	5,774,723	5,419,449	5,844,585	5,863,343	5,673,405				
Cash, End of Month		**6,781,379**	**6,107,370**	**6,099,721**	**5,934,412**	**5,615,028**	**5,852,816**	**5,774,723**	**5,419,449**	**5,844,585**	**5,863,343**	**5,673,405**	**6,095,836**				

Original Budget Total	Favorable / (Unfav.)
401,747	-

Cert.	Instr.
58.9%	75.9%
2,335,826	(509,919)

Pupil:Teacher Ratio
17.22 :1

FY26-27 Connecting Waters Charter School Original Budget

Monthly Cash Flow/Forecast FY27-28

Revised 6/6/26

ADA = 759.59

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 759.59	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	345,705	345,705	622,269	622,269	622,269	622,269	622,269	622,269	622,269	622,269	622,269	622,269	**6,914,096**	6,678,613	235,483
8012 Education Protection Account	-	-	-	534,351	-	-	534,351	-	-	587,252	-	-	551,985	**2,207,939**	2,137,405	70,534
8096 In Lieu of Property Taxes	-	80,225	160,450	106,967	106,967	106,967	106,967	106,967	187,192	93,596	93,596	93,596	93,596	**1,337,083**	1,337,083	-
	-	425,930	506,155	1,263,587	729,235	729,235	1,263,587	729,235	809,460	1,303,116	715,864	715,864	1,267,849	**10,459,118**	**10,153,101**	**306,017**
Federal Revenue																
8296 Other Federal Revenue	-	-	-	9,985	-	-	9,985	-	-	9,985	-	-	9,985	**39,940**	39,940	-
	-	-	-	9,985	-	-	9,985	-	-	9,985	-	-	9,985	**39,940**	**39,940**	**-**
Other State Revenue																
8550 Mandated Cost	-	-	-	-	-	25,143	-	-	-	-	-	-	-	**25,143**	22,931	2,212
8560 State Lottery	-	-	-	-	-	-	51,652	-	-	51,652	-	-	103,304	**206,608**	206,608	-
8599 Other State Revenue	-	-	-	-	494,004	-	-	-	-	190,001	-	-	76,001	**760,006**	779,240	(19,234)
	-	-	-	-	494,004	25,143	51,652	-	-	241,654	-	-	179,305	**991,758**	1,008,780	(17,022)
Other Local Revenue																
8660 Interest Revenue	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	-	**78,750**	78,750	-
8690 Other Local Revenue	-	-	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	-	**1,036,731**	1,036,731	-
8699 School Fundraising	833	833	833	833	833	833	833	833	833	833	833	833	-	**10,000**	10,000	-
	7,396	7,396	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	-	**1,125,481**	**1,125,481**	**-**
Total Revenue	**7,396**	**433,326**	**617,224**	**1,384,640**	**1,334,308**	**865,448**	**1,436,293**	**840,304**	**920,529**	**1,665,824**	**826,933**	**826,933**	**1,457,139**	**12,616,297**	**12,327,302**	**288,995**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	381,478	381,478	381,478	381,478	381,478	381,478	381,478	381,478	381,478	381,478	-	-	**3,814,784**	3,709,447	(105,337)
1170 Teachers' Substitute Hours	-	11,832	11,832	11,832	11,832	11,832	11,832	11,832	11,832	11,832	11,832	-	-	**118,323**	114,676	(3,647)
1175 Teachers' Extra Duty/Stipends	-	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	-	-	**180,413**	174,852	(5,560)
1200 Pupil Support Salaries	-	46,860	46,860	46,860	46,860	46,860	46,860	46,860	46,860	46,860	46,860	-	-	**468,605**	454,163	(14,442)
1300 Administrators' Salaries	61,423	61,423	61,423	61,423	61,423	61,423	61,423	61,423	61,423	61,423	61,423	61,423	-	**737,078**	714,362	(22,717)
	61,423	519,636	519,636	519,636	519,636	519,636	519,636	519,636	519,636	519,636	519,636	61,423	-	**5,319,202**	**5,167,499**	**(151,703)**
Classified Salaries																
2100 Instructional Salaries	-	24,615	24,615	24,615	24,615	24,615	24,615	24,615	24,615	24,615	24,615	-	-	**246,147**	238,561	(7,586)
2200 Support Salaries	-	360	360	360	360	360	360	360	360	360	360	-	-	**3,604**	3,493	(111)
2300 Classified Administrators' Salaries	200	200	200	200	200	200	200	200	200	200	200	200	-	**2,398**	2,324	(74)
2400 Clerical and Office Staff Salaries	59,543	59,543	59,543	59,543	59,543	59,543	59,543	59,543	59,543	59,543	59,543	59,543	-	**714,515**	723,973	9,458
2900 Other Classified Salaries	-	3,282	3,282	3,282	3,282	3,282	3,282	3,282	3,282	3,282	3,282	3,282	-	**36,105**	34,992	(1,113)
	59,743	88,000	88,000	88,000	88,000	88,000	88,000	88,000	88,000	88,000	88,000	63,025	-	**1,002,768**	**1,003,343**	**574**
Benefits																
3101 STRS	11,704	99,256	99,256	99,256	99,256	99,256	99,256	99,256	99,256	99,256	99,256	11,704	-	**1,015,968**	986,992	(28,975)
3202 PERS	16,211	23,547	23,547	23,547	23,547	23,547	23,547	23,547	23,547	23,547	23,547	17,063	-	**268,742**	264,882	(3,860)
3301 OASDI	3,750	5,447	5,447	5,447	5,447	5,447	5,447	5,447	5,447	5,447	5,447	3,948	-	**62,172**	62,207	36
3311 Medicare	1,783	8,805	8,805	8,805	8,805	8,805	8,805	8,805	8,805	8,805	8,805	1,831	-	**91,669**	89,477	(2,191)
3401 Health and Welfare	70,482	70,482	70,482	70,482	70,482	70,482	70,482	70,482	70,482	70,482	70,482	70,482	-	**845,787**	819,720	(26,067)
3501 State Unemployment	304	304	304	304	304	304	1,522	1,218	609	304	304	304	-	**6,088**	6,210	122
3601 Workers' Compensation	1,230	6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073	1,263	-	**63,220**	61,708	(1,511)
	105,466	213,915	213,915	213,915	213,915	213,915	215,133	214,828	214,219	213,915	213,915	106,595	-	**2,353,645**	**2,291,198**	**(62,447)**
Books and Supplies																
4302 School Supplies	189	2,857	5,119	5,204	3,182	2,872	3,302	5,817	5,125	5,592	4,035	1,762	1,497	**46,553**	45,118	(1,435)
4305 Software	77,841	77,841	77,841	77,841	77,841	77,841	77,841	77,841	77,841	77,841	77,841	77,841	-	**934,089**	905,300	(28,789)
4310 Office Expense	3,336	3,336	3,336	3,336	3,336	3,336	3,336	3,336	3,336	3,336	3,336	3,336	-	**40,034**	38,800	(1,234)
4311 Business Meals	671	671	671	671	671	671	671	671	671	671	671	671	-	**8,048**	7,800	(248)
4400 Noncapitalized Equipment	2,109	31,832	57,036	57,989	35,457	32,005	36,795	64,822	57,108	62,308	44,964	19,638	16,677	**518,739**	502,752	(15,988)
	84,146	116,536	144,002	145,040	120,487	116,725	121,945	152,487	144,080	149,747	130,846	103,248	18,174	**1,547,463**	**1,499,770**	**(47,693)**
Subagreement Services																
5102 Special Education	41,676	41,676	41,676	41,676	41,676	41,676	41,676	41,676	41,676	41,676	41,676	41,676	-	**500,113**	484,700	(15,413)
5103 Substitute Teacher	6,148	6,148	6,148	6,148	6,148	6,148	6,148	6,148	6,148	6,148	6,148	6,148	-	**73,774**	71,500	(2,274)
5106 Other Educational Consultants	754	11,371	20,374	20,715	12,666	11,433	13,144	23,156	20,400	22,258	16,062	7,015	5,957	**185,304**	179,593	(5,711)
	48,577	59,195	68,198	68,539	60,490	59,257	60,968	70,980	68,224	70,082	63,886	54,839	5,957	**759,191**	**735,793**	**(23,398)**

FY26-27 Connecting Waters Charter School Original Budget

CHARTER IMPACT

Monthly Cash Flow/Forecast FY27-28

Revised 6/6/26

ADA = 759.59

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Operations and Housekeeping																
5300 Dues & Memberships	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	-	**40,343**	39,100	(1,243)
5400 Insurance	5,830	5,830	5,830	5,830	5,830	5,830	5,830	5,830	5,830	5,830	5,830	5,830	-	**69,956**	67,800	(2,156)
5501 Utilities	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	-	**27,446**	26,600	(846)
5502 Janitorial Services	610	610	610	610	610	610	610	610	610	610	610	610	-	**7,326**	7,100	(226)
5516 Miscellaneous Expense	714	714	714	714	714	714	714	714	714	714	714	714	-	**8,564**	8,300	(264)
5900 Communications	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	-	**53,138**	51,500	(1,638)
5901 Postage and Shipping	662	662	662	662	662	662	662	662	662	662	662	662	-	**7,945**	7,700	(245)
	17,893	17,893	17,893	17,893	17,893	17,893	17,893	17,893	17,893	17,893	17,893	17,893	-	**214,718**	**208,100**	**(6,618)**
Facilities, Repairs and Other Leases																
5601 Rent	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	-	**69,400**	69,400	-
5602 Additional Rent	163	163	163	163	163	163	163	163	163	163	163	163	-	**1,960**	1,900	(60)
5603 Equipment Leases	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	-	**13,517**	13,100	(417)
5610 Repairs and Maintenance	989	989	989	989	989	989	989	989	989	989	989	989	-	**11,866**	11,500	(366)
	8,062	8,062	8,062	8,062	8,062	8,062	8,062	8,062	8,062	8,062	8,062	8,062	-	**96,743**	**95,900**	**(843)**
Professional/Consulting Services																
5801 IT	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	-	**21,255**	20,600	(655)
5802 Audit & Taxes	-	-	-	9,871	9,871	9,871	-	-	-	-	-	-	-	**29,613**	28,700	(913)
5803 Legal	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	-	**66,861**	64,800	(2,061)
5804 Professional Development	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	-	**40,240**	39,000	(1,240)
5805 General Consulting	23,190	23,190	23,190	23,190	23,190	23,190	23,190	23,190	23,190	23,190	23,190	23,190	-	**278,276**	269,700	(8,576)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	20,323	20,323	20,323	-	-	-	**60,968**	59,089	(1,879)
5811 Management Fee	23,485	23,485	23,485	23,485	23,485	23,485	23,485	23,485	23,485	23,485	23,485	23,485	-	**281,817**	273,132	(8,686)
5812 District Oversight Fee	-	4,259	5,062	12,636	7,292	7,292	12,636	7,292	8,095	13,031	7,159	7,159	12,678	**104,591**	101,531	(3,060)
	57,371	61,630	62,432	79,878	74,534	74,534	70,007	84,986	85,788	90,725	64,529	64,529	12,678	**883,621**	**856,551**	**(27,070)**
Depreciation																
6900 Depreciation Expense	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	-	**69,543**	67,400	(2,143)
	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	-	**69,543**	**67,400**	**(2,143)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**448,476**	**1,090,662**	**1,127,933**	**1,146,757**	**1,108,811**	**1,103,816**	**1,107,438**	**1,162,666**	**1,151,698**	**1,163,855**	**1,112,562**	**485,410**	**36,810**	**12,246,894**	**11,925,555**	**(321,340)**
Monthly Surplus (Deficit)	**(441,081)**	**(657,337)**	**(510,709)**	**237,883**	**225,497**	**(238,369)**	**328,855**	**(322,362)**	**(231,168)**	**501,969**	**(285,629)**	**341,524**	**1,420,329**	**369,402**	**401,747**	**(32,345)**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(441,081)	(657,337)	(510,709)	237,883	225,497	(238,369)	328,855	(322,362)	(231,168)	501,969	(285,629)	341,524	1,420,329	**369,402**		
Cash flows from operating activities																
Depreciation/Amortization	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	-	**69,543**		
Public Funding Receivables	1,310,921	-	184,214	-	-	113,098	9,985	-	-	-	-	-	(1,457,139)	**161,079**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(38,396)	-	-	-	-	-	-	-	-	-	-	-	36,810	**(1,587)**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(210,858)	-	**(210,858)**		
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	837,239	(651,541)	(320,700)	243,678	231,292	(119,476)	344,635	(316,567)	(225,373)	507,764	(279,834)	136,461				
Cash, Beginning of Month	6,095,836	6,933,075	6,281,533	5,960,834	6,204,512	6,435,804	6,316,328	6,660,964	6,344,397	6,119,024	6,626,788	6,346,955				
Cash, End of Month	**6,933,075**	**6,281,533**	**5,960,834**	**6,204,512**	**6,435,804**	**6,316,328**	**6,660,964**	**6,344,397**	**6,119,024**	**6,626,788**	**6,346,955**	**6,483,416**				

FY26-27 Connecting Waters Charter School Original Budget

Monthly Cash Flow/Forecast FY28-29

Revised 6/6/26

ADA = 759.59

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 759.59	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	358,464	358,464	645,235	645,235	645,235	645,235	645,235	645,235	645,235	645,235	645,235	645,235	**7,169,283**	6,914,096	255,187
8012 Education Protection Account	-	-	-	534,351	-	-	534,351	-	-	587,252	-	-	620,210	**2,276,164**	2,207,939	68,225
8096 In Lieu of Property Taxes	-	80,225	160,450	106,967	106,967	106,967	106,967	106,967	187,192	93,596	93,596	93,596	93,596	**1,337,083**	1,337,083	-
	-	438,689	518,914	1,286,553	752,202	752,202	1,286,553	752,202	832,427	1,326,083	738,831	738,831	1,359,041	**10,782,530**	**10,459,118**	**323,412**
Federal Revenue																
8296 Other Federal Revenue	-	-	-	9,985	-	-	9,985	-	-	9,985	-	-	9,985	**39,940**	39,940	-
	-	-	-	9,985	-	-	9,985	-	-	9,985	-	-	9,985	**39,940**	**39,940**	**-**
Other State Revenue																
8550 Mandated Cost	-	-	-	-	-	25,143	-	-	-	-	-	-	777	**25,920**	25,143	777
8560 State Lottery	-	-	-	-	-	-	51,652	-	-	51,652	-	-	103,304	**206,608**	206,608	-
8599 Other State Revenue	-	-	-	-	263,799	-	-	-	-	101,461	-	-	40,584	**405,844**	760,006	(354,161)
	-	-	-	-	263,799	25,143	51,652	-	-	153,113	-	-	144,666	**638,373**	991,758	(353,385)
Other Local Revenue																
8660 Interest Revenue	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	-	**78,750**	78,750	-
8690 Other Local Revenue	-	-	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	-	**1,036,731**	1,036,731	-
8699 School Fundraising	833	833	833	833	833	833	833	833	833	833	833	833	-	**10,000**	10,000	-
	7,396	7,396	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	-	**1,125,481**	**1,125,481**	**-**
Total Revenue	**7,396**	**446,085**	**629,983**	**1,407,607**	**1,127,070**	**888,414**	**1,459,259**	**863,271**	**943,496**	**1,600,250**	**849,900**	**849,900**	**1,513,692**	**12,586,324**	**12,616,297**	**(29,973)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	392,007	392,007	392,007	392,007	392,007	392,007	392,007	392,007	392,007	392,007	-	-	**3,920,072**	3,814,784	(105,288)
1170 Teachers' Substitute Hours	-	12,159	12,159	12,159	12,159	12,159	12,159	12,159	12,159	12,159	12,159	-	-	**121,588**	118,323	(3,266)
1175 Teachers' Extra Duty/Stipends	-	18,539	18,539	18,539	18,539	18,539	18,539	18,539	18,539	18,539	18,539	-	-	**185,392**	180,413	(4,979)
1200 Pupil Support Salaries	-	48,154	48,154	48,154	48,154	48,154	48,154	48,154	48,154	48,154	48,154	-	-	**481,538**	468,605	(12,933)
1300 Administrators' Salaries	63,118	63,118	63,118	63,118	63,118	63,118	63,118	63,118	63,118	63,118	63,118	63,118	-	**757,422**	737,078	(20,343)
	63,118	533,978	533,978	533,978	533,978	533,978	533,978	533,978	533,978	533,978	533,978	63,118	-	**5,466,012**	**5,319,202**	**(146,810)**
Classified Salaries																
2100 Instructional Salaries	-	25,294	25,294	25,294	25,294	25,294	25,294	25,294	25,294	25,294	25,294	-	-	**252,941**	246,147	(6,794)
2200 Support Salaries	-	370	370	370	370	370	370	370	370	370	370	-	-	**3,703**	3,604	(99)
2300 Classified Administrators'	205	205	205	205	205	205	205	205	205	205	205	205	-	**2,464**	2,398	(66)
2400 Clerical and Office Staff Salaries	61,186	61,186	61,186	61,186	61,186	61,186	61,186	61,186	61,186	61,186	61,186	61,186	-	**734,236**	714,515	(19,721)
2900 Other Classified Salaries	-	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	-	**37,102**	36,105	(996)
	61,392	90,429	90,429	90,429	90,429	90,429	90,429	90,429	90,429	90,429	90,429	64,764	-	**1,030,445**	**1,002,768**	**(27,676)**
Benefits																
3101 STRS	12,027	101,995	101,995	101,995	101,995	101,995	101,995	101,995	101,995	101,995	101,995	12,027	-	**1,044,008**	1,015,968	(28,041)
3202 PERS	16,099	23,384	23,384	23,384	23,384	23,384	23,384	23,384	23,384	23,384	23,384	16,946	-	**266,885**	268,742	1,857
3301 OASDI	3,854	5,598	5,598	5,598	5,598	5,598	5,598	5,598	5,598	5,598	5,598	4,056	-	**63,888**	62,172	(1,716)
3311 Medicare	1,833	9,048	9,048	9,048	9,048	9,048	9,048	9,048	9,048	9,048	9,048	1,881	-	**94,199**	91,669	(2,530)
3401 Health and Welfare	72,428	72,428	72,428	72,428	72,428	72,428	72,428	72,428	72,428	72,428	72,428	72,428	-	**869,131**	845,787	(23,344)
3501 State Unemployment	303	303	303	303	303	303	1,516	1,213	606	303	303	303	-	**6,064**	6,088	24
3601 Workers' Compensation	1,264	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	1,297	-	**64,965**	63,220	(1,745)
	107,808	218,997	218,997	218,997	218,997	218,997	220,210	219,906	219,300	218,997	218,997	108,938	-	**2,409,139**	**2,353,645**	**(55,494)**
Books and Supplies																
4302 School Supplies	195	2,936	5,260	5,348	3,270	2,951	3,393	5,978	5,266	5,746	4,147	1,811	1,538	**47,838**	46,553	(1,285)
4305 Software	79,989	79,989	79,989	79,989	79,989	79,989	79,989	79,989	79,989	79,989	79,989	79,989	-	**959,869**	934,089	(25,781)
4310 Office Expense	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	-	**41,139**	40,034	(1,105)
4311 Business Meals	689	689	689	689	689	689	689	689	689	689	689	689	-	**8,270**	8,048	(222)
4400 Noncapitalized Equipment	2,168	32,711	58,610	59,589	36,436	32,888	37,811	66,611	58,684	64,028	46,205	20,180	17,137	**533,057**	518,739	(14,317)
	86,469	119,753	147,976	149,043	123,812	119,946	125,310	156,695	148,057	153,881	134,458	106,098	18,675	**1,590,173**	**1,547,463**	**(42,710)**
Subagreement Services																
5102 Special Education	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	-	**513,917**	500,113	(13,803)
5103 Substitute Teacher	6,317	6,317	6,317	6,317	6,317	6,317	6,317	6,317	6,317	6,317	6,317	6,317	-	**75,810**	73,774	(2,036)
5106 Other Educational Consultants	774	11,685	20,937	21,286	13,016	11,748	13,507	23,795	20,963	22,872	16,505	7,209	6,122	**190,418**	185,304	(5,114)
	49,918	60,829	70,080	70,430	62,159	60,892	62,651	72,939	70,107	72,016	65,649	56,353	6,122	**780,145**	**759,191**	**(20,954)**

FY26-27 Connecting Waters Charter School Original Budget

CHARTER IMPACT

Monthly Cash Flow/Forecast FY28-29

Revised 6/6/26

ADA = 759.59

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Operations and Housekeeping																
5300 Dues & Memberships	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	-	**41,457**	40,343	(1,113)
5400 Insurance	5,991	5,991	5,991	5,991	5,991	5,991	5,991	5,991	5,991	5,991	5,991	5,991	-	**71,887**	69,956	(1,931)
5501 Utilities	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	-	**28,203**	27,446	(758)
5502 Janitorial Services	627	627	627	627	627	627	627	627	627	627	627	627	-	**7,528**	7,326	(202)
5516 Miscellaneous Expense	733	733	733	733	733	733	733	733	733	733	733	733	-	**8,800**	8,564	(236)
5900 Communications	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	-	**54,604**	53,138	(1,467)
5901 Postage and Shipping	680	680	680	680	680	680	680	680	680	680	680	680	-	**8,164**	7,945	(219)
	18,387	18,387	18,387	18,387	18,387	18,387	18,387	18,387	18,387	18,387	18,387	18,387	-	**220,644**	**214,718**	**(5,926)**
Facilities, Repairs and Other Leases																
5601 Rent	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	-	**69,400**	69,400	-
5602 Additional Rent	168	168	168	168	168	168	168	168	168	168	168	168	-	**2,015**	1,960	(54)
5603 Equipment Leases	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	-	**13,890**	13,517	(373)
5610 Repairs and Maintenance	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	-	**12,193**	11,866	(327)
	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	-	**97,497**	**96,743**	**(755)**
Professional/Consulting Services																
5801 IT	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	-	**21,842**	21,255	(587)
5802 Audit & Taxes	-	-	-	10,143	10,143	10,143	-	-	-	-	-	-	-	**30,430**	29,613	(817)
5803 Legal	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	-	**68,706**	66,861	(1,845)
5804 Professional Development	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	-	**41,351**	40,240	(1,111)
5805 General Consulting	23,830	23,830	23,830	23,830	23,830	23,830	23,830	23,830	23,830	23,830	23,830	23,830	-	**285,957**	278,276	(7,680)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	20,884	20,884	20,884	-	-	-	**62,651**	60,968	(1,683)
5811 Management Fee	24,133	24,133	24,133	24,133	24,133	24,133	24,133	24,133	24,133	24,133	24,133	24,133	-	**289,595**	281,817	(7,778)
5812 District Oversight Fee	-	4,387	5,189	12,866	7,522	7,522	12,866	7,522	8,324	13,261	7,388	7,388	13,590	**107,825**	104,591	(3,234)
	58,954	63,341	64,143	81,963	76,620	76,620	71,820	87,360	88,162	93,099	66,343	66,343	13,590	**908,357**	**883,621**	**(24,735)**
Depreciation																
6900 Depreciation Expense	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	-	**71,463**	69,543	(1,919)
	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	-	**71,463**	**69,543**	**(1,919)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**460,126**	**1,119,793**	**1,158,070**	**1,177,307**	**1,138,461**	**1,133,328**	**1,136,864**	**1,193,773**	**1,182,499**	**1,194,865**	**1,142,319**	**498,081**	**38,388**	**12,573,874**	**12,246,894**	**(326,980)**
Monthly Surplus (Deficit)	**(452,730)**	**(673,708)**	**(528,087)**	**230,300**	**(11,391)**	**(244,914)**	**322,396**	**(330,502)**	**(239,003)**	**405,385**	**(292,419)**	**351,819**	**1,475,304**	**12,450**	**369,402**	**(356,952)**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(452,730)	(673,708)	(528,087)	230,300	(11,391)	(244,914)	322,396	(330,502)	(239,003)	405,385	(292,419)	351,819	1,475,304	**12,450**		
Cash flows from operating activities																
Depreciation/Amortization	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	-	**71,463**		
Public Funding Receivables	1,267,849	-	103,304	-	-	-	85,986	-	-	-	-	-	#########	**(56,553)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(36,810)	-	-	-	-	-	-	-	-	-	-	-	38,388	**1,578**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(210,858)	-	**(210,858)**		
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	784,265	(667,753)	(418,828)	236,256	(5,436)	(238,959)	414,337	(324,547)	(233,048)	411,340	(286,464)	146,916				
Cash, Beginning of Month	6,483,416	7,267,681	6,599,928	6,181,100	6,417,356	6,411,920	6,172,961	6,587,298	6,262,751	6,029,703	6,441,043	6,154,579				
Cash, End of Month	**7,267,681**	**6,599,928**	**6,181,100**	**6,417,356**	**6,411,920**	**6,172,961**	**6,587,298**	**6,262,751**	**6,029,703**	**6,441,043**	**6,154,579**	**6,301,496**				

Coversheet

Open Discussion on the Connecting Waters Charter School, East Bay LCAP/LCFF 2026-2027 Budget Overview

Section: II. Public Hearing
Item: E. Open Discussion on the Connecting Waters Charter School, East Bay LCAP/LCFF 2026-2027 Budget Overview
Purpose:
Submitted by:
Related Material: 2026-27 LCAPandLCFF CWEB Combined Doc.pdf

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Connecting Waters - East Bay

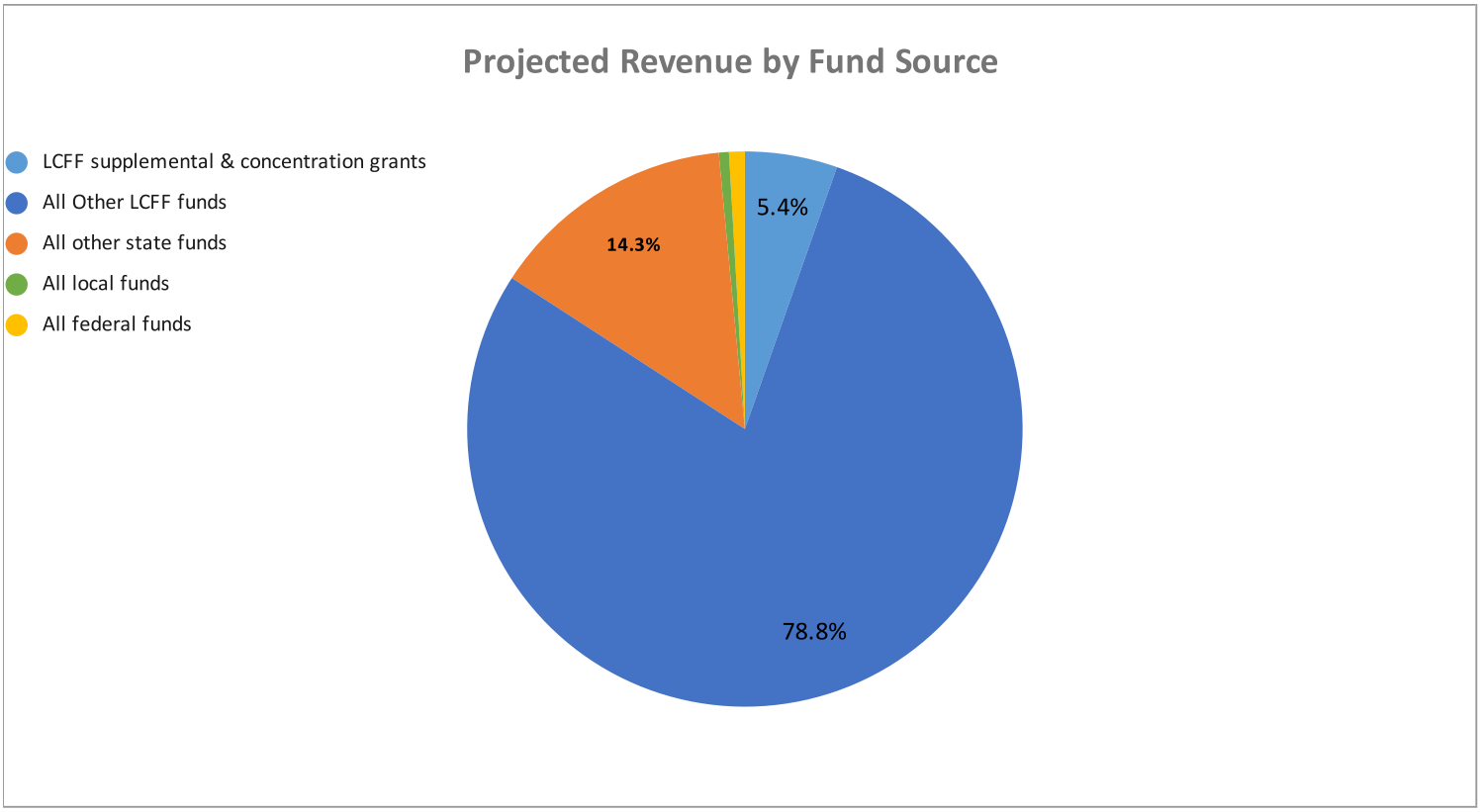
CDS Code: 01 10017 0136101

School Year: 2026-27

LEA contact information: Tammy Hushaw, Acting Executive Director
thushaw@cwcharter.org, (209) 874-1119

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 2026-27 School Year

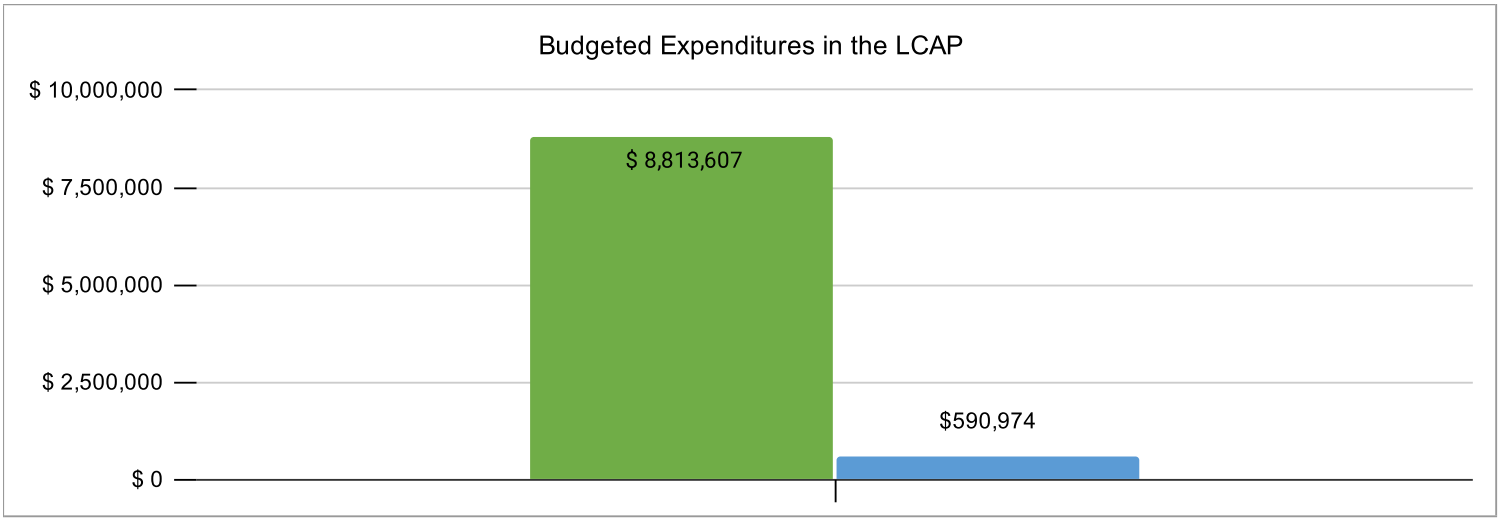


This chart shows the total general purpose revenue Connecting Waters - East Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Connecting Waters - East Bay is $8,942,226.00, of which $7,525,210.00 is Local Control Funding Formula (LCFF), $1,282,552.00 is other state funds, $52,500.00 is local funds, and $81,964.00 is federal funds. Of the $7,525,210.00 in LCFF Funds, $480,912.00 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.



This chart provides a quick summary of how much Connecting Waters - East Bay plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

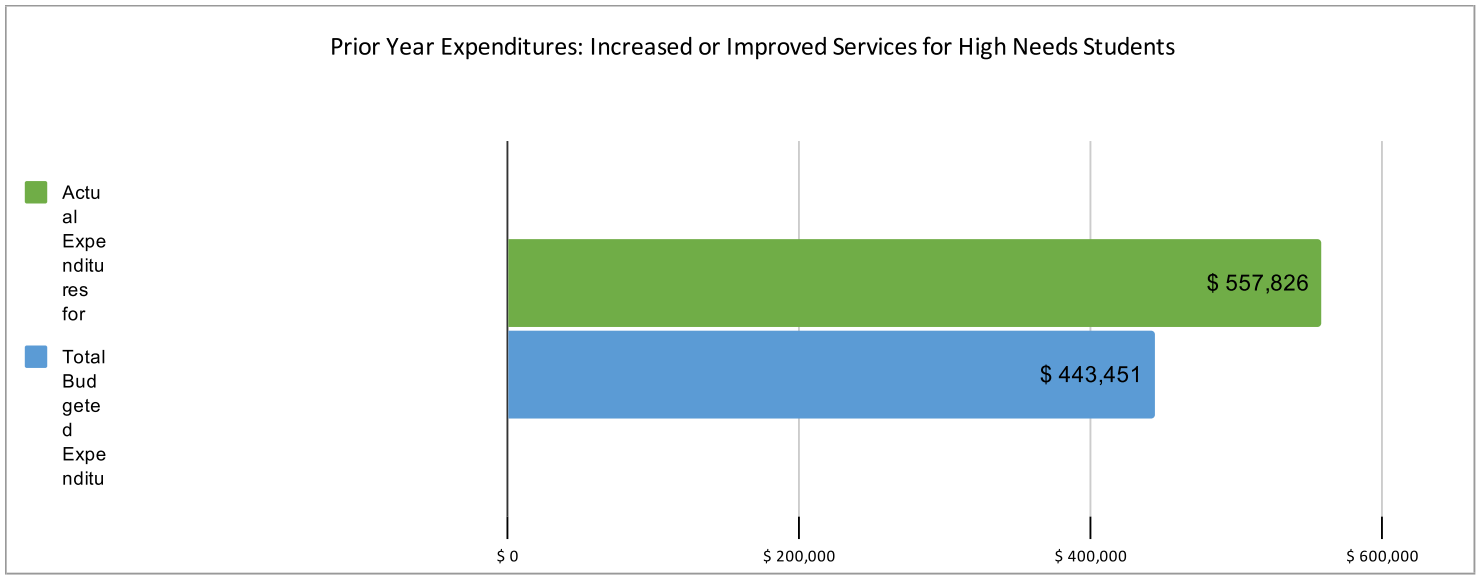
The text description of the above chart is as follows: Connecting Waters - East Bay plans to spend $8,813,607.00 for the 2026-27 school year. Of that amount, $590,974.00 is tied to actions/services in the LCAP and $8,222,633.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Due to Connecting Waters' personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. Other expenses covered by school funding include approximately: Certificated salaries- 44%; Non- Certificated salaries-10%; Employee Benefits- 20%; Books/Supplies/Materials- 8%; Services & Operation (including facilities)- 18%. Supplemental Grant funds are budgeted for planned actions and services to meet the goals of
the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Connecting Waters - East Bay is projecting it will receive $480,912.00 based on the enrollment of foster youth, English learner, and low-income students. Connecting Waters - East Bay must describe how it intends to increase or improve services for high needs students in the LCAP. Connecting Waters - East Bay plans to spend $503,803.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Connecting Waters - East Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Connecting Waters - East 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 2025-26, Connecting Waters - East Bay's LCAP budgeted $443,451.00 for planned actions to increase or improve services for high needs students. Connecting Waters - East Bay actually spent $557,826.00 for actions to increase or improve services for high needs students in 2025-26.

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
Connecting Waters Charter School, East Bay	Tammy Hushaw-Acting Executive Director	thushaw@cwcharter.org/209-874-1119X6

Plan Summary [2026-27]

General Information

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

Connecting Waters Charter School, East Bay (hereafter “CWEB”) a non-classroom based "personalized learning school" that serves students in transitional-kindergarten through twelfth grade who are seeking a non-traditional, personalized, alternative educational setting. CWEB is operated by Connecting Waters Charter Schools, Inc. and is located within the boundaries of Alameda County Office of Education (“ACOE” or County) sponsored by New Haven School District. CWEB was in its first year of operation as of the 2017-18 school year.

As of the 2025 Dashboard release 540 students were enrolled with the following enrollment numbers: EL (23), SED (164), and FY(1). Foster Youth count is currently less than 15 students, and therefore is not significant to qualify as a subgroup. Additionally, CWEB services 61 students with Special Needs. CWEB serves students who reside in Alameda, Contra Costa, San Joaquin, Stanislaus, Santa Clara, San Mateo, and San Francisco counties.

When enrolling a child in CWEB, the parent assumes primary responsibility as the facilitator of the student's educational program. An Education Specialist (ES), who is a credentialed teacher, is assigned to each student. The school strives to develop a partnership to establish the distribution of responsibility between the parent and the ES in the following areas: creation of assignments, selection of materials, evaluation of curriculum, and arrangement of group educational activities, classes, internships and cooperative learning projects.

The administrators, educators, and families of Connecting Waters Charter School, East Bay believe that the highest level of learning occurs by: assisting students and parents with educational guidance, individualizing curriculum to meet students’ needs, providing materials, resources and supportive instruction, allowing flexibility in both teaching and learning styles, promoting real-life context-based learning, challenging students to achieve mastery of state standards.

Due to this personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1,800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. The increased and improved services provided to high needs student groups outlined in this Plan includes services and materials above and beyond what their personalized EUs can provide. However, each student uniquely receives increased

and improved services due to the nature of our charter focus of personalized learning.

The CWEB LCAP addresses areas of additional needed supports to help make progress toward the identified goals. Each goal and action item was formulated with the aim of fostering equity among unduplicated pupils in comparison to their non-unduplicated counterparts. Because families have a choice in selecting their student's learning model from year to year (students may enroll in classes, use Computer Aided Instruction, private tutors, outside vendors or work independently), it is often necessary to re-evaluate and adjust funding sources and action items identified for specific students using Supplemental Grant funding. Often, all of a student's needs can be met through the use of their EUs.

CWEB meets the state priorities in a unique way because our mission and structure revolve around Personalized Learning for each individual student:
Priority 1: appropriate teacher assignments: All students are assigned Effective Educators in each course of study as per state and federal law; sufficient instructional materials: teachers can work with parents and students to customize curriculum and instructional methodology to meet the student's academic needs and learning style using their Instructional Funding budgets; and have access to facilities in good repair: CWEB is an independent study, non-classroom based charter school. This structure is also known as a Flex Based School.
Priority 2: implementation of academic and performance standards including all state standards and ELD standards: all teachers are trained on how to effectively implement standards and monitor student progress in standards. All students use standards aligned materials and have the ability to supplement core curriculum with additional supports when needed to meet the needs of their instructional funding budgets.
Priority 3: parent involvement: our unique setting requires parents to be involved in their students' education as they assume much of the day to day instruction. CWEB offers ample parent training on methodology, implementation of standards, usage of curriculum, and various topics to help support them in their student's education.
Priority 4: pupil achievement: all students participate in state and/or schoolwide assessments to measure academic progress.
Priority 5: pupil engagement: our unique program offers flexibility for students, which drastically reduces chronic absenteeism and drop-out rates. Our wide range of course access allows for more student choice and keeps students engaged and on-track to graduate from high school.
Priority 6: school climate: since our students are primarily at home and interact with their peers via online classes and general educational activities, our expulsion and suspension rates remain low. Families often report safety as one of many reasons for attending CWEB.
Priority 7 & 8: access to a broad course of study, especially programs and services developed for and provided to economically disadvantaged students, English Learners, Foster Youth and individuals with exceptional needs; and other pupil outcomes: CWEB prides itself on personalized learning, which means students not only have wide access to a broad course of study, they can choose how and where to complete courses (online, in-person, at a local college, independently) and they can customize electives to support their interests using instructional funding budgets for visual and performing arts instruction, health, physical education, and career and technical education, among all of their core subject areas of study. All students are monitored by an Effective Educator with subject matter expertise in each course of study to ensure student progress, rigor, content quality, and student success.

Reflections: Annual Performance

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

Upon reviewing the data from the California School Dashboard (Dashboard) and our local sources, it is evident that our school has made strides in some areas while facing challenges in others.

Our graduation rate of 93.5% is a testament to the dedication and hard work of our students, staff, and community.
When examining the College Career Indicator (CCI) we see room for improvement. While 74.2% of our students graduated prepared, disaggregating the

data reveals disparities and a slight decline. Notably, the socioeconomically disadvantaged student group shows only 64.3% graduating prepared with a decline of 7.1%, A significant portion of students met preparation criteria through college course completion, but only a small percentage achieved readiness through CTE completion or meeting UC/CSU requirements. The absence of students meeting preparation criteria through pre-apprenticeship or the State Seal of Biliteracy warrants attention, highlighting potential areas for program enhancement and student support.

Turning to academic performance, the data indicates challenges in English Language Arts and Mathematics. In English Language Arts, while some student groups are showing proficiency scoring above standard on average, such as White, Asian and Socioeconomically Disadvantaged students. Notably, Hispanic students showed great improvement this year moving from falling below standard to above standard. Others, particularly Students With Disabilities and English Learners students, continue to fall below standard. Similarly, in Mathematics, the majority of student groups are below standard, with particularly concerning disparities for Students With Disabilities, Hispanic students, English Learners and Socioeconomically Disadvantaged Students.

These findings underscore the importance of targeted interventions to address the needs of specific student populations. Collaborative efforts are needed to implement strategies that support academic growth and ensure equitable opportunities for all students. Additionally, ongoing monitoring and adjustment of interventions are crucial to tracking progress and refining approaches.

While the data presents areas for improvement, it also serves as a foundation for informed decision-making and action planning. By leveraging these insights, we can continue to strive for excellence and advance our mission of providing a high-quality education for all students.

To support our lowest-performing students, we are implementing a requirement for a minimum of one hour of daily direct instruction. This targeted instruction will focus on grade-level standards through Tier 1 core instruction, as well as individualized Tier 3 interventions. By incorporating consistent, standards-aligned teaching into the independent study model, we aim to accelerate learning and close achievement gaps.

Learning Recovery Emergency Block Grant (LREBG) Funding:
As a supplement to our existing Goal 2, Action 1: Targeted Instruction for Lowest-Performing Students; we will be using the remaining unexpended LREBG funding for the 2025-26 year (until funds are expended).
Estimated grant funds available: $44,572.71

Explanation and Rationale:
This action will be funded in part with LREBG funds to provide a minimum of one hour per day of required direct instruction for our lowest performing students enrolled in the independent study program. Instruction will focus on both Tier 1 core academic standards and Tier 3 individualized intervention, ensuring students receive targeted support to accelerate learning. This action aligns with allowable uses of LREBG funds as defined in EC Section 32526(c)(2), specifically supporting accelerated learning strategies through additional instruction and academic services for students disproportionately impacted by the pandemic. The decision to implement daily direct instruction was informed by our needs assessment, which identified significant learning gaps and below-grade-level performance among a subset of our independent study student population. These students have shown limited progress with asynchronous or minimally guided instruction and require structured, consistent instructional model to improve outcomes. By investing in targeted, standards-based instruction supported by credentialed educators, we are addressing the urgent need for learning recovery and academic advancement among our most at-risk students, as required under EC Section 32526(d).

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Education Specialists (teachers), Class Instructors, Resource Center Staff, Administrators, SpED, Classified Staff, other school personnel, parents, and students	CWEB employed a comprehensive approach to engage educational partners in the development of the Local Control and Accountability Plan (LCAP). This process prioritized transparent communication and inclusive participation to ensure the voices of all stakeholders were heard and considered. Communication with students and families was facilitated through a diverse array of channels, including email, phone calls, online and in- person meetings, Learning Management Systems (LMS) software, social media, surveys, district-operated websites, resource center signs, ParentSquare, and Listserves. Direct communication from CWEB staff members, school counselors, and other school staff members further enhanced engagement efforts. To ensure accessibility for non-English speaking educational partners, translations of notifications and materials were provided, and translating services were made available for those wishing to provide feedback. This draft of the LCAP was developed in consultation with parents, students, educators, staff and key educational partners in leadership positions through a live meeting (October) and survey feedback (sent 3 times per year). This inclusive approach allowed for specific input and perspectives from various educational partners. Educational partners were encouraged to provide written comments on specific actions and expenditures proposed in the plan. Based on the feedback received, modifications were made to the plan to address concerns and incorporate suggestions. The plan was presented for additional public comment at a regularly scheduled board meeting. Educational partners were notified of this opportunity for input through the aforementioned communication channels. Following the public comment period, the finalized LCAP was formally adopted in a separate board meeting in June, as required, and subsequently submitted to the Charter Authorizer. This process ensured accountability and transparency in decision-making while prioritizing the input and engagement of educational partners throughout the development and approval stages of the LCAP.

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

Several goals, metrics, actions, and budgeted expenditures in the LCAP were directly influenced by or developed in response to the feedback received from educational partners:

Continued Inclusion Specialist Service:
Feedback: The need to enhance support for students with special needs.

Action: Creation of the role of Inclusion Specialist to provide targeted support and resources for students with special needs, ensuring they receive the necessary accommodations and interventions to thrive academically and socially.
Budgeted Expenditure: Allocation of funds to hire and support the Inclusion Specialist position, including salary, training, and resources.

Continued Early Math Literacy Focus:
Feedback: There is a need to improve early math literacy and proficiency among young students as early as as 4th and 5th grade where data shows students begin to struggle and academically decline to ensure they do not fall behind their peers.
Action: Implementation of targeted interventions and instructional strategies to promote math literacy at an early age, thereby preventing students from falling behind in mathematics.
Budgeted Expenditure: Allocation of resources for professional development, instructional materials, and programs aimed at enhancing early math literacy instruction.

Continued Prioritization of Tutoring Services:
Feedback: The need to continue to improve student academic performance through targeted instructional supports to help increase in student academic achievement as evidenced by improved grades, assessment scores, and graduation rates.
Action: Expansion and enhancement of tutoring services to provide additional academic support to students in need.
Budgeted Expenditure: Increased funding allocated to tutoring programs, including the hiring of additional tutors, expansion of tutoring hours, and provision of resources for tutoring sessions.

Revised Response to Instruction Policy was revamped to ensure every student receives the right level of support at the right time—whether they are performing at grade level, slightly below, or significantly below. By using consistent, research-based tools like iReady and CAASPP, we're able to monitor growth and provide tiered instructional support tailored to each student's unique needs.

This Policy has strength in:
Personalized Support: Students are placed into instructional tiers based on actual performance data, allowing educators and families to collaborate on the best pathway for success.
Targeted Interventions: The "Big Ideas", full-class (CMS) instruction, and Advisor approved plan options ensure students who are behind can close gaps faster through daily, standards-aligned support.
Flexibility and Choice: Parents and ESs help select the most appropriate tiered support, ensuring that learning plans reflect each student's individual situation.
Consistency Across TK-12: This approach brings coherence to instruction and assessment practices across all grade levels, making progress easier to track and respond to.

This policy was shaped directly from feedback provided by parents, teachers, and administrators who voiced a need for: Clearer expectations for student support, more consistent use of iReady data, stronger intervention structures that fit the independent study model, and more equitable access to credentialed instruction for students in need. By listening to our stakeholders, we've created a system that is both data-informed and flexible, supporting student achievement while respecting family choice and the diverse ways students learn in our program. These initiatives were developed based on a combination of anecdotal feedback from educational partners and data analysis, reflecting a collaborative effort to address identified needs and prioritize resources where they would have the greatest impact on student success. By responding to the feedback and insights provided by educational partners, the LCAP aims to create a more inclusive and supportive learning environment that meets the diverse needs of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase percent of students who are on track to graduate college and career ready	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal emerged from our commitment to ongoing improvement, aligning closely with the school's vision and mission statements. It was informed by extensive feedback from our Education Partners, derived from thorough analysis of schoolwide data and collaborative discussions. The coordinated actions and metrics outlined are designed to facilitate our students' preparation for college and/or career success upon graduation from Connecting Waters Charter School, East Bay.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1 College Career Indicator (CCI) - Dual Enrollment	1.1 College Career Indicator (CCI) 1.1(A) 77.4% Prepared 1.1(B) 95.8% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 74.2% Prepared 1.1(B) 78.3% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 75% Prepared 1.1(B) 81.8% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 79% Prepared 1.1(B) 97% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) down 2% from baseline for Prepared 1.1(B) decreased from baseline but improved from previous year

1.2	1.2 College Career Indicator (CCI) - CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 77.4% Prepared 1.2(B) 16.7% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 74.2% Prepared 1.2(B) 17.4% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 75% Prepared 1.2(B) 18.2% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 79% Prepared 1.2(B) 19% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 2% down from baseline 1.2(B) up 1% from baseline. Steady improvement
1.3	1.3 College Career Indicator (CCI) - Prepared via Other Measure	1.3 College Career Indicator (CCI) 1.3(A) 77.4% Prepared 1.3(B) 0% of the Prepared Met through PreApprenticeship; 1.3(C) 0% Prepared Met through State Seal of Biliteracy; 1.3(D) 54.2% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 74.2% Prepared 1.3 (B) 0% of the Prepared Met through Pre Apprenticeship; 1.3(C) 4.3% Prepared Met through State Seal of Biliteracy; 1.3(D) 32.3% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 75% Prepared 1.3 (B)0% of the Prepared Met through Pre Apprenticeship; 1.3(C) 12.1% Prepared Met through State Seal of Biliteracy; 1.3(D) 63.6% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 79% Prepared 3% of the Prepared Met through PreApprenticeship; 1.3(B) 1% Prepared Met through State Seal of Biliteracy; 1.3(C) 57% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 2% down from baseline 1.3 (B) no change 1.3(C) 12.1% Increased from baseline 1.3(D) 9% increased from baseline

1.4	1.4(A) Academic Indicator - ELA 1.4(B) Academic Indicator - Math Students with Disabilities (SWD) English Learners (EL) Hispanic (Hisp) Socioeconomically Disadvantaged (SED) White NO PERFORMANCE COLOR (NPC)	1.4 Academic Indicator 1.4(A) ELA: All Students performance indicator = 41.1 points above standard (GREEN) Socioeconomically Disadvantaged performance indicator = 11 points above standard (GREEN) Students with Disability performance indicator = 53.8 points below standard(NPC) White performance indicator= 35.8 points above standard (GREEN) English Learner performance indicator= 34.8 points below standard (NPC) Hispanic performance indicator = 18.8 points below standard	1.4 Academic Indicator 1.4 (A) ELA: All Students: 47.6 points above standard (BLUE) SED: 11.9 points above standard (GREEN) SWD: 17.5 points below standard (NPC) White: 39.9 points above standard (GREEN) EL: 30 points below standard (NPC) Hisp: 12.8 points above standard (NPC) Asian: 57.8 points above standard (GREEN) Two + Races: 57.8 points above	1.4 Academic Indicator 1.4 (A) ELA: All Students: 46.8 points above standard (BLUE) SED: 39.2 points above standard (BLUE) SWD: 20.1 points below standard (NPC) White: 36 points above standard (GREEN) EL: 13.6 points below standard (NPC) Hisp: 9.9 points above standard (NPC) Asian: 71.3 points above standard (BLUE) Two + Races: 41.8 points above standard (GREEN) 1.4(B) Academic Indicator - Math	1.4(A) ELA: All Students performance indicator = 44 points above standard Socioeconomically Disadvantaged performance indicator = 14 points above standard Students with Disability performance indicator = 50 points below standard White performance indicator= 38 points above standard English Learner performance indicator= 32 points below standard Hispanic performance indicator = 16 Points below standard	1.4 Academic Indicator 1.4 (A) ELA: All Students: improved 5 points over baseline SED: Improved 28 points above baseline SWD: Improved33 points above baseline White: no change EL: Improved 21 points above baseline Hisp: Moved from below standard to above standard. No color change due to small sample size, but large gains academically being made. Asian: 10 point improvement made over baseline.

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		(ORANGE) Asian = 61.8 points above standard (GREEN) Two+ Races = 70.9 points above standard (BLUE) 1.4(B) Math: All Students performance indicator =5.6 points above standard (GREEN) Students with Disability performance indicator = 76.4 points below standard (NPC) Socioeconomically Disadvantaged performance indicator = 30.6 points below standard (YELLOW) White performance indicator= 3.6 points below standard (YELLOW)	standard (GREEN) 1.4(B) Academic Indicator - Math 1.4(B) Math: All Students: 3.9 points above standard (GREEN) SWD: 62.5 points below standard (NPC) SED: 50.4 points below standard (ORANGE) White: 0.1 points above standard (GREEN) EL: 47.2 points below standard (NPC) Hisp:41.8 points below standard (NPC) Asian: 18.7 points above standard (GREEN) Two + Races: 18.6 points Above standard (GREEN)	1.4(B) Math: All Students: 6.6 points above standard (GREEN) SWD: 61.7 points below standard (NPC) SED: 21.7 points below standard (GREEN) White: 36.3 points below standard (ORANGE) EL: 35.4 points below standard (NPC) Hisp: 13.3 points below standard (NPC) Asian: 42.7 points above standard (BLUE) Two + Races: 9.3 points above standard (GREEN)	Asian = 65 points above standard Two+ Races = 74 points above standard 1.4(B) Math: All Students performance indicator =8 points above standard Students with Disability performance indicator = 73 points below standard Socioeconomically Disadvantaged performance indicator = 27 points below standard White performance indicator= 1 points below standard English Learner performance indicator= 55 points below standard	Two + Races: decreased by 30 points and changed from BLUE to GREEN. 1.4(B) Academic Indicator - Math 1.4(B) Math: All Students: no change SWD: improved 10 points over baseline SED: improved 9 points over baseline White: significant drop from baseline resulting in a change from YELLOW to ORANGE EL: 23 point improvement over baseline Hisp: 45 point improvement over baseline Asian: 10 point improvement over baseline

		English Learner performance indicator= 58.1 points below standard (NPC) Hispanic performance indicator = 58.3 points below standard (ORANGE) Asian= 32 points above standard (GREEN) 2+ Races= 28.4 points above standard (GREEN)			Hispanic performance indicator = 55 points below standard Asian= 35 points above standard 2+ Races= 31 points above standard	Two + Races: 9 point decrease from baseline but no color change
1.5	1.5 Graduation / Dropout Rate	1.5 Graduation / Dropout Rate 2022- 23 96.8% graduated	1.5 Graduation Rate 2023-24 93.5% graduated	1.5 Graduation Rate 2024-25 90.9% graduated	1.5 Graduation / Dropout Rate 98% graduated	1.5 Graduation Rate 5% lower than baseline metrics
1.6	1.6 Access to a Broad Course of Study - Local Indicator	1.6 Access to a Broad Course of Study - Local Indicator 2022-23 MET	1.6 Access to a Broad Course of Study - Local Indicator 2023-24 MET	1.6 Access to a Broad Course of Study - Local Indicator 2024-25 MET	1.6 Access to a Broad Course of Study - Local Indicator MET	1.6 Access to a Broad Course of Study - Local Indicator maintained MET
1.7	1.7 Parent and Family Engagement - Local Indicator	1.7 Parent and Family Engagement - Local Indicator 2022-23 MET	1.7 Parent and Family Engagement - Local Indicator 2023-24 MET	1.7 Parent and Family Engagement - Local Indicator 2024-25 MET	1.7 Parent and Family Engagement - Local Indicator MET	1.7 Parent and Family Engagement - Local Indicator maintained MET
1.8	1.8 Local Climate Survey - Local Indicator	1.8 Local Climate Survey - Local Indicator 2022-23 MET	1.8 Local Climate Survey - Local Indicator 2023-24 MET	1.8 Local Climate Survey - Local Indicator 2024-25 MET	1.8 Local Climate Survey - Local Indicator MET	1.8 Local Climate Survey - Local Indicator maintained MET

1.9	1.9 Implementation of Academic Standards - Local Indicator	1.9 Implementation of Academic Standards - Local Indicator 2022-23 MET	1.9 Implementation of Academic Standards - Local Indicator 2023-24 MET	1.9 Implementation of Academic Standards - Local Indicator 2024-25 MET	1.9 Implementation of Academic Standards - Local Indicator MET	1.9 Implementation of Academic Standards - Local Indicator maintained MET
1.10	1.10 Chronic Absenteeism	1.10 Chronic Absenteeism 2022-23 0.8% chronically absent	1.10 Chronic Absenteeism 2023-24 0.3% (BLUE) chronically absent	1.10 Chronic Absenteeism 2024-25 1.1% (GREEN) chronically absent	1.10 Chronic Absenteeism 0.5% chronically absent	1.10 Chronic Absenteeism .2% increase over baseline which moved the group from BLUE to GREEN
1.11	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 1.11(B) Standards Aligned Materials 1.11(C) Facilities in Good Repair	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2022-2023 100% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CWEB Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2023-24 99% of current staff held appropriate credential or authorization 1.11(B) Standards Aligned Materials 1.11(C) Facilities in Good Repair	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2024-25 100% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CWEB Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 100% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CWEB Local Priority 1 MET	1.11 Conditions of Learning 1.11(A)no change 1.11(B) no change 1.11(C) no change

Goal Analysis for [2025-26]

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

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

During the 2025-26 school year, all planned actions under Goal 1 were implemented as intended, with continued growth in key college and career readiness initiatives. The Community College Liaison position entered its second full year of operation, deepening its impact through more established relationships with community college partners and more consistent outreach to students and families. Dual enrollment participation remained a significant pathway through which students achieved CCI-prepared status.

The CTE program continued to expand, with the Animal Science pathway completing its first full year including the internship component. This represented a meaningful milestone, as students moved from coursework into applied learning experiences that strengthen CTE completion as a pathway to the CCI. Staffing for CTE remained stable and planning is underway to sustain and grow participation.

The Virtual Career Center continued its development and was made more broadly accessible to students during this year. As the platform matures, it is becoming a more consistent resource for college and career planning, particularly for high-needs students who benefit from flexible, accessible guidance.

The SpEd Liaison position continued to support Education Specialists and families of students with disabilities, with a focus on improved communication around IEP goals and access to academic supports. A Reengagement Team meeting structure was also revised this year, creating a systematic response for students who miss sessions or appointments, fall behind, or disengage. This team-based approach allows for earlier identification of students at risk of not completing their coursework and supports timely intervention and follow-up.

Teacher credentialing remained strong, with 100% of staff holding appropriate credentials or authorizations. No substantive differences between planned and actual implementation were identified for this goal.

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.

Where differences existed between budgeted and actual expenditures for Goal 1 actions, they were primarily the result of timing adjustments and the use of other available grant funding prior to drawing on LCAP budgeted funds. As in prior years, grant resources were utilized first to support program implementation, which affected the draw-down sequence but did not result in any reduction in service delivery. Programs were fully staffed and operational as planned. Any remaining differences reflect the natural adjustment of actual costs against projections as programs matured into their second and third year of implementation.

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

The actions under Goal 1 have collectively contributed to a sustained infrastructure for college and career readiness, with several indicators showing meaningful forward movement over the three-year cycle.

The Community College Liaison has proven consistently effective. Dual enrollment continues to be the primary pathway through which students meet

CCI-prepared criteria, and the presence of a dedicated liaison has supported both access and completion. The CCI overall prepared rate showed movement from the Year 1 outcome of 74.2% to 75% in Year 2, with a target of 79% for Year 3. While progress has been incremental, the structural supports now in place provide a stronger foundation for continued growth.

The CTE expansion has produced steady growth in the percentage of prepared students meeting that pathway, moving from 16.7% at baseline to 17.4% in Year 1 and 18.2% in Year 2. The addition of the internship component in Animal Science strengthens the depth of the CTE experience and is expected to support continued improvement in CTE completion rates.

The Virtual Career Center remains an area of ongoing development. While its full impact is not yet fully measurable, student access to career planning resources has increased, and it is expected to contribute to improvement in UC/CSU completion and other CCI measures as it becomes more fully integrated into student advising practices.

The State Seal of Biliteracy rate improved from 0% at baseline to 4.3% in Year 1 and 12.1% in Year 2, reflecting meaningful growth. UC/CSU completion as a pathway also showed improvement, recovering from the Year 1 dip to 32.3% up to 63.6% in Year 2, well above the baseline of 54.2%.

Graduation rates declined over the three-year period, from 96.8% at baseline to 93.5% in Year 1 and 90.9% in Year 2. This trend is being actively addressed through the Reengagement Team structure and the continued strengthening of student support systems. This area requires continued attention in the coming year.

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

Based on reflection and review of three-year trend data, all actions under this goal will be continued into the coming year. The foundational structures of the Community College Liaison, CTE expansion, and Virtual Career Center have demonstrated sustained value and continued investment is warranted. The SpEd Liaison function will continue, with an increased emphasis on coordination with the Reengagement Team to ensure students with disabilities receive timely support before disengagement escalates.

The decline in graduation rate is the most pressing concern identified through this review. Future planning will prioritize earlier identification of students at risk of not graduating, with more intentional coordination between the Reengagement Team, Education Specialists, and college and career support staff. All ninth graders will be assigned a guidance counselor upon entering HS. This more structured approach of having specific counselors assigned to each Advisor/ES team will provide clearer paths for students to access assistance. The Community College Liaison and Virtual Career Center responsibilities will be shared across the Guidance Counselors to more evenly distribute opportunities for all students. No changes to metrics or target outcomes are proposed, but implementation emphasis will shift to strengthen the connection between student engagement supports and on-time graduation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community College Liaison	Hire / maintain a liaison position to help students register and succeed in Community College	$6,000.00	Yes
1.2	CTE Expansion	Market, recruit & hire additional necessary staff to grow the CTE program	$15,650.00	Yes
1.3	Virtual Career Center	Virtual Career Center Develop, recruit & implement a Virtual Career Center to support students in achieving CCI Prepared	$42,500.00	Yes
1.4	SpEd Liaison	Implement a Special Education Liaison Position to Support ESs and Families.	$26,416.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Close the achievement gap in the low performing students in English and Math.	Board Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal emerged from our ongoing commitment to continuous improvement, aligning closely with the school's overarching vision and mission. It stems from comprehensive analysis of schoolwide data and collaborative discussions with our Education Partners, whose invaluable feedback guided the development process. The identified actions and metrics are strategically grouped to facilitate the attainment of our goal: to empower students in bridging academic achievement gaps and accessing grade-level content equitably alongside their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2.1(A) Academic Indicator ELA 2.1(B) Academic Indicator Math	2.1 Academic Indicator 2023 2.1(A) ELA: All Students performance indicator = 41.1 points above standard (GREEN)	2.1 Academic Indicator 2023-24 2.1(A) ELA: All Students: 47.6 points above standard (BLUE)	2.1 Academic Indicator 2.1 (A) ELA: All Students: 46.8 points above standard (BLUE)	2.1 Academic Indicator 2.1(A) ELA: All Students performance indicator = 44 points above standard	2.1 Academic Indicator 2.1 (A) ELA: All Students: improved 5 points over baseline SED: Improved 28 points above baseline

		Socioeconomically Disadvantaged performance indicator = 11 points above standard (GREEN) Students with Disability performance indicator = 53.8 points below standard(NPC) White performance indicator= 35.8 points above standard (GREEN) English Learner performance indicator= 34.8 points below standard (NPC) Hispanic performance indicator = 18.8 points below standard (ORANGE) Asian = 61.8 points above standard (GREEN) Two+ Races = 70.9 points above standard (BLUE)	SED: 11.9 points above standard (GREEN) SWD: 17.5 points below standard (NPC) White: 39.9 points above standard (GREEN) EL: 30 points below standard (NPC) Hisp: 12.8 points above standard (NPC) Asian: 57.8 points above standard (GREEN) Two + Races: 57.8 points above standard (GREEN) 2.1(B) Math: All Students: 3.9 points above standard (GREEN) SWD: 62.5 points below standard (NPC) SED: 50.4 points below standard (ORANGE)	SED: 39.2 points above standard (BLUE) SWD: 20.1 points below standard (NPC) White: 36 points above standard (GREEN) EL: 13.6 points below standard (NPC) Hisp: 9.9 points above standard (NPC) Asian: 71.3 points above standard (BLUE) Two + Races: 41.8 points above standard (GREEN) 2.1 (B) Academic Indicator - Math 1.4(B) Math: All Students: 6.6 points above standard (GREEN) SWD: 61.7 points below standard (NPC)	Socioeconomically Disadvantaged performance indicator = 14 points above standard Students with Disability performance indicator = 50 points below standard White performance indicator= 38 points above standard English Learner performance indicator= 32 points below standard Hispanic performance indicator = 16 points below standard Asian = 65 points above standard Two+ Races = 74 points above Standard 2.1(B) Math:	SWD: Improved 33 points above baseline White: no change EL: Improved 21 points above baseline Hisp: Moved from below standard to above standard. No color change due to small sample size, but large gains academically being made. Asian: 10 point improvement made over baseline. Two + Races: decreased by 30 points and changed from BLUE to GREEN. 2.1(B) Academic Indicator - Math 2.1 (B) Math: All Students: no change

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		2.1(B) Math: All Students performance indicator =5.6 points above standard (GREEN) Students with Disability performance indicator = 76.4 points below standard (NPC) Socioeconomically Disadvantaged performance indicator = 30.6 points below standard (YELLOW) White performance indicator= 3.6 points below standard (YELLOW) English Learner performance indicator= 58.1 points below standard (NPC) Hispanic performance indicator = 58.3 points below	White: 0.1 points above standard (GREEN) EL: 47.2 points below standard (NPC) Hisp:41.8 points below standard (NPC) Asian: 18.7 points above standard (GREEN) Two + Races: 18.6 points above standard (GREEN)	SED: 21.7 points below standard (GREEN) White: 36.3 points below standard (ORANGE) EL: 35.4 points below standard (NPC) Hisp: 13.3 points below standard (NPC) Asian: 42.7 points above standard (BLUE) Two + Races: 9.3 points above standard (GREEN)	All Students performance indicator =8 points above standard Students with Disability performance indicator = 73 points below standard Socioeconomically Disadvantaged performance indicator = 27 points below standard White performance indicator= 1 points below standard English Learner performance indicator= 55 points below standard Hispanic performance indicator = 55 points below standard Asian= 35 points above standard	SWD: improved 10 points over baseline SED: improved 9 points over baseline White: significant drop from baseline resulting in a change from YELLOW to ORANGE EL: 23 point improvement over baseline Hisp: 45 point improvement over baseline Asian: 10 point improvement over baseline Two + Races: 9 point decrease from baseline but no color change

		standard (ORANGE) Asian= 32 points above standard (GREEN) 2+ Races= 28.4 points above standard (GREEN)			2+ Races= 31 points above standard	
2.2	2.2 iReady MATH Growth Scores (Local Data) - Early Grades	2.2 iReady Math Growth Scores (Local Data 2022-23 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 63% 2.2(B) Grade 5 104% 2.2(C) Grade 6 100%	2.2 iReady MATH Growth Scores (Local Data) - Early Grades 2023-24 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - 79% 2.2(B) Grade 5 - 94% 2.2(C) Grade 6 - 79%	2.2 iReady MATH Growth Scores (Local Data) - Early Grades 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - 67% 2.2(B) Grade 5 - 113% 2.2(C) Grade 6 - 93%	2.2 iReady Math Growth Scores 2.2(A) Grade 4 66% 2.2(B) Grade 5 100% 2.2(C) Grade 6 100%	2.2 iReady MATH Growth Scores (Local Data) - Early Grades Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - increased by 4% from baseline 2.2(B) Grade 5 - increased by 9% from baseline 2.2(C) Grade 6 - decreased 7% from baseline

2.3	2.3 iReady Growth Scores (Local Data) - All Students	2.3 Progress to Annual Typical Growth(Median) 2022-23 2.3(A) ELA: 108% 2.3(B) MATH: 100%	2.3 iReady Growth Scores (Local Data) - All Students 2023-24 2.3(A) ELA: 123% 2.3(B) MATH: 94%	2.3 iReady Growth Scores (Local Data) - All Students 2024-25 2.3(A) ELA: 106% 2.3(B) MATH: 140%	2.3 Progress to Annual Typical Growth (Median) 2.3(A) ELA: 100% 2.3(B) MATH: 100%	2.3 iReady Growth Scores (Local Data) - All Students 2.3(A) ELA: decreased by 2% from baseline 2.3(B) MATH: increased by 40% from baseline
2.4	2.4 Graduation / Dropout Rate	2.4 Graduation / Dropout Rate 2022-23 96.8% graduated	2.4 Graduation /Dropout Rate 2023-24 93.5% graduated	2.4 Graduation Rate 2024-25 90.9% graduated	2.4 Graduation / Dropout Rate 98% graduated	2.4Graduation Rate 5% lower than baseline metrics
2.5	2.5 Parent and Family Engagement - Local Indicator	2.5 Parent and Family Engagement - Local Indicator 2022-23 MET	2.5 Parent and Family Engagement - Local Indicator 2023-24 MET	2.5 Parent and Family Engagement - Local Indicator 2024-25 MET	2.5 Parent and Family Engagement - Local Indicator MET	2.5 Parent and Family Engagement - Local Indicator maintained MET
2.6	2.6 Local Climate Survey - Local Indicator	2.6 Local Climate Survey - Local Indicator 2022-23 MET	2.6 Local Climate Survey - Local Indicator 2023-24 MET	2.6 Local Climate Survey - Local Indicator 2024-25 MET	2.6 Local Climate Survey - Local Indicator	2.6 Local Climate Survey - Local Indicator maintained MET
2.7	2.7 Implementation of Academic Standards - Local Indicator	2.7 Implementation of Academic Standards - Local Indicator 2022-23 MET	2.7 Implementation of Academic Standards - Local Indicator 2023-24 MET	2.7 Implementation of Academic Standards - Local Indicator 2024-25 MET	2.7 Implementation of Academic Standards - Local Indicator MET	2.7 Implementation of Academic Standards - Local Indicator maintained MET

2.8	2.8 Chronic Absenteeism	2.8 Chronic Absenteeism 2022-23 0.8% chronically absent	2.8 Chronic Absenteeism 2023-24 0.3% (BLUE) chronically absent	2.8 Chronic Absenteeism 2024-25 1.1% (GREEN) chronically absent	2.8 Chronic Absenteeism 0.5% chronically absent	1.10 Chronic Absenteeism .2% increase over baseline which moved the group from BLUE to GREEN
2.9	2.9 Student Engagement / Climate	2.9 Student Engagement / Climate 2023 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 99.2%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 99.7%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 98.9%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 99.2%	2.9 Student Engagement / Climate 2.9(A) no change 2.9(B) no change 2.9(C) no change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

During the 2025-26 school year, all actions under Goal 2 were implemented as planned. The Tiger Time direct instruction program, which was conceptualized in the prior LCAP cycle and launched in this school year, was fully operational this year across TK-12. Elementary and middle school students participated in Tiger Time four days per week, with two sessions dedicated to ELA and two to Math. High school students participated in advisory and skills-based support sessions, with an open session staffed by a credentialed teacher providing individualized academic help.

The Early Math Specialist continued to provide targeted foundational math support in grades 4 and 5, building on the curriculum revamp initiated in 2024-25. The specialist also coordinated family engagement events focused on math skill reinforcement at home, with participation increasing compared to the prior year as staff developed stronger relationships with families.

Concepts and Skills Review programming was sustained and refined based on student performance data from iReady and CAASPP. Materials and supplies to support intervention delivery were allocated across the school year, ensuring instructors and students had access to the tools needed to support differentiated instruction.

The LREBG-funded daily direct instruction requirement for lowest-performing students continued to be implemented, with a focus on Tier 1 core standards and Tier 3 individualized intervention. Students who did not attend Tiger Time or advisory sessions received follow-up phone calls and emails from staff, and the Reengagement Team was activated for students showing repeated absences from these sessions. An SEL component was also embedded on Fridays as part of the broader student support model, supporting whole-student wellness alongside academic intervention.

No substantive differences between planned and actual implementation were identified for this goal.

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.

Upon review of the school's upcoming 26-27 budget, it was decided that LREBG funding would be best utilized over the course of the 26-27 and 27-28 Fiscal years, due to the school's current financial standing there is not need to exhaust these funds within the 25-26 school year as planned. All funds that were proportioned to the LREBG have since been encumbered by LCFF or unrestricted funding.

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

The actions under Goal 2 have produced meaningful and in some cases substantial gains over the three-year cycle, particularly in ELA.

In ELA, All Students improved from 41.1 points above standard at baseline to 46.8 points above standard in Year 2, a gain of approximately 5 points. Socioeconomically Disadvantaged students showed the most significant improvement, moving from 11 points above standard at baseline to 39.2 points above standard in Year 2, a gain of 28 points. Students with Disabilities improved from 53.8 points below standard at baseline to 20.1 points below standard in Year 2, a gain of 33 points. English Learners improved from 34.8 points below standard at baseline to 13.6 points below standard in Year 2, a gain of 21 points. Hispanic students moved from 18.8 points below standard at baseline to 9.9 points above standard in Year 2, a gain of approximately 29 points, representing a change in direction from below to above standard.

In Math, overall gains were more modest. All Students held relatively steady, moving from 5.6 points above standard at baseline to 6.6 points above standard in Year 2. Students with Disabilities improved from 76.4 points below standard at baseline to 61.7 points below standard in Year 2, a gain of approximately 15 points. Socioeconomically Disadvantaged students improved from 30.6 points below standard at baseline to 21.7 points below standard in Year 2, a gain of 9 points. English Learners improved from 58.1 points below standard at baseline to 35.4 points below standard in Year 2, a gain of approximately 23 points. Hispanic students improved from 58.3 points below standard at baseline to 13.3 points below standard in Year 2, a gain of 45 points. White students showed a significant decline, moving from 3.6 points below standard at baseline to 36.3 points below standard in Year 2, a change that warrants attention in the coming year.

iReady growth data for early grades showed mixed results. In Grade 5, typical growth exceeded 100% in both Year 1 and Year 2. Grade 4 and Grade 6 showed variability across years. Overall iReady Math growth for all students increased substantially, from 100% of typical growth at baseline to 140% of typical growth in Year 2. The Early Math Literacy and Concepts and Skills Review actions have been particularly effective in supporting younger students

and those requiring intervention. The Tiger Time structure has created a consistent, school-wide instructional rhythm that supports both Tier 1 and Tier 3 needs.

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

All four actions under Goal 2 will be continued into the coming year. The strong gains in ELA across multiple subgroups confirm that the current approach is effective and should be sustained. Math gains are progressing but the gap remains significant for several student groups, particularly Students with Disabilities and Socioeconomically Disadvantaged students, and continued targeted intervention is warranted. We are expanding support classes to further aid with the instruction provided in Tiger Time, especially for math. Online and in person study halls are also being initiated and encouraged to offer further student support.

The decline in White student Math performance is an area of focus that will be addressed through the ongoing Concepts and Skills Review programming and monitoring through iReady data. No changes to metrics or target outcomes are proposed at this time, though implementation emphasis in Math will continue to be strengthened, particularly at the middle and high school levels.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Interventions	Tier 2&3 Support in Math and Reading (including High School Intensive, Reading Specialist, Tutoring Support) Tier 2&3 Support in Math and Reading (including High School Intensive, Reading Specialist, Tutoring Support): Specific focus with targeted intervention to Hispanic Students in Math to increase student outcomes who fell in the Red Performance Indicator. LREBG: Introduce targeted, standards-based daily instruction led by credentialed educators, to provide the academic scaffolding necessary to support learning recovery and long-term success. Metrics 2.1-2.3; $44,572.71 through 2026-27.	$213,682.00	Yes
2.2	Early Math Literacy	Develop and Implement Early Math Literacy Supports (Grades 4-5)	$28,575.00	Yes
2.3	Concepts & Skills Review	Implement effective Concepts & Skills Review Programs & Support for Students to Access Grade Level Concepts	$23,700.00	Yes
2.4	Materials/Supplies	Curriculum, Materials & Equipment to support achievement in goal	$44,428.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the percentage of English Language Learner (EL) students who achieve proficiency in English Language Arts and Math.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While we are proud of the progress our English Learners (EL) have made, we acknowledge the ongoing journey ahead. Delving deeper into our local and state data, we've identified a concerning trend: the percentage of EL students meeting or exceeding math standards falls below that of their non-EL counterparts. Similarly, in mastering ELA standards, our EL students lag behind their peers. This underscores the imperative for sustained, targeted support tailored to the unique needs of our EL students. Additionally, we understand the importance of providing ongoing assistance even after their reclassification.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3.1 English Learner Progress	3.1 English Learner Progress: 2022-23 42.9% making progress towards English language proficiency	3.1 English Learner Progress: 2023-24 52.6% making progress towards English Language proficiency	3.1 English Learner Progress: 2024-25 40% making progress towards English Language proficiency	3.1 English Learner Progress: 46% making progress towards English language proficiency	3.1 English Learner Progress: Down 2% from baseline

3.2	3.2 Implementation of Academic Standards - Local Indicator	3.2 Implementation of Academic Standards - Local Indicator 2022-23 MET	3.2 Implementation of Academic Standards - Local Indicator 2023-24 MET	3.2 Implementation of Academic Standards - Local Indicator 2024-25 MET	3.2 Implementation of Academic Standards - Local Indicator MET	3.2 Implementation of Academic Standards - Local Indicator maintained MET
3.3	3.3 Academic Indicator ELA	3.3 Academic Indicator ELA: 2022-23 3.3(A) Current English Learners 89.2 points below standard 3.3(B) Recently Reclassified English Learners 19.6 points above standard English Only (For Comparison Only): 43.3 points above standard	3.3 Academic Indicator ELA: 2023-24 3.3(A) Current English Learners - fewer than 11 students - data not displayed 3.3(B) Recently Reclassified English Learners 39.8 points above standard English Only (For Comparison Only): 52.2 points above standard	3.3 Academic Indicator ELA: 2024-25 3.3(A) Current English Learners: fewer than 11 students - data not displayed 3.3(B) Recently Reclassified English Learner: 41.9 points above standard English Only (For Comparison Only): 48 points above standard	3.3 Academic Indicator ELA: 3.3(A) Current English Learners 86 points below standard 3.3(B) Recently Reclassified English Learners 22 points above standard	3.3 Academic Indicator ELA: 3.3(A) Current English Learners: no applicable comparison can be made 3.3(B) Recently Reclassified English Learners: 22.3 points above baseline. English Only (For Comparison Only): 5 points above baseline

3.4	3.4 Academic Indicator MATH	3.4 Academic Indicator MATH: 2022-23 3.4(A) Current English Learners 118.1 points below standard 3.4(B) Recently Reclassified English Learners 1.9 points above standard English Only (For Comparison Only): 9.2 points above standard	3.4 Academic Indicator MATH: 2023-24 3.4(A) Current English Learners - fewer than 11 students - data not displayed 3.4(B) Recently Reclassified English Learners 12 points above standard English Only (For Comparison Only): 9.4 points above standard	3.4 Academic Indicator MATH: 2024-25 3.4(A) Current English Learners - fewer than 11 students - data not displayed 3.4(B) Recently Reclassified English Learners: 26.5 points above standard English Only (For Comparison Only): 5.9 points above standard	3.4 Academic Indicator MATH: 3.4(A) Current English Learners 115 points below standard 3.4(B) Recently Reclassified English Learners 5 points above standard	3.4 Academic Indicator MATH: 2024-25 3.4(A) Current English Learners - no applicable comparison 3.4(B) Recently Reclassified English Learners: increased by 14 points from baseline English Only (For Comparison Only): decreased by 3 points from baseline

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

During the 2025-26 school year, all three actions under Goal 3 were implemented as planned, with notable enhancements driven by increased staffing capacity and intentional instructional focus. This was an exceptional year of growth for the EL Department.

Core English and Designated English Language Development instruction was provided to all identified English Learner students, with students engaging with an English-speaking instructor in three to six classes per week. The increased instructional minutes represented a meaningful expansion compared to prior years and contributed directly to accelerated language acquisition. Long-Term English Learner classes received additional dedicated support, and the Tiger Time and Level Up EL tutoring program provided students with a consistent, personalized rhythm of just-in-time academic support. In-house tutors were utilized for these sessions and attendance was strong, with virtually no student no-shows.

ELPAC testing and EL progress monitoring were fully implemented. A collaborative attendance monitoring system was established in which teachers flagged absences to the EL Coordinator for immediate family outreach. This structure reduced gaps in participation and supported more consistent progress monitoring across the student roster. A decrease in extended family travel requests this year also contributed to more uninterrupted learning. The department managed an average roster of approximately 113 EL students, 173 RFEP students, 16 LTEL students, and 21 dually identified students. The dually identified

population doubled compared to the prior year, requiring additional coordination between the EL and Special Education departments.

Professional development for all instructional staff continued, with a focus on both Integrated and Designated ELD standards. The EL Coordinator provided ongoing staff encouragement, regular data updates, and structural support throughout the year, and this leadership was a key contributor to the overall quality of EL services.

There were no substantive differences between planned and actual implementation of Goal 3 actions.

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.

As in the prior year, actual expenditures for Goal 3 actions were lower than budgeted for some line items, primarily due to the availability of internal capacity to manage ELPAC monitoring and professional development without incurring all projected external costs. The core English and DELD instruction action (Action 3.1) was fully funded and implemented as planned. No reduction in services occurred as a result of the spending variation. The overall effectiveness of the program, as reflected in ELPAC outcomes, confirms that services were delivered at a high level of quality regardless of the spending differences. Professional development was provided through the use of Educator Effectiveness Grant funds.

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

The actions under Goal 3 have produced the most dramatic results of any goal over the three-year cycle, with ELPAC proficiency data reflecting significant progress in student language acquisition.

Most notably, 24% of EL students achieved a Level 4 on the Summative ELPAC in 2025-26, compared to 10% the prior year. Approximately 40% of students scored at Level 3, meaning that 64% of the EL population achieved a Level 3 or higher overall. This represents a substantial and meaningful improvement that can be directly attributed to the increased instructional minutes, the targeted Tiger Time and Level Up tutoring program, the consistent use of Integrated and Designated ELD standards in instruction, and the coordinated attendance and progress monitoring system implemented this year.

English Learner progress toward English language proficiency on the state indicator was 40% in 2024-25, a slight decrease from 52.6% in Year 1. Recently Reclassified English Learners continued to perform above standard in both ELA and Math, with RFEP ELA performance at 41.9 points above standard and RFEP Math performance at 26.5 points above standard in 2024-25. Both represent meaningful improvement over the baseline.

ELPAC testing and progress monitoring through the Ellevation system continued to support timely identification and instructional response. The efficiency of internal capacity in managing this function held costs below budget while maintaining quality.

Professional development in ELD standards continued to strengthen teacher confidence and classroom-level practice across all content areas. The impact of this ongoing learning was visible in more consistent integration of language scaffolding strategies across grade levels and subject areas.

Overall, the actions under Goal 3 are effective and the EL Department has built a strong, sustainable system for supporting English Learner success. The sharp improvement in ELPAC proficiency levels reflects the cumulative impact of three years of focused investment in these strategies.

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

All three actions under Goal 3 will be continued into the coming year. The outcomes of this year validate the current approach and the department is energized to build on this momentum. Particular attention will be paid to the state EL Progress Indicator, which showed a slight decline in 2024-25 even as ELPAC proficiency levels improved substantially. This data will be examined closely to ensure that instructional and monitoring systems are capturing and supporting all dimensions of student language growth.

The doubling of the dually identified student population will require continued coordination and may inform staffing and service delivery planning in the coming year. No changes to the goal, metrics, or target outcomes are proposed at this time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Language Development	Provide Core English and Designated English Language Development (DELD) Instruction for English Learners	$28,969.00	Yes
3.2	ELPAC Proctoring	Implement Effective ELPAC Testing & EL Progress Monitoring	$7,315.00	Yes
3.3	Professional Development	Implement Effective Professional Development in EL Standards for all Educators	$6,216.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$480,912	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.827%	0.0%	$0.00	6.827%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Community College Liaison **Need:** Access to Resources: High-needs students often face barriers to accessing higher education resources and support systems. 2022-23 SED Students show only 71.4% prepared compared to All Students 77.4% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 64.3% prepared compared to All Students 74.2% prepared EL / Foster data not	Providing a community college liaison to our students offers several benefits, particularly for high-needs students, and extending this support on a schoolwide basis can further amplify these advantages. A community college liaison serves as a bridge, connecting students with vital resources such as academic advising, financial aid assistance, and career counseling. By facilitating access to these resources, high-needs students can receive the guidance and support necessary to navigate the college application process successfully. Personalized Support: High-needs students may require additional guidance and support to navigate the complexities of post secondary education. High-needs students may face higher rates of attrition in college due to various factors such as financial constraints, lack of academic preparedness, or inadequate support systems. By	College and Career Percentage of Students Graduating Prepared through dual enrollment

	available due to <11 students **Scope:** Schoolwide	fostering a supportive environment and addressing barriers to success, the liaison helps ensure that all students, regardless of their background or circumstances, have the opportunity to thrive in higher education.	
1.2	**Action:** CTE Expansion **Need:** For high-needs students who may face challenges in traditional academic settings, CTE provides a tangible connection between their education and future employment opportunities. By engaging in relevant coursework aligned with their interests and career goals, high-needs students are more likely to stay motivated and engaged in their education. 2022-23 SED Students show only 71.4% prepared compared to All Students 77.4% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 64.3% prepared compared to All Students 74.2% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide	Providing Career Technical Education (CTE) to students, particularly high-needs students, offers numerous benefits, and extending it on a schoolwide basis can further enhance these advantages, including real-world relevance, skill development, access to career pathways, equity and access, and college and career readiness. By offering CTE programs universally, schools can empower all students to succeed academically and professionally, regardless of their background or circumstances.	College and Career Percentage of Students Graduating Prepared through CTE completion
1.3	**Action:** Virtual Career Center **Need:** High-needs students may require additional support and guidance to navigate career pathways and make informed decisions about their future. A virtual platform allows for personalized interactions with career counselors and advisors, ensuring that high needs students receive the individualized support they	Providing a virtual career center to students, particularly high-needs students, offers several advantages, and extending it on a schoolwide basis can further enhance these benefits, accessibility, flexibility, personalized support, resource accessibility, and equity and inclusion. By extending virtual career services universally, schools can empower all students to explore career options, plan for their future, and achieve their career goals, regardless of their background or circumstances.	College and Career Percentage of Students Graduating Prepared through other measures

	need to succeed. 2022-23 SED Students show only 71.4% prepared compared to All Students 77.4% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 64.3% prepared compared to All Students 74.2% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide		
2.1	**Action:** Interventions **Need:** Our data shows the students who are struggling the most with academics include our unduplicated pupils. 2022-23 SED students scored 11 points above standard in ELA compared to All Students 41.1 points above standard Current English Learners scored 89.2 points below standard compared to English Only Learners who scored 43.3 points above standard in ELA SED students scored 30.6 points below standard in Math compared to All Students 5.6 points above standard; Current English Learners scored 118.1 points below standard compared to English Only Learners who scored 9.2 points above standard in Math	Providing academic interventions to students, especially high-needs students, yields numerous benefits, and extending these interventions on a schoolwide basis can further enhance these advantages such as targeted support, closing achievement gaps, preventing academic failure, building confidence and motivation, and promoting equity and inclusion. By extending academic interventions universally, schools can empower all students to reach their full academic potential and achieve success, regardless of their individual needs or challenges.	Academic Indicator ELA & Math

	2023-24 ELA: SED students scored 11.9 points above standard in ELA compared to All Students 47.6 points above standard Current English Learners scored 30 points below standard compared to English Only Learners who scored 52.2 points above standard in ELA Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who scored 9.4 points above standard in Math 2024-25 ELA: SED students scored 39.2 points above standard in ELA compared to All Students 46.8 points above standard. Current English Learners scored 13.6 points below standard compared to English Only Learners who scored 48 points above standard in ELA. Math: SED students scored 21.7 points below standard in Math compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. **Scope:** Schoolwide		
2.2	**Action:** Early Math Literacy **Need:**	Math skills acquired in early childhood serve as the foundation for later academic success. Early intervention helps build a strong math foundation, setting students on a trajectory for future academic achievement. For	iReady MATH Growth Scores (Local

	Research indicates that achievement gaps in math often emerge early in a child's education and tend to persist over time. Early math intervention helps prevent the widening of achievement gaps by addressing academic challenges before they become more significant barriers to learning. By providing targeted support to socioeconomically disadvantaged students and second language learners early on, schools can help narrow achievement gaps and promote equitable academic outcomes. Our data shows students in our school begin to struggle with math around Grade 4. 2022-23 SED students scored 30.6 points below standard in Math compared to All Students 5.6 points above standard; Current English Learners scored 118.1 points below standard compared to English Only Learners who scored 9.2 points above standard in Math 2023-24 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 87%; Grade 5 83%; Grade 6 77% Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who scored 9.4 points above standard in Math 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement level. iReady Math: Grade 4 67%; Grade 5 113%; Grade 6 93%. Math: SED students scored 21.7 points below	socioeconomically disadvantaged students and second language learners who may lack access to resources or face language barriers, early math intervention is essential in ensuring they acquire the fundamental skills needed for academic success. While early math intervention is particularly important for socioeconomically disadvantaged students and second language learners, it is also valuable for all students, regardless of need, for several reasons. All students can benefit from early intervention to address potential learning gaps and prevent academic struggles before they escalate. By providing interventions to all students universally, schools can identify and address academic challenges early on, promoting academic	Data) - Early Grades

	standard compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. **Scope:** Schoolwide		
2.3	**Action:** Concepts & Skills Review **Need:** High-needs students may have gaps in their foundational knowledge due to various factors such as academic challenges, language barriers, or limited access to resources. Concepts and skills review help identify and address these learning gaps by providing targeted support and reinforcement in areas where students may be struggling. By systematically reviewing and revisiting essential concepts and skills, high-needs students can fill in learning gaps and build a solid academic foundation. Research suggests that spaced repetition and regular review are effective strategies for promoting long-term retention of information. Concepts and skills review ensure that high-needs students have multiple opportunities to revisit and reinforce previously learned material, increasing the likelihood of retention over time. 2022-23 SED students scored 11 points above standard in ELA compared to All Students 41.1 points above standard Current English Learners scored 89.2 points below standard compared to English Only Learners who scored 43.3 points above standard in ELA SED students scored 30.6 points below standard in	High-needs students may require additional time and support to internalize and retain new concepts and skills. Concepts and skills review provide opportunities for reinforcement and consolidation of learning, helping high-needs students solidify their understanding and mastery of key concepts. This is particularly important when students are using a variety of curriculum options, as review ensures that learning is not fragmented and that students can make meaningful connections between different instructional materials. Providing concepts and skills review is important for high needs students to reinforce learning, address learning gaps, build confidence, and promote long term retention. This practice should extend to all students, regardless of need, to support diverse learners, prevent learning loss, and promote equity and inclusion in education.	iReady Growth Scores (Local Data) - All Students

	Math compared to All Students 5.6 points above standard; Current English Learners scored 118.1 points below standard compared to English Only Learners who scored 9.2 points above standard in Math 2023-24 ELA: SED students scored 11.9 points above standard in ELA compared to All Students 47.6 points above standard Current English Learners scored 30 points below standard compared to English Only Learners who scored 52.2 points above standard in ELA Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who scored 9.4 points above standard in Math 2024-25 ELA: SED students scored 39.2 points above standard in ELA compared to All Students 46.8 points above standard. Current English Learners scored 13.6 points below standard compared to English Only Learners who scored 48 points above standard in ELA. Math: SED students scored 21.7 points below standard in Math compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. **Scope:** Schoolwide		

2.4	**Action:** Materials/Supplies **Need:** Some students may come from families facing financial constraints or economic hardship. These students may be unable to afford basic school supplies or may have limited access to resources at home. Providing additional supplies ensures that all students have access to the materials they need to succeed academically and participate fully in educational activities, regardless of their financial situation. 2022-23 SED students scored 11 points above standard in ELA compared to All Students 41.1 points above standard Current English Learners scored 89.2 points below standard compared to English Only Learners who scored 43.3 points above standard in ELA SED students scored 30.6 points below standard in Math compared to All Students 5.6 points above standard; Current English Learners scored 118.1 points below standard compared to English Only Learners who scored 9.2 points above standard in Math 2023-24 ELA: SED students scored 11.9 points above standard in ELA compared to All Students 47.6 points above standard Current English Learners scored 30 points below standard compared to English Only Learners who scored 52.2 points above standard in ELA	Materials and supplies needed to support the development of adequate implementation of above actions above and beyond what all students are provided in their Education Specialist's Instructional Funding budget,	Academic Indicator ELA & Math and / or iReady Growth Scores (Local Data) - All Students

	Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who scored 9.4 points above standard in Math 2024-25 ELA: SED students scored 39.2 points above standard in ELA compared to All Students 46.8 points above standard. Current English Learners scored 13.6 points below standard compared to English Only Learners who scored 48 points above standard in ELA. Math: SED students scored 21.7 points below standard in Math compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. **Scope:** Schoolwide		
3.1	**Action:** English Language Development **Need:** Direct instruction in ELA provides second language learners with structured opportunities to develop their English language skills, including vocabulary, grammar, reading comprehension, and writing proficiency. By explicitly teaching language concepts and providing guided practice, direct instruction helps second language learners acquire and reinforce essential language skills necessary for academic success.	Direct instruction in ELA is important for second language learners to develop English language proficiency and academic literacy skills. Extending this instruction to all students promotes language development, cultural awareness, academic excellence, and an inclusive learning environment where students from diverse backgrounds can learn and grow together.	English Learner Progress Indicator

	2022-23 SED students scored 11 points above standard in ELA compared to All Students 41.1 points above standard Current English Learners scored 89.2 points below standard compared to English Only Learners who scored 43.3 points above standard in ELA Only 42.9% of our English Learners are making progress towards English language proficiency 2023-24 ELA: SED students scored 11.9 points above standard in ELA compared to All Students 47.6 points above standard Current English Learners scored 30 points below standard compared to English Only Learners who scored 52.2 points above standard in ELA Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who scored 9.4 points above standard in Math. Only 52.6% are making progress towards English language proficiency 2024-25 ELA: SED students scored 39.2 points above standard in ELA compared to All Students 46.8 points above standard. Current English Learners scored 13.6 points below standard compared to English Only Learners who scored 48 points above standard in ELA. Math: SED students scored 21.7 points below		

	standard in Math compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. 40% of EL students were making progress toward English language proficiency. 24% of EL students achieved a Level 4 on the Summative ELPAC, up from 10% the prior year, and approximately 64% of the EL population scored at Level 3 or 4 overall. **Scope:** Schoolwide		
3.2	**Action:** ELPAC Proctoring **Need:** Valid interpretation of assessment results relies on consistent and accurate scoring practices. When educators are properly trained to calibrate and score ELPAC assessments, they can confidently interpret students' scores and make informed decisions about their English language development needs. Valid interpretations of assessment results support effective instructional planning and targeted interventions for English learners. 2022-23 SED students scored 11 points above standard in ELA compared to All Students 41.1 points above standard Current English Learners scored 89.2 points below standard compared to English Only Learners who scored 43.3 points above standard in ELA Only 42.9% of our English Learners are making progress towards English language proficiency 2023-24 ELA: SED students scored 11.9 points above standard	Training educators to effectively calibrate and score ELPAC assessments is essential for ensuring consistency, reliability, validity, accountability, fairness, and professional development in English language proficiency assessment practices. By adhering to standardized scoring procedures and criteria, educators can provide accurate and meaningful assessment results that inform instructional decision-making and support English learners' academic success. All qualifying students will participate in the required ELPAC to determine their Language Acquisition Status.	English Learner Progress Indicator

	in ELA compared to All Students 47.6 points above standard Current English Learners scored 30 points below standard compared to English Only Learners who scored 52.2 points above standard in ELA Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who scored 9.4 points above standard in Math Only 52.6% are making progress towards English language proficiency 2024-25 ELA: SED students scored 39.2 points above standard in ELA compared to All Students 46.8 points above standard. Current English Learners scored 13.6 points below standard compared to English Only Learners who scored 48 points above standard in ELA. Math: SED students scored 21.7 points below standard in Math compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. 40% of EL students were making progress toward English language proficiency. 24% of EL students achieved a Level 4 on the Summative ELPAC, up from 10% the prior year, and approximately 64% of the EL population scored at Level 3 or 4 overall.		

	Scope: Schoolwide		
3.3	**Action:** Professional Development **Need:** Professional development in English development standards is essential for equipping educators with the knowledge, skills, and strategies needed to support the academic success of English learners and promote equitable learning opportunities for all students. 2022-23 SED students scored 11 points above standard in ELA compared to All Students 41.1 points above standard Current English Learners scored 89.2 points below standard compared to English Only Learners who scored 43.3 points above standard in ELA Only 42.9% of our English Learners are making progress towards English language proficiency 2023-24 ELA: SED students scored 11.9 points above standard in ELA compared to All Students 47.6 points above standard Current English Learners scored 30 points below standard compared to English Only Learners who scored 52.2 points above standard in ELA Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who	Professional development ensures that educators are familiar with English development standards and understand how they align with curriculum goals and objectives. This alignment helps educators effectively integrate language development into content instruction, ensuring that English learners have access to grade-level content while simultaneously building their English language proficiency. All staff can benefit from professional development in English development standards, regardless of their English language proficiency level or background. When educators receive training in effective language instruction and support, all students benefit from: enhanced access to grade-level content; increased opportunities for language development; improved academic achievement and language proficiency; culturally responsive and inclusive learning environments; differentiated instruction that meets diverse learning needs; and collaborative teaching practices that support student success.	English Learner Progress Indicator

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	scored 9.4 points above standard in Math Only 52.6% are making progress towards English language proficiency 2024-25 ELA: SED students scored 39.2 points above standard in ELA compared to All Students 46.8 points above standard. Current English Learners scored 13.6 points below standard compared to English Only Learners who scored 48 points above standard in ELA. Math: SED students scored 21.7 points below standard in Math compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. 40% of EL students were making progress toward English language proficiency. 24% of EL students achieved a Level 4 on the Summative ELPAC, up from 10% the prior year, and approximately 64% of the EL population scored at Level 3 or 4 overall. **Scope:** Schoolwide		

Insert or delete rows, as necessary.

Limited Actions

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

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

Insert or delete rows, as necessary.

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

Not Applicable

Additional Concentration Grant Funding

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

Not 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	1:13	
Staff-to-student ratio of certificated staff providing direct services to students	1:7	

26-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
26-27	$ 7,044,298	$ 480,912	6.827%	0.000%	6.827%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 539,204	$ 51,770	$ -	$ -	$ 590,974.00	$ 531,396	$ 49,428

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community College Liaison	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 8,041	$ -	$ 8,041	$ -	$ -	$ -	$ 8,041	0.000%
1	1.2	CTE Expansion	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 20,973	$ -	$ 20,973	$ -	$ -	$ -	$ 20,973	0.000%
1	1.3	Virtual Career Center	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 53,606	$ 5,000	$ 58,606	$ -	$ -	$ -	$ 58,606	0.000%
1	1.4	SpEd Liaison	Students with Disabilities	No			All Schools	2024-2027	$ 35,401	$ -	$ 35,401	$ -	$ -	$ -	$ 35,401	0.000%
2	2.1	Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 286,364	$ -	$ 234,594	$ 51,770		$ -	$ 286,364	0.000%
2	2.2	Early Math Literacy	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 38,294	$ -	$ 38,294	$ -	$ -	$ -	$ 38,294	0.000%
2	2.3	Concepts & Skills Review	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 31,761	$ -	$ 31,761	$ -	$ -	$ -	$ 31,761	0.000%
2	2.4	Materials/Supplies	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ -	$ 44,428	$ 54,578	$ -	$ -	$ -	$ 54,578	0.000%
3	3.1	English Language Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 38,823	$ -	$ 38,823	$ -	$ -	$ -	$ 38,823	0.000%
3	3.2	ELPAC Proctoring	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 9,803	$ -	$ 9,803	$ -	$ -	$ -	$ 9,803	0.000%
3	3.3	Professional Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 8,330	$ -	$ 8,330	$ -	$ -	$ -	$ 8,330	0.000%

26-27 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
$ 7,044,298	$ 480,912	6.827%	0.000%	6.827%	$ 503,803	0.000%	7.152%	Total:	$ 503,803
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 503,803

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	1.1	Community College Liaison	Yes	Schoolwide	All	All Schools	$ 8,041	0.000%
1	1.2	CTE Expansion	Yes	Schoolwide	All	All Schools	$ 20,973	0.000%
1	1.3	Virtual Career Center	Yes	Schoolwide	All	All Schools	$ 58,606	0.000%
1	1.4	SpEd Liaison	No			All Schools	$ -	0.000%
2	2.1	Interventions	Yes	Schoolwide	All	All Schools	$ 234,594	0.000%
2	2.2	Early Math Literacy	Yes	Schoolwide	All	All Schools	$ 38,294	0.000%
2	2.3	Concepts & Skills Review	Yes	Schoolwide	All	All Schools	$ 31,761	0.000%
2	2.4	Materials/Supplies	Yes	Schoolwide	All	All Schools	$ 54,578	0.000%
3	3.1	English Language Development	Yes	Schoolwide	All	All Schools	$ 38,823	0.000%
3	3.2	ELPAC Proctoring	Yes	Schoolwide	All	All Schools	$ 9,803	0.000%
3	3.3	Professional Development	Yes	Schoolwide	All	All Schools	$ 8,330	0.000%

25-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 443,451.00	$ 557,825.75

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Community College Liaison	Yes	$ 6,000	$ 548
1	1.2	CTE Expansion	Yes	$ 15,650	$ 7,146
1	1.3	Virtual Career Center	Yes	$ 42,500	$ 24,207
1	1.4	SpEd Liaison	No	$ 26,416	$ 3,508
2	2.1	Interventions	Yes	$ 213,682	$ 462,422
2	2.2	Early Math Literacy	Yes	$ 28,575	$ 14,948
2	2.3	Concepts & Skills Review	Yes	$ 23,700	$ 13,213
2	2.4	Materials/Supplies	Yes	$ 44,428	$ 16,087
3	3.1	English Language Development	Yes	$ 28,969	$ 6,678
3	3.2	ELPAC Proctoring	Yes	$ 7,315	$ 9,068
3	3.3	Professional Development	Yes	$ 6,216	$ -

25-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 371,776	$ 372,462	$ 554,318	$ (181,856)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.1	Community College Liaison	Yes	$ 6,000	$ 548.00	0.000%	0.000%
1	1.2	CTE Expansion	Yes	$ 15,650	$ 7,146.00	0.000%	0.000%
1	1.3	Virtual Career Center	Yes	$ 42,500	$ 24,207.00	0.000%	0.000%
1	1.4	SpEd Liaison	No	$ -	$ -	0.000%	0.000%
2	2.1	Interventions	Yes	$ 169,109	$ 462,422.10	0.000%	0.000%
2	2.2	Early Math Literacy	Yes	$ 28,575	$ 14,947.69	0.000%	0.000%
2	2.3	Concepts & Skills Review	Yes	$ 23,700	$ 13,213.43	0.000%	0.000%
2	2.4	Materials/Supplies	Yes	$ 44,428	$ 16,086.93	0.000%	0.000%
3	3.1	English Language Development	Yes	$ 28,969	$ 6,678.06	0.000%	0.000%
3	3.2	ELPAC Proctoring	Yes	$ 7,315	$ 9,068.33	0.000%	0.000%
3	3.3	Professional Development	Yes	$ 6,216	$ -	0.000%	

25-26 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)
$ 6,039,671	$ 371,776	0.000%	6.156%	$ 554,318	0.000%	9.178%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics

- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

- The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

- Identify the action as an LREBG action;
- Include an explanation of how research supports the selected action;
- Identify the metric(s) being used to monitor the impact of the action; and
- Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site

principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

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

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

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

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

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific

Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

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

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

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

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

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

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

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2024

Coversheet

Open Discussion on the Connecting Waters Charter School, East Bay 2026-2027 Local Indicators

Section: II. Public Hearing
Item: F. Open Discussion on the Connecting Waters Charter School, East Bay 2026-2027 Local Indicators
Purpose:
Submitted by:
Related Material: CWEB Local Priorities Merged Doc (1).pdf

California Department of Education
December 2023

Local Control Funding Formula (LCFF) Priority 1 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 for Priority 1 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: Note: LEA Responses are in Blue

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

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

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

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Connecting Waters Charter - East Bay	31.7	47.5%	51.8%	0.0%	0.4%	0.4%	0.0%	0.0%

Note: Data above was pulled from DataQuest on the CA State website. Connecting Waters is a flex based educational program allowing for the use of a state waiver which allows for teachers using subject specific credentials to function in capacities other than the role traditionally defined for districts. In doing so, the data shows as out-of-field, but is acceptable under the use of said waivers.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and: 0

NOTE: Curriculum is purchased, or checked out individually for each student enrolled at the time of enrollment, and each year they continue with the school it is personalized to their needs. As stated in our charter, curricula and materials shall adhere to the California State Frameworks and Content Standards in accordance with the California Public Schools Accountability Act.

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

NOTE: Maintaining and keeping all our facilities in good repair is one of many objectives that Connecting Waters Charter Schools has focused on this year for health and safety. To meet this goal Connecting Waters Charter Schools have done the following: 1. Monthly site inspections that focus on: gas leaks, HVAC, sewer, interior surfaces, overall cleanliness, pest infestation, electrical, restrooms, sinks, fire safety, hazardous material, structural damage, roofs, windows and doors. 2. Daily walkthroughs of the site by a staff member using a checklist.
3. Vetting our Comprehensive School Safety Plan through educational partners and first responders.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 2 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 for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards

- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

3. **Rate the LEA's progress in implementing policies or programs to support**

staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

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

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

Optional Narrative (Limited to 1,500 characters)

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

   Connecting Waters Charter School - East Bay has set a goal within the LCAP to target areas of need for professional development to ensure students are supported with targeted supplemental supports in a program we are calling “Tiger Time”. This very targeted goal is supported by the LCAP, administration, and staff members to boost student achievement. The 2024-25 school year was the first year of exploration for the program. The 2025-26 school year was the initial year of implementation after professional development for staff. The program was highly praised by students and parents. A fully implemented program is now in place and improving program outcomes will be the focus of the 2026-27 school year.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 3 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 for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing

family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	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.

   Connecting Waters Charter School - East Bay (CWEB) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

   CWEB fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

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.

   Connecting Waters Charter School - East Bay (CWEB) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

   CWEB fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In

addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

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.

Connecting Waters Charter School - East Bay (CWEB) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

CWEB fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

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.

   Connecting Waters Charter School - East Bay has demonstrated meaningful progress in building partnerships by actively incorporating feedback from parents, teachers, and administrators into its instructional support structures. The LEA has developed a tiered intervention system grounded in iReady performance data, enabling educators and Educational Specialists (ESs) to collaborate with families in designing personalized learning plans. Parents are meaningfully included in selecting the appropriate tier of support for their student, reinforcing a shared ownership of learning outcomes. The consistency of this framework across TK–12 ensures that families experience a coherent, predictable system regardless of their child's grade level, strengthening trust and communication between the school and its educational partners.

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.

   While foundational structures are in place, CWEB recognizes the need to deepen the consistency and clarity of its partnership practices. Key focus areas include strengthening the use of iReady data in family-facing communications

so that progress is transparent and actionable, establishing clearer expectations around student support so families understand intervention pathways, and expanding access to credentialed instruction for students with the greatest academic need. The LEA will also work to ensure that intervention structures are uniformly implemented across all educational partners, reducing variability in how tiered supports are communicated and delivered to 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 Partnerships for Student Outcomes.

CWEB is committed to ensuring that underrepresented families — including those facing language barriers, socioeconomic challenges, or limited prior engagement with the independent study model — have equitable access to the partnerships and resources available through the tiered support system. The LEA will prioritize outreach efforts that make iReady data and instructional tier options clearly understandable and accessible to all families. This includes developing culturally responsive communication strategies, offering additional touchpoints with Educational Specialists for families who may need more guided support, and using stakeholder feedback processes that are intentionally inclusive of historically underrepresented voices to continuously refine the program.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
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.	5
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.	5

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.

   CWEB has established a robust and multi-layered structure for seeking input from educational partners. The school actively engages families through a dedicated Parent Support Department that disseminates timely information via newsletters, listserv announcements, and regular ES communications. Structured input opportunities such as PAC (Parent Advisory Committee) meetings, PAWS sessions, and monthly board meetings provide families with consistent, accessible forums to voice perspectives and influence school decisions. Informal engagement events like Donuts with Directors further lower barriers to participation by creating approachable, relationship-centered spaces for dialogue. The school's recent policy development — shaped directly by feedback from parents, teachers, and administrators — demonstrates that input is not only collected but meaningfully acted upon, resulting in clearer intervention structures, more consistent use of iReady data, and expanded access to credentialed instruction.

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.

   While CWEB has strong input-gathering mechanisms in place, the LEA recognizes the need to ensure that feedback is systematically collected, analyzed, and visibly connected to decision-making outcomes. Focus areas include formalizing feedback loops so families can see how their input

translates into program changes, increasing participation in governance structures like PAC and board meetings beyond regularly engaged families, and ensuring that professional development offerings for parents are responsive to emerging needs identified through data and stakeholder input. The LEA also aims to strengthen the consistency with which Educational Specialists facilitate input-gathering during learning plan meetings, ensuring that family voice is captured across all caseloads equitably.

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.

   CWEB is committed to broadening the diversity of voices informing school decisions. To improve engagement of underrepresented families — including those with language barriers, limited availability due to work or caregiving responsibilities, or limited prior experience in school governance — the LEA will take intentional steps to reduce participation barriers. This includes offering meeting times and formats that accommodate varied schedules, providing translation and interpretation support at PAC and board meetings, and leveraging ES relationships to personally invite and support underrepresented families in participating in input opportunities. The school will also explore targeted outreach through PAWS and informal events to build trust and familiarity with governance processes among families who may feel less confident engaging in formal decision-making structures. Feedback gathered through these efforts will be tracked and used to continuously refine the LEA's approach to inclusive, equitable partnership.

California Department of Education
January 2024

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 for Priority 6 are provided below.

School Climate (LCFF Priority 6)

Introduction

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

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

Instructions

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

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

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

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

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

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

Analysis of school climate data has informed several decisions and actions CWEB is implementing for continuous improvement.

Tiered Academic Support: Declining graduation rates and persistent achievement gaps among Hispanic or Latino students, English Learners, and Socioeconomically Disadvantaged students have reinforced the need for stronger intervention structures. The school has implemented a data-informed tiered support system using iReady diagnostic data to place students into appropriate instructional tiers. Professional development for staff has been expanded to include iReady growth data analysis and differentiated instruction strategies, ensuring educators are equipped to respond to identified needs consistently across all caseloads.

School Safety and Climate Procedures: The Comprehensive School Safety Plan is reviewed and updated annually with input from students, families, law enforcement, and fire safety officials. This stakeholder-inclusive process ensures the plan reflects current community needs. Staff training has been expanded to include Naloxone overdose prevention, epinephrine auto-injector use, and Suicide Prevention, in addition to annual CPR and First Aid certification. A 20-member safety team meets monthly under the direction of the Deputy Executive Director to ensure continuous monitoring and response.

English Learner Support: Given elevated chronic absenteeism and lower academic performance among English Learners, the school has reinforced specialized English Language Development (ELD) instruction designed to build

proficiency while maintaining access to grade-level content. Outreach efforts targeting EL families are being strengthened through Educational Specialist communication and Parent Support Department resources to reduce barriers to consistent participation.

These actions reflect our commitment to using data meaningfully, translating climate and outcome indicators into concrete, equitable improvements for all student groups.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 7 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 for Priority 7 are provided below.

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)

   Connecting Waters Charter School - East Bay tracks student access to a broad course of study through several locally selected measures. At the secondary level, the school monitors UC/CSU course enrollment and completion rates, CTE pathway participation and completion, and Advanced Placement course enrollment. At all grade levels, individualized Education Plans serve as the primary tracking mechanism, documenting each student's selected courses and learning pathways across core and elective subjects. State assessment participation rates through CAASPP in ELA, Mathematics, and Science provide an additional indicator of whether students are accessing grade-level content across required subject areas. Physical Fitness Test participation rates are tracked at grades 5, 7, and 9. Enrollment data disaggregated by student group, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, is maintained and reported annually to identify any disparities in access across subgroups.

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)

Current data reflects both strengths and gaps in access to a broad course of study. Students across grade levels demonstrate strong participation in physical education, with high rates of engagement in all fitness components at assessed grade levels. At the secondary level, multiple CTE pathways are available, providing students with access to career-focused learning experiences that extend beyond core academic coursework. Advanced Placement courses are offered across multiple subject areas, providing college-level access for academically prepared students.

However, gaps remain in college preparatory course completion, with a meaningful portion of graduates not completing all required A-G courses. Disaggregated data indicates that English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities access and succeed in grade-level content at lower rates than their peers, suggesting that additional supports are needed to ensure equitable access to the full breadth of the curriculum across all student groups.

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)

   Several barriers to broad course of study access have been identified. The independent study model, while flexible and family-centered, presents structural challenges in ensuring all students consistently access the full range of required coursework. Course selection within individualized learning plans does not always align with college preparatory pathways, which may reflect gaps in academic counseling capacity. Current student-to-counselor ratios limit the frequency and depth of advising available to each student, making it difficult to ensure all students are enrolled in coursework that meets their long-term academic and career goals.

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)

   Connecting Waters - East Bay has implemented and will continue to refine several actions to expand access to a broad course of study for all students. Multiple CTE pathways with internship components provide structured, real-world learning experiences beyond traditional coursework. AP course offerings across subject areas extend college-level access to academically prepared students. Professional development for staff includes curriculum training, use of grade-level state standard checklists, and data-driven instructional planning, ensuring educators are equipped to deliver broad, standards-aligned content across all subject areas.

To address gaps in college preparatory course completion, the school will strengthen academic advising supports and ensure individualized Education Plans more consistently incorporate A-G aligned course sequences. Educational Specialists will be intentionally engaged in academic planning conversations to help offset counseling capacity limitations. For English Learners and Students with Disabilities, the school will continue to expand tiered academic supports, including small group instruction, targeted tutoring, and ongoing progress monitoring. Dedicated staff development days each year support continuous improvement in instructional practice, ensuring all students have meaningful access to a broad and rigorous course of study.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 9 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 for Priority 9 are provided below.

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

Not Applicable to Connecting Waters East Bay

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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 10 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 for Priority 10 are provided below.

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

Not Applicable

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).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
1. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coversheet

Open Discussion on the Connecting Waters Charter School, East Bay 2026-2027 Budget

Section: II. Public Hearing
Item: G. Open Discussion on the Connecting Waters Charter School, East Bay 2026-2027 Budget
Purpose:
Submitted by:
Related Material: FY27_CWEB_Budget Package.pdf

CHARTER IMPACT

BOARD FINANCIALS

Connecting Waters – East Bay

Budget Presentation – 2026-27

CHARTER IMPACT

TK–12 FUNDING HIGHLIGHTS

COLA, Special Education & Student Support

Comparison of Governor's Budget Proposal vs. May Revision

	Governor's Budget Proposal (Jan 2026)	May Revision (May 2026)	Change
COLA (LCFF) Cost-of-Living Adjustment for Local Control Funding Formula	**2.41%** statutory COLA	**2.87%** statutory COLA **4.31%** total COLA (includes super COLA)	↑ **Increased significantly**
Special Education Ongoing Proposition 98 Investments	**$509M** ongoing increase to equalize SPED base rates statewide **Per ADA Amount** **$998** per ADA	**$2.4B** total ongoing increase (includes additional $1.8B) *43% increase over 2025 Budget Act* **Per ADA Amount** **$1,340** per ADA	↑ **Major augmentation** **+$342** per ADA increase
Student Support & Professional Development Block Grant One-Time Proposition 98 Discretionary	**$2.8B** one-time block grant	**$5.0B** one-time block grant	↑ **+$2.2B increase**

ⓘ Current EDCOE SELPA rate (2025–26): **$918 per ADA**
May Revision rate is $422 per ADA higher than EDCOE's current SELPA rate.

Source: 2026–27 Governor's Budget Proposal (Jan 2026) and May Revision (May 2026)

KEY TAKEAWAYS

- The May Revision provides stronger ongoing operational support for LEAs through a higher COLA and significant SPED investment.
- Total COLA increases to 4.31% when including the discretionary "super COLA," providing meaningful flexibility for districts and charters.
- Special Education funding receives a major boost with nearly $2.4B in ongoing increases, advancing rate equity across the state.
- SPED per ADA funding increases from $998 to $1,340, a $342 per ADA improvement. This is $422 per ADA higher than EDCOE's current SELPA rate of $918.
- The Student Support & Professional Development Block Grant is expanded to $5B one-time, offering critical resources for educator recruitment, retention, and training.
- These investments reflect the state's continued commitment to academic recovery, student well-being, and long-term system stability.

CWEB- Budget Highlights

- FY27 budget balanced with **$135K** surplus (**1.5%** of expenses)
- Multi-year projection healthy, with revenues and surpluses increasing annually across next 3 years

	2026-27	2027-28	2028-29
State COLA	*4.31%*	*3.30%*	*3.09%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*
Enrollment	*580.00*	*578.50*	*578.50*
Average Daily Attendance	*581.71*	*581.71*	*581.71*
Total Revenue	**$ 8,949,080**	**$ 9,218,270**	**$ 9,485,323**
Total Expenses	**$ 8,813,744**	**$ 9,089,269**	**$ 9,327,325**
Surplus (Deficit)	**$ 135,335**	**$ 129,001**	**$ 157,998**
Fund Balance, Beginning of Year	$ 5,440,398	$ 5,575,733	$ 5,704,734
Fund Balance, End of Year	**$ 5,575,733**	**$ 5,704,734**	**$ 5,862,732**
	63.3%	***62.8%***	***62.9%***

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	*580*
ADA	*582*
Attendance Rate	*100.6%*
Unduplicated %	*34.5%*
Revenue per ADA	*$15,384*
Expenses per ADA	*$15,151*

Compliance

- SB740 Requirements:

Cert.	Instr.
56.9%	81.1%
1,515,289	96,828

Must exceed 40% / 80%

Pupil:Teacher Ratio
19.26 :1

Must be equal to or less than 25:1

CHARTER IMPACT

Powered by BoardOnTrack

CWEB – Revenue & Expenses

	Annual/Full Year Budget
Revenue	
State Aid-Rev Limit	$ 7,525,210
Federal Revenue	88,818
Other State Revenue	1,282,552
Other Local Revenue	52,500
Total Revenue	**$ 8,949,080**

Revenue: +17% YoY, driven by:

- ADA growth: **+17%**
- Super-COLA: **+4.31%**
- State SPED funding rate increase: **+46%** = **+$198K**
- Specialty Funding: -**$244K**

	Annual/Full Year Budget
Expenses	
Certificated Salaries	$ 3,528,216
Classified Salaries	882,389
Benefits	1,660,871
Books and Supplies	1,087,815
Subagreement Services	711,969
Operations	136,400
Facilities	203,800
Professional Services	598,383
Depreciation	3,900
Interest	-
Total Expenses	**$ 8,813,744**

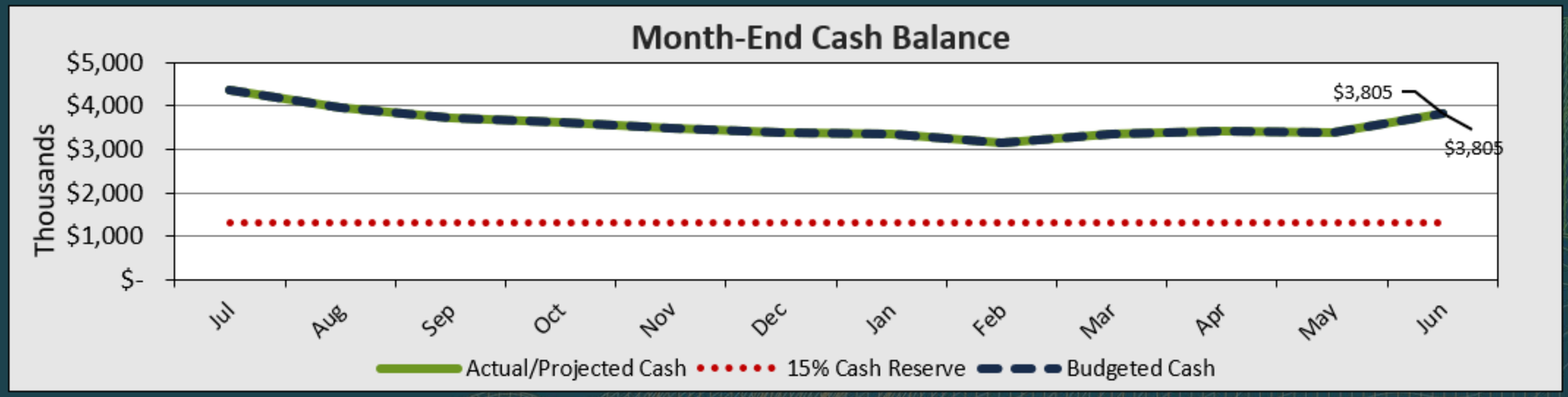
Expenses: +11.5% YoY

- **Staffing: +7.8%**
  - Incorporates appropriate salary increases
- **Other Expenses:** Increased in line with FY26 estimated actuals per ADA plus CA CPI (+3.76%)

CWEB – Fund & Cash Balance

	Annual/Full Year Budget
Total Surplus(Deficit)	**$ 135,336**
Beginning Fund Balance	5,440,398
Ending Fund Balance	**$ 5,575,734**
As a % of Annual Expenses	*63.3%*

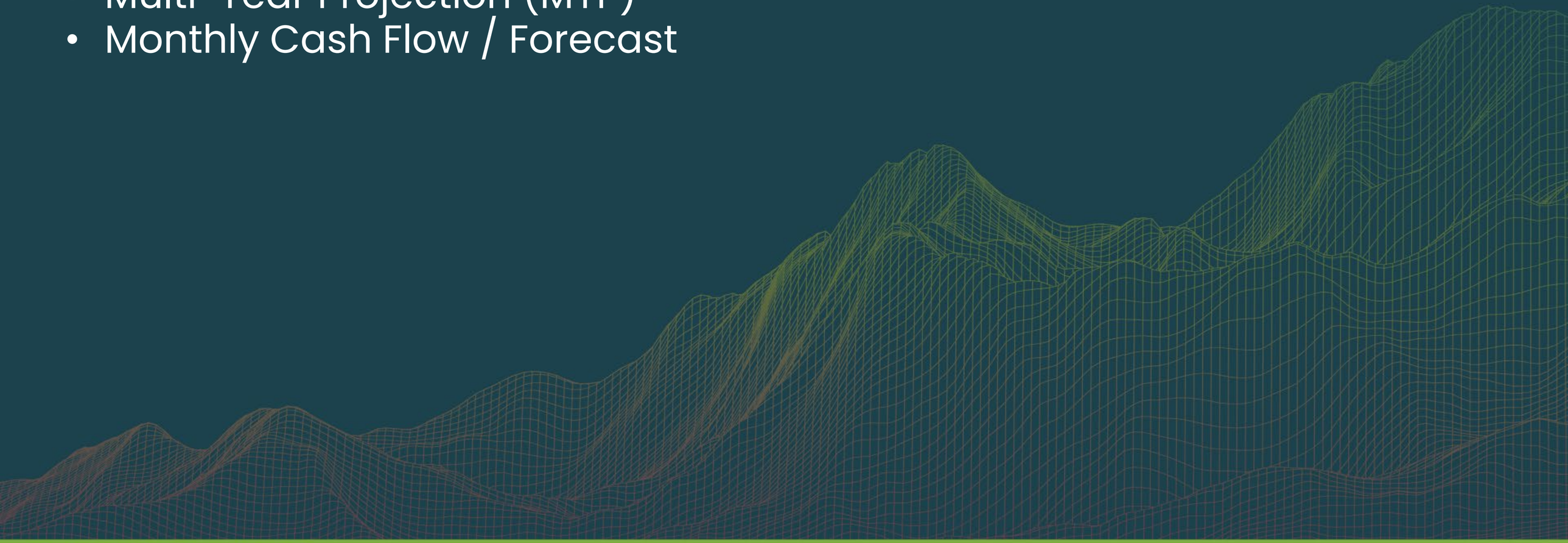
- Fund balance and surplus within state and authorizer requirements
- Fund balance subject to change, pending June 2026 financial close



- No borrowing anticipated in current year or future years budgets

Appendix

- Adopted Budget Alternative Form
- Multi-Year Projection (MYP)
- Monthly Cash Flow / Forecast



CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name:	**Connecting Water East Bay**
(name continued)	
CDS #:	**01-10017-0136101**
Charter Approving Entity:	**Alameda County Office of Education**
County:	**Alameda**
Charter #:	**1881**
Fiscal Year:	**2026-27**

To the entity that approved the charter school:

(___) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print Name: Tammy Hushaw Title: Acting Executive Director

To the County Superintendent of Schools:

(___) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Juwen Lam Title: Chief of Accountability Partn

For additional information on the BUDGET, please contact:

For Approving Entity:	For Charter School:
Juwen Lam	Jason Sitomer
Name	Name
Chief of Accountability Partnerships	Charter Impact, Inc.
Title	Title
510-570-4187	888-474-0322
Telephone	Telephone
juwenl@acoe.org	jsitomer@charterimpact.com
E-mail address	E-mail address

(___) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
ACOE District Advisor

Revised 5/8/19

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Water East Bay
(name continued)
CDS #: 01-10017-0136101
Charter Approving Entity: Alameda County Office of Education
County: Alameda
Charter #: 1881
Budgeting Period: 2026-27

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	3,945,785.00	4,708,757.00		4,708,757.00
Education Protection Account State Aid - Current Year	8012	102,508.00	116,342.00		116,342.00
State Aid - Prior Years	8019	26,545.00	0.00		0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	2,251,444.66	2,700,111.00		2,700,111.00
Other LCFF Transfers	8091, 8097		0.00		0.00
Total, LCFF Sources		6,326,282.66	7,525,210.00	0.00	7,525,210.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	0.00		0.00	0.00
Special Education - Federal	8181, 8182	84,870.73		88,818.00	88,818.00
Child Nutrition - Federal	8220	0.00		0.00	0.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00		0.00	0.00
Total, Federal Revenues		84,870.73	0.00	88,818.00	88,818.00
3. Other State Revenues					
Special Education - State	StateRevSE	477,363.00		779,491.40	779,491.40
All Other State Revenues	StateRevAO	733,331.30	144,592.38	358,467.81	503,060.19
Total, Other State Revenues		1,210,694.30	144,592.38	1,137,959.21	1,282,551.59
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	36,000.00	52,500.00	0.00	52,500.00
Total, Local Revenues		36,000.00	52,500.00	0.00	52,500.00
5. TOTAL REVENUES		7,657,847.69	7,722,302.38	1,226,777.21	8,949,079.59
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	2,505,416.67	2,260,372.48	465,535.01	2,725,907.49
Certificated Pupil Support Salaries	1200	301,568.03	128,193.19	180,226.27	308,419.46
Certificated Supervisors' and Administrators' Salaries	1300	484,992.22	458,997.57	34,891.82	493,889.39
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00
Total, Certificated Salaries		3,291,976.92	2,847,563.24	680,653.10	3,528,216.34
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	138,514.68	153,846.45	0.00	153,846.45
Non-certificated Support Salaries	2200	5,902.43	1,448.24	0.00	1,448.24
Non-certificated Supervisors' and Administrators' Sal.	2300	4,200.87	1,632.89	0.00	1,632.89
Clerical and Office Salaries	2400	626,559.35	586,892.41	113,418.66	700,311.07
Other Non-certificated Salaries	2900	10,000.00	0.00	25,150.70	25,150.70
Total, Non-certificated Salaries		785,177.33	743,819.99	138,569.36	882,389.35

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Water East Bay

(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
3. Employee Benefits					
STRS	3101-3102	628,767.67	543,884.58	130,004.74	673,889.32
PERS	3201-3202	210,506.05	196,368.48	36,582.31	232,950.79
OASDI / Medicare / Alternative	3301-3302	107,799.75	98,191.89	20,470.03	118,661.92
Health and Welfare Benefits	3401-3402	562,099.59	446,114.06	138,765.34	584,879.40
Unemployment Insurance	3501-3502	2,038.68	5,056.90	1,327.10	6,384.00
Workers' Compensation Insurance	3601-3602	41,749.94	35,913.83	8,192.23	44,106.06
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,552,961.68	1,325,529.75	335,341.74	1,660,871.49
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	0.00	11,600.00	0.00	11,600.00
Books and Other Reference Materials	4200	0.00	23,200.00	0.00	23,200.00
Materials and Supplies	4300	652,959.69	713,391.50	31,645.02	745,036.52
Noncapitalized Equipment	4400	234,577.09	307,978.63	0.00	307,978.63
Food	4700	4,570.81	0.00	0.00	0.00
Total, Books and Supplies		892,107.59	1,056,170.13	31,645.02	1,087,815.15
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	254,169.35	457,800.00	711,969.35
Travel and Conferences	5200	175,943.75	43,400.00	0.00	43,400.00
Dues and Memberships	5300	10,541.74	12,200.00	0.00	12,200.00
Insurance	5400	33,792.89	39,200.00	0.00	39,200.00
Operations and Housekeeping Services	5500	19,321.44	22,400.00	0.00	22,400.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	198,654.58	203,800.00	0.00	203,800.00
Transfers of Direct Costs	5700-5799	0.00	424,086.02	(424,086.02)	0.00
Professional/Consulting Services & Operating Expend.	5800	922,565.35	598,382.71	0.00	598,382.71
Communications	5900	17,404.78	19,200.00	0.00	19,200.00
Total, Services and Other Operating Expenditures		1,378,224.53	1,616,838.08	33,713.98	1,650,552.06
6. Capital Outlay (Objects 6100-6170, 6200-6500, 6600 modified accrual only					
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00	0.00
Subscription Assets	6700	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	3,519.00	3,900.00	0.00	3,900.00
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00	0.00
Amortization Expense - Subscription Assets	6920	0.00	0.00	0.00	0.00
Total, Capital Outlay		3,519.00	3,900.00	0.00	3,900.00
7. Other Outgo					
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00
Transfer of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00
Debt Service:					
Interest	7438	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		7,903,967.05	7,593,821.18	1,219,923.21	8,813,744.39
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(246,119.36)	128,481.20	6,854.00	135,335.20

Revised 5/8/19

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Water East Bay

(name continued)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(246,119.36)	128,481.20	6,854.00	135,335.20
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	5,703,250.16	5,301,638.08	138,760.72	5,440,398.80
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(16,732.00)			0.00
c. Adjusted Beginning Balance		5,686,518.16	5,301,638.08	138,760.72	5,440,398.80
2. Ending Fund Balance, June 30 (E + F.1.c.)		5,440,398.80	5,430,119.28	145,614.72	5,575,734.00
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789				0.00
Unassigned / Unappropriated Amount	9790	5,440,398.80	5,430,119.28	145,614.72	5,575,734.00

Revised 5/8/19

CHARTER SCHOOL
MULTIYEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Water East Bay
(name continued)
CDS #: 01-10017-0136101
Charter Approving Entity: Alameda County Office of Education
County: Alameda
Charter #: 1881
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2026-27			FY 2027-28			FY 2028-29		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	4,708,757.00	0.00	4,708,757.00	4,974,403.00	0.00	4,974,403.00	5,215,348.00	0.00	5,215,348.00
Education Protection Account State Aid - Current Year	8012	116,342.00	0.00	116,342.00	116,342.00	0.00	116,342.00	116,342.00	0.00	116,342.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	2,700,111.00	0.00	2,700,111.00	2,700,111.00	0.00	2,700,111.00	2,700,111.00	0.00	2,700,111.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		7,525,210.00	0.00	7,525,210.00	7,790,856.00	0.00	7,790,856.00	8,031,801.00	0.00	8,031,801.00
2. Federal Revenues										
Every Student Succeeds Act (Titles I - V)	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182	0.00	88,818.00	88,818.00	0.00	91,180.00	91,180.00	0.00	91,399.00	91,399.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	88,818.00	88,818.00	0.00	91,180.00	91,180.00	0.00	91,399.00	91,399.00
3. Other State Revenues										
Special Education - State	StateRevSE	0.00	779,491.40	779,491.40	0.00	805,215.00	805,215.00	0.00	830,096.00	830,096.00
All Other State Revenues	StateRevAO	144,592.38	358,467.81	503,060.19	200,084.00	330,935.00	531,019.00	148,233.00	331,294.00	479,527.00
Total, Other State Revenues		144,592.38	1,137,959.21	1,282,551.59	200,084.00	1,136,150.00	1,336,234.00	148,233.00	1,161,390.00	1,309,623.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	52,500.00	0.00	52,500.00			0.00	52,500.00	0.00	52,500.00
Total, Local Revenues		52,500.00	0.00	52,500.00	0.00	0.00	0.00	52,500.00	0.00	52,500.00
5. TOTAL REVENUES		7,722,302.38	1,226,777.21	8,949,079.59	7,990,940.00	1,227,330.00	9,218,270.00	8,232,534.00	1,252,789.00	9,485,323.00
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	2,260,372.48	465,535.01	2,725,907.49	2,332,251.98	480,339.02	2,812,591.00	2,396,622.62	493,596.38	2,890,219.00
Certificated Pupil Support Salaries	1200	128,193.19	180,226.27	308,419.46	132,269.74	185,957.47	318,227.20	135,920.38	191,089.89	327,010.27
Certificated Supervisors' and Administrators' Salaries	1300	458,997.57	34,891.82	493,889.39	473,593.68	36,001.38	509,595.07	486,664.87	36,995.02	523,659.89
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,847,563.24	680,653.10	3,528,216.34	2,938,115.40	702,297.87	3,640,413.27	3,019,207.87	721,681.29	3,740,889.17
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	153,846.45	0.00	153,846.45	156,325.32	0.00	156,325.32	160,639.90	0.00	160,639.90
Non-certificated Support Salaries	2200	1,448.24	0.00	1,448.24	1,494.29	0.00	1,494.29	1,535.53	0.00	1,535.53
Non-certificated Supervisors' and Administrators' Sal.	2300	1,632.89	0.00	1,632.89	1,684.82	0.00	1,684.82	1,731.32	0.00	1,731.32
Clerical and Office Salaries	2400	586,892.41	113,418.66	700,311.07	605,555.58	117,025.38	722,580.96	622,268.92	120,255.28	742,524.20
Other Non-certificated Salaries	2900	0.00	25,150.70	25,150.70	0.00	25,950.49	25,950.49	0.00	26,666.72	26,666.72
Total, Non-certificated Salaries		743,819.99	138,569.36	882,389.35	765,060.01	142,975.87	908,035.88	786,175.67	146,922.00	933,097.67

Revised 5/8/19

CHARTER SCHOOL
MULTIYEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Water East Bay

(name continued)

Description	Object Code	FY 2026-27			FY 2027-28			FY 2028-29		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
3. Employee Benefits										
STRS	3101-3102	543,884.58	130,004.74	673,889.32	561,180.12	134,138.89	695,319.01	576,668.69	137,841.12	714,509.81
PERS	3201-3202	196,368.48	36,582.31	232,950.79	205,607.99	37,745.63	243,353.62	202,884.89	38,787.41	241,672.30
OASDI / Medicare / Alternative	3301-3302	98,191.89	20,470.03	118,661.92	101,130.03	21,120.97	122,251.00	103,921.09	21,703.91	125,625.00
Health and Welfare Benefits	3401-3402	446,114.06	138,765.34	584,879.40	460,300.92	143,178.08	603,479.00	473,005.21	147,129.79	620,135.00
Unemployment Insurance	3501-3502	5,056.90	1,327.10	6,384.00	4,992.05	1,369.30	6,361.35	4,943.43	1,407.09	6,350.52
Workers' Compensation Insurance	3601-3602	35,913.83	8,192.23	44,106.06	37,031.75	8,452.74	45,484.49	38,053.83	8,686.04	46,739.87
OPEB, Allocated	3701-3702	0.00	0.00	0.00			0.00			0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00			0.00			0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00			0.00			0.00
Total, Employee Benefits		1,325,529.75	335,341.74	1,660,871.49	1,370,242.86	346,005.61	1,716,248.47	1,399,477.13	355,555.36	1,755,032.49
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	11,600.00	0.00	11,600.00	11,968.88	0.00	11,968.88	12,299.22	0.00	12,299.22
Books and Other Reference Materials	4200	23,200.00	0.00	23,200.00	23,937.76	0.00	23,937.76	24,598.44	0.00	24,598.44
Materials and Supplies	4300	713,391.50	31,645.02	745,036.52	736,077.66	32,651.34	768,729.00	756,393.49	33,552.51	789,946.00
Noncapitalized Equipment	4400	307,978.63	0.00	307,978.63	317,772.35	0.00	317,772.35	326,542.87	0.00	326,542.87
Food	4700	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		1,056,170.13	31,645.02	1,087,815.15	1,089,756.66	32,651.34	1,122,407.99	1,119,834.02	33,552.51	1,153,386.53
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	254,169.35	457,800.00	711,969.35	262,251.96	472,358.04	734,610.00	269,489.88	485,395.12	754,885.00
Travel and Conferences	5200	43,400.00	0.00	43,400.00	44,780.00	0.00	44,780.00	46,016.00	0.00	46,016.00
Dues and Memberships	5300	12,200.00	0.00	12,200.00	12,588.00	0.00	12,588.00	12,935.00	0.00	12,935.00
Insurance	5400	39,200.00	0.00	39,200.00	40,447.00	0.00	40,447.00	41,563.00	0.00	41,563.00
Operations and Housekeeping Services	5500	22,400.00	0.00	22,400.00	23,112.00	0.00	23,112.00	23,750.00	0.00	23,750.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	203,800.00	0.00	203,800.00	205,104.00	0.00	205,104.00	206,271.00	0.00	206,271.00
Transfers of Direct Costs	5700-5799	424,086.02	(424,086.02)	0.00	461,878.73	(461,878.73)	0.00	483,018.30	(483,018.30)	0.00
Professional/Consulting Services and Operating Expend.	5800	598,382.71	0.00	598,382.71	617,687.80	0.00	617,687.80	635,007.31	0.00	635,007.31
Communications	5900	19,200.00	0.00	19,200.00	19,811.00	0.00	19,811.00	20,357.00	0.00	20,357.00
Total, Services and Other Operating Expenditures		1,616,838.08	33,713.98	1,650,552.06	1,687,660.49	10,479.31	1,698,139.80	1,738,407.49	2,376.82	1,740,784.31
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)										
Land and Land Improvements	6100-6170	0.00	0.00	0.00			0.00			0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00			0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00			0.00			0.00
Equipment	6400	0.00	0.00	0.00			0.00			0.00
Equipment Replacement	6500	0.00	0.00	0.00			0.00			0.00
Lease Assets	6600	0.00	0.00	0.00			0.00			0.00
Subscription Assets	6700	0.00	0.00	0.00			0.00			0.00
Depreciation Expense (for full accrual only)	6900	3,900.00	0.00	3,900.00	4,024.00		4,024.00	4,135.00		4,135.00
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00			0.00			0.00
Amortization Expense - Subscription Assets	6920	0.00	0.00	0.00			0.00			0.00
Total, Capital Outlay		3,900.00	0.00	3,900.00	4,024.00	0.00	4,024.00	4,135.00	0.00	4,135.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	0.00	0.00	0.00			0.00			0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00			0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00			0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00			0.00			0.00
All Other Transfers	7281-7299	0.00	0.00	0.00			0.00			0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00			0.00			0.00
Debt Service:										
Interest	7438	0.00	0.00	0.00			0.00			0.00
Principal	7439	0.00	0.00	0.00			0.00			0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		7,593,821.18	1,219,923.21	8,813,744.39	7,854,859.41	1,234,410.00	9,089,269.41	8,067,237.18	1,260,088.00	9,327,325.17
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		128,481.20	6,854.00	135,335.20	136,080.59	(7,080.00)	129,000.59	165,296.82	(7,299.00)	157,997.83

Revised 5/8/19

CHARTER SCHOOL
MULTIYEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Water East Bay

(name continued)

Description	Object Code	FY 2026-27			FY 2027-28			FY 2028-29		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	0.00	0.00	0.00			0.00			0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00			0.00			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00			0.00			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		128,481.20	6,854.00	135,335.20	136,080.59	(7,080.00)	129,000.59	165,296.82	(7,299.00)	157,997.83
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	5,301,638.08	138,760.72	5,440,398.80	5,430,119.28	145,614.72	5,575,734.00	5,566,199.87	138,534.72	5,704,734.59
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00			0.00			0.00
c. Adjusted Beginning Balance		5,301,638.08	138,760.72	5,440,398.80	5,430,119.28	145,614.72	5,575,734.00	5,566,199.87	138,534.72	5,704,734.59
2. Ending Fund Balance, June 30 (E + F.1.c.)		5,430,119.28	145,614.72	5,575,734.00	5,566,199.87	138,534.72	5,704,734.59	5,731,496.69	131,235.73	5,862,732.42
Components of Ending Fund Balance										
a. Nonspendable										
Revolving Cash	9711	0.00		0.00			0.00			0.00
Stores	9712	0.00	0.00	0.00			0.00			0.00
Prepaid Expenditures	9713	0.00	0.00	0.00			0.00			0.00
All Others	9719	0.00	0.00	0.00			0.00			0.00
b. Restricted	9740		0.00	0.00			0.00			0.00
c. Committed										
Stabilization Arrangements	9750	0.00		0.00			0.00			0.00
Other Commitments	9760	0.00		0.00			0.00			0.00
d. Assigned										
Other Assignments	9780	0.00		0.00			0.00			0.00
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	0.00	0.00	0.00			0.00			0.00
Undesignated / Unappropriated Amount	9790	5,430,119.28	145,614.72	5,575,734.00	5,566,199.87	138,534.72	5,704,734.59	5,731,496.69	131,235.73	5,862,732.42

Revised 5/8/19

FY26-27 Connecting Waters East Bay Original Budget

Multi-Year Forecast

Revised 6/7/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*
Enrollment	*580.00*	*578.50*	*578.50*
Average Daily Attendance	*581.71*	*581.71*	*581.71*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 4,708,757	$ 4,974,403	$ 5,215,348
8012 Education Protection Account	116,342	116,342	116,342
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	2,700,111	2,700,111	2,700,111
	7,525,210	7,790,856	8,031,801
Federal Revenue			
8181 Special Education - Entitlement	81,964	84,100	84,100
8182 Special Education - Discretionary	6,854	7,080	7,299
	88,818	91,180	91,399
Other State Revenue			21,653
8311 State Special Education	779,491	805,215	830,096
8550 Mandated Cost	18,012	21,004	21,653
8560 State Lottery	158,225	158,225	158,225
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	326,823	299,290	299,649
	1,282,552	1,283,734	1,309,623
Other Local Revenue			
8660 Interest Revenue	52,500	52,500	52,500
8699 School Fundraising	-	-	-
	52,500	52,500	52,500
Total Revenue	**$ 8,949,080**	**$ 9,218,270**	**$ 9,485,323**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	2,552,834	2,634,014	2,706,713
1170 Teachers' Substitute Hours	80,583	83,146	85,440
1175 Teachers' Extra Duty/Stipends	92,490	95,432	98,066
1200 Pupil Support Salaries	308,419	318,227	327,010
1300 Administrators' Salaries	493,889	509,595	523,660
	3,528,216	3,640,414	3,740,889
Classified Salaries			
2100 Instructional Salaries	153,846	156,325	160,640
2200 Support Salaries	1,448	1,494	1,536
2300 Classified Administrators' Salaries	1,633	1,685	1,731
2400 Clerical and Office Staff Salaries	700,311	722,581	742,524
2900 Other Classified Salaries	25,151	25,950	26,667
	882,389	908,036	933,098
Benefits			
3101 STRS	673,889	695,319	714,510
3202 PERS	232,951	243,354	241,672
3301 OASDI	54,708	56,298	57,852
3311 Medicare	63,954	65,953	67,773
3401 Health and Welfare	584,879	603,479	620,135
3501 State Unemployment	6,384	6,361	6,351
3601 Workers' Compensation	44,106	45,484	46,740
	1,660,871	1,716,248	1,755,032
Books and Supplies			
4100 Textbooks and Core Curricula	11,600	11,969	12,299
4200 Books and Other Materials	23,200	23,938	24,598
4302 School Supplies	196,937	203,199	208,807
4305 Software	511,400	527,663	542,226
4310 Office Expense	32,200	33,224	34,141
4311 Business Meals	4,500	4,643	4,771
4400 Noncapitalized Equipment	307,979	317,772	326,543
4700 Food Services	-	-	-
	1,087,815	1,122,408	1,153,386
Subagreement Services			
5102 Special Education	457,800	472,358	485,395
5103 Substitute Teacher	69,300	71,504	73,477
5106 Other Educational Consultants	184,869	190,748	196,013
	711,969	734,610	754,885
Operations and Housekeeping			
5201 Auto and Travel	43,400	44,780	46,016

FY26-27 Connecting Waters East Bay Original Budget

Multi-Year Forecast

Revised 6/7/26

CHARTER IMPACT

		2026-27 Budget	2027-28 Forecast	2028-29 Forecast
5300	Dues & Memberships	12,200	12,588	12,935
5400	Insurance	39,200	40,447	41,563
5501	Utilities	17,900	18,469	18,979
5502	Janitorial Services	4,500	4,643	4,771
5900	Communications	17,500	18,057	18,555
5901	Postage and Shipping	1,700	1,754	1,802
		136,400	140,738	144,622
Facilities, Repairs and Other Leases				
5601	Rent	162,800	162,800	162,800
5602	Additional Rent	3,100	3,199	3,287
5610	Repairs and Maintenance	37,900	39,105	40,185
		203,800	205,104	206,271
Professional/Consulting Services				
5801	IT	57,900	59,741	61,390
5802	Audit & Taxes	23,200	23,938	24,598
5803	Legal	29,000	29,922	30,748
5804	Professional Development	29,000	29,922	30,748
5805	General Consulting	66,400	68,512	70,402
5806	Special Activities/Field Trips	65,646	67,733	69,602
5807	Bank Charges	1,200	1,238	1,272
5808	Printing	1,200	1,238	1,272
5809	Other taxes and fees	1,200	1,238	1,272
5810	Payroll Service Fee	17,400	17,953	18,449
5811	Management Fee	199,341	205,680	211,357
5812	District Oversight Fee	75,252	77,909	80,318
5814	SPED Encroachment	25,844	26,679	27,426
5815	Public Relations/Recruitment	5,800	5,984	6,150
		598,383	617,689	635,006
Depreciation				
6900	Depreciation Expense	3,900	4,024	4,135
		3,900	4,024	4,135
Interest				
		-	-	-
Total Expenses		**$ 8,813,744**	**$ 9,089,269**	**$ 9,327,325**
Surplus (Deficit)		**$ 135,335**	**$ 129,001**	**$ 157,998**
	Fund Balance, Beginning of Year	$ 5,440,398	$ 5,575,733	$ 5,704,734
	Fund Balance, End of Year	**$ 5,575,733**	**$ 5,704,734**	**$ 5,862,732**
		63.3%	***62.8%***	***62.9%***
Cash Flow Adjustments				
	Surplus (Deficit)	135,335	129,001	157,998
	Cash Flows From Operating Activities			
	Depreciation/Amortization	3,900	4,024	4,135
	Public Funding Receivables	(1,050,777)	112,297	(24,828)
	Grants and Contributions Rec.	-	-	-
	Due To/From Related Parties	-	-	-
	Prepaid Expenses	-	-	-
	Other Assets	-	-	-
	Accounts Payable	36,308	(2,072)	916
	Accrued Expenses	-	-	-
	Deferred Revenue	-	(159,737)	(159,737)
	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		(875,234)	83,513	(21,516)
Cash, Beginning of Year		4,680,511	3,805,277	3,888,790
Cash, End of Year		**$ 3,805,277**	**$ 3,888,790**	**$ 3,867,274**

FY26-27 Connecting Waters East Bay Original Budget

Monthly Cash Flow/Forecast FY26-27

Revised 6/7/26

Actuals Through:

ADA = 581.71

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 581.71	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	210,818	210,818	379,472	379,472	379,472	379,472	379,472	477,952	477,952	477,952	477,952	477,951	**4,708,757**	4,708,757	-
8012	Education Protection Account	-	-	29,086	-	-	29,086	-	-	29,086	-	-	-	29,086	**116,342**	116,342	-
8096	In Lieu of Property Taxes	-	145,065	290,131	193,421	193,421	193,421	193,421	193,421	432,604	216,302	216,302	216,302	216,302	**2,700,111**	2,700,111	-
		-	355,883	530,034	572,893	572,893	601,978	572,893	572,893	939,642	694,254	694,254	694,254	723,339	**7,525,210**	**7,525,210**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	81,964	**81,964**	81,964	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	6,854	**6,854**	6,854	-
		-	-	-	-	-	-	-	-	-	-	-	-	88,818	**88,818**	**88,818**	**-**
Other State Revenue																	
8311	State Special Education	-	35,570	35,570	64,027	64,027	64,027	64,027	64,027	77,644	77,644	77,644	77,644	77,644	**779,491**	779,491	-
8550	Mandated Cost	-	-	-	-	-	18,012	-	-	-	-	-	-	-	**18,012**	18,012	-
8560	State Lottery	-	-	-	-	-	-	35,420	-	-	35,420	-	-	87,385	**158,225**	158,225	-
8599	Other State Revenue	-	2,536	2,536	73,591	4,564	4,564	73,591	4,564	4,564	73,591	4,564	4,564	73,591	**326,823**	326,823	-
		-	38,106	38,106	137,618	68,591	86,603	173,038	68,591	82,208	186,655	82,208	82,208	238,620	**1,282,552**	**1,282,552**	**-**
Other Local Revenue																	
8660	Interest Revenue	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	52,500	-
		4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	**52,500**	**-**
Total Revenue		**4,375**	**398,364**	**572,515**	**714,886**	**645,859**	**692,957**	**750,306**	**645,859**	**1,026,224**	**885,284**	**780,837**	**780,837**	**1,050,777**	**8,949,080**	**8,949,080**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	255,283	255,283	255,283	255,283	255,283	255,283	255,283	255,283	255,283	255,283	-	-	**2,552,834**	2,552,834	-
1170	Teachers' Substitute Hours	-	8,058	8,058	8,058	8,058	8,058	8,058	8,058	8,058	8,058	8,058	-	-	**80,583**	80,583	-
1175	Teachers' Extra Duty/Stipends	-	9,249	9,249	9,249	9,249	9,249	9,249	9,249	9,249	9,249	9,249	-	-	**92,490**	92,490	-
1200	Pupil Support Salaries	-	30,842	30,842	30,842	30,842	30,842	30,842	30,842	30,842	30,842	30,842	-	-	**308,419**	308,419	-
1300	Administrators' Salaries	41,157	41,157	41,157	41,157	41,157	41,157	41,157	41,157	41,157	41,157	41,157	41,157	-	**493,889**	493,889	-
		41,157	344,590	344,590	344,590	344,590	344,590	344,590	344,590	344,590	344,590	344,590	41,157	-	**3,528,216**	**3,528,216**	**-**
Classified Salaries																	
2100	Instructional Salaries	-	15,385	15,385	15,385	15,385	15,385	15,385	15,385	15,385	15,385	15,385	-	-	**153,846**	153,846	-
2200	Support Salaries	-	145	145	145	145	145	145	145	145	145	145	-	-	**1,448**	1,448	-
2300	Classified Administrators' Salaries	136	136	136	136	136	136	136	136	136	136	136	136	-	**1,633**	1,633	-
2400	Clerical and Office Staff Salaries	58,359	58,359	58,359	58,359	58,359	58,359	58,359	58,359	58,359	58,359	58,359	58,359	-	**700,311**	700,311	-
2900	Other Classified Salaries	-	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	-	**25,151**	25,151	-
		58,495	76,311	76,311	76,311	76,311	76,311	76,311	76,311	76,311	76,311	76,311	60,782	-	**882,389**	**882,389**	**-**
Benefits																	
3101	STRS	7,861	65,817	65,817	65,817	65,817	65,817	65,817	65,817	65,817	65,817	65,817	7,861	-	**673,889**	673,889	-
3202	PERS	15,443	20,146	20,146	20,146	20,146	20,146	20,146	20,146	20,146	20,146	20,146	16,046	-	**232,951**	232,951	-
3301	OASDI	3,627	4,731	4,731	4,731	4,731	4,731	4,731	4,731	4,731	4,731	4,731	3,768	-	**54,708**	54,708	-
3311	Medicare	1,445	6,103	6,103	6,103	6,103	6,103	6,103	6,103	6,103	6,103	6,103	1,478	-	**63,954**	63,954	-
3401	Health and Welfare	48,740	48,740	48,740	48,740	48,740	48,740	48,740	48,740	48,740	48,740	48,740	48,740	-	**584,879**	584,879	-
3501	State Unemployment	319	319	319	319	319	319	1,596	1,277	638	319	319	319	-	**6,384**	6,384	-
3601	Workers' Compensation	997	4,209	4,209	4,209	4,209	4,209	4,209	4,209	4,209	4,209	4,209	1,019	-	**44,106**	44,106	-
		78,431	150,065	150,065	150,065	150,065	150,065	151,342	151,023	150,385	150,065	150,065	79,233	-	**1,660,871**	**1,660,871**	**-**
Books and Supplies																	
4100	Textbooks and Core Curricula	967	967	967	967	967	967	967	967	967	967	967	967	-	**11,600**	11,600	-
4200	Books and Other Materials	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	-	**23,200**	23,200	-
4302	School Supplies	801	12,085	21,653	22,015	13,461	12,150	13,969	24,609	21,681	23,655	17,070	7,455	6,331	**196,937**	196,937	-
4305	Software	42,617	42,617	42,617	42,617	42,617	42,617	42,617	42,617	42,617	42,617	42,617	42,617	-	**511,400**	511,400	-
4310	Office Expense	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	-	**32,200**	32,200	-
4311	Business Meals	375	375	375	375	375	375	375	375	375	375	375	375	-	**4,500**	4,500	-
4400	Noncapitalized Equipment	1,252	18,899	33,862	34,428	21,051	19,001	21,845	38,485	33,905	36,993	26,695	11,659	9,901	**307,979**	307,979	-
		50,628	79,559	104,091	105,018	83,087	79,727	84,389	111,669	104,161	109,223	92,340	67,690	16,233	**1,087,815**	**1,087,815**	**-**
Subagreement Services																	
5102	Special Education	38,150	38,150	38,150	38,150	38,150	38,150	38,150	38,150	38,150	38,150	38,150	38,150	-	**457,800**	457,800	-
5103	Substitute Teacher	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	-	**69,300**	69,300	-
5106	Other Educational Consultants	752	11,344	20,326	20,666	12,636	11,406	13,113	23,101	20,352	22,206	16,024	6,999	5,943	**184,869**	184,869	-
		44,677	55,269	64,251	64,591	56,561	55,331	57,038	67,026	64,277	66,131	59,949	50,924	5,943	**711,969**	**711,969**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	-	**43,400**	43,400	-
5300	Dues & Memberships	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	-	**12,200**	12,200	-
5400	Insurance	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	-	**39,200**	39,200	-
5501	Utilities	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	-	**17,900**	17,900	-
5502	Janitorial Services	375	375	375	375	375	375	375	375	375	375	375	375	-	**4,500**	4,500	-
5900	Communications	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	-	**17,500**	17,500	-
5901	Postage and Shipping	142	142	142	142	142	142	142	142	142	142	142	142	-	**1,700**	1,700	-
		11,367	11,367	11,367	11,367	11,367	11,367	11,367	11,367	11,367	11,367	11,367	11,367	-	**136,400**	**136,400**	**-**
Facilities, Repairs and Other Leases																	

FY26-27 Connecting Waters East Bay Original Budget

Monthly Cash Flow/Forecast FY26-27

Revised 6/7/26

Actuals Through:

ADA = 581.71

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5601	Rent	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	-	**162,800**	162,800	-
5602	Additional Rent	258	258	258	258	258	258	258	258	258	258	258	258	-	**3,100**	3,100	-
5610	Repairs and Maintenance	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	-	**37,900**	37,900	-
		16,983	16,983	16,983	16,983	16,983	16,983	16,983	16,983	16,983	16,983	16,983	16,983	-	**203,800**	**203,800**	**-**
Professional/Consulting Services																	
5801	IT	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	-	**57,900**	57,900	-
5802	Audit & Taxes	-	-	-	7,733	7,733	7,733	-	-	-	-	-	-	-	**23,200**	23,200	-
5803	Legal	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	-	**29,000**	29,000	-
5804	Professional Development	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	-	**29,000**	29,000	-
5805	General Consulting	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	-	**66,400**	66,400	-
5806	Special Activities/Field Trips	267	4,028	7,218	7,338	4,487	4,050	4,656	8,203	7,227	7,885	5,690	2,485	2,110	**65,646**	65,646	-
5807	Bank Charges	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,200**	1,200	-
5808	Printing	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,200**	1,200	-
5809	Other taxes and fees	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,200**	1,200	-
5810	Payroll Service Fee	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	-	**17,400**	17,400	-
5811	Management Fee	16,612	16,612	16,612	16,612	16,612	16,612	16,612	16,612	16,612	16,612	16,612	16,612	-	**199,341**	199,341	-
5812	District Oversight Fee	-	3,559	5,300	5,729	5,729	6,020	5,729	5,729	9,396	6,943	6,943	6,943	7,233	**75,252**	75,252	-
5814	SPED Encroachment	-	1,067	1,067	1,921	1,921	1,921	1,921	1,921	2,329	2,329	2,329	2,329	4,788	**25,844**	25,844	-
5815	Public Relations/Recruitment	483	483	483	483	483	483	483	483	483	483	483	483	-	**5,800**	5,800	-
		34,304	42,691	47,622	56,758	53,907	53,761	46,343	49,890	52,989	51,194	48,999	45,794	14,132	**598,383**	**598,383**	**-**
Depreciation																	
6900	Depreciation Expense	325	325	325	325	325	325	325	325	325	325	325	325	-	**3,900**	3,900	-
		325	325	325	325	325	325	325	325	325	325	325	325	-	**3,900**	**3,900**	**-**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**336,368**	**777,161**	**815,606**	**826,009**	**793,197**	**788,461**	**788,689**	**829,185**	**821,388**	**826,189**	**800,930**	**374,254**	**36,308**	**8,813,744**	**8,813,744**	**-**
Monthly Surplus (Deficit)		**(331,993)**	**(378,797)**	**(243,090)**	**(111,124)**	**(147,338)**	**(95,504)**	**(38,383)**	**(183,326)**	**204,836**	**59,095**	**(20,093)**	**406,583**	**1,014,469**	**135,335**	**135,335**	**-**
															1.5%		
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(331,993)	(378,797)	(243,090)	(111,124)	(147,338)	(95,504)	(38,383)	(183,326)	204,836	59,095	(20,093)	406,583	1,014,469	**135,335**		
	Cash flows from operating activities																
	Depreciation/Amortization	325	325	325	325	325	325	325	325	325	325	325	325	-	**3,900**		
	Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(1,050,777)	**(1,050,777)**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	36,308	**36,308**		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	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	(331,668)	(378,472)	(242,765)	(110,799)	(147,013)	(95,179)	(38,058)	(183,001)	205,161	59,420	(19,768)	406,908				
	Cash, Beginning of Month	4,680,511	4,348,844	3,970,372	3,727,607	3,616,808	3,469,795	3,374,615	3,336,557	3,153,556	3,358,717	3,418,137	3,398,369				
Cash, End of Month		**4,348,844**	**3,970,372**	**3,727,607**	**3,616,808**	**3,469,795**	**3,374,615**	**3,336,557**	**3,153,556**	**3,358,717**	**3,418,137**	**3,398,369**	**3,805,277**				

Cert.	Instr.
56.9%	81.1%
1,515,289	96,828

Pupil:Teacher Ratio
19.26 :1

FY26-27 Connecting Waters East Bay Original Budget

Monthly Cash Flow/Forecast FY27-28

Revised 6/7/26

ADA = 581.71

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
LCFF State Aid		0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
New School/New Grade Apportionment		0.0%	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a			
In Lieu of Property Taxes		0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%			
New School In Lieu of Property Taxes		0.0%	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a			
Special Education		0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
Revenues																**ADA =**	**581.71**
State Aid - Revenue Limit																	
	LCFF - New Grade	-	-	-	-	-	-	-	-						-	-	-
	LCFF - Continuing Charters	-	248,720	248,720	447,696	447,696	447,696	447,696	447,696	447,696	447,696	447,696	447,696	447,696	**4,974,403**	4,708,757	265,646
8011	LCFF State Aid	-	248,720	248,720	447,696	447,696	447,696	447,696	447,696	447,696	447,696	447,696	447,696	447,696	**4,974,403**	4,708,757	265,646
8012	Education Protection Account	-	-	-	29,086	-	-	29,086	-	-	29,086	-	-	29,086	**116,342**	116,342	-
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	-	162,007	324,013	216,009	216,009	216,009	216,009	216,009	378,016	189,008	189,008	189,008	189,008	**2,700,111**	2,700,111	-
		-	410,727	572,733	692,791	663,705	663,705	692,791	663,705	825,712	665,790	636,704	636,704	665,790	**7,790,856**	**7,525,210**	**265,646**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	84,100	**84,100**	81,964	2,136
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	7,080	**7,080**	6,854	226
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	91,180	**91,180**	**88,818**	**2,362**
Other State Revenue																	
8311	State Special Education	-	40,261	40,261	72,469	72,469	72,469	72,469	72,469	72,469	72,469	72,469	72,469	72,469	**805,215**	779,491	25,723
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8550	Mandated Cost	-	-	-	-	-	21,004	-	-	-	-	-	-	-	**21,004**	18,012	2,992
8560	State Lottery	-	-	-	-	-	-	39,556	-	-	39,556	-	-	79,113	**158,225**	158,225	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599	Other State Revenue	-	-	-	-	194,539	-	-	-	-	74,823	-	-	29,929	**299,290**	326,823	(27,532)
		-	40,261	40,261	72,469	267,008	93,473	112,026	72,469	72,469	186,848	72,469	72,469	181,511	**1,283,734**	1,282,552	1,182
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest Revenue	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	52,500	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	**52,500**	**-**
Total Revenue		**4,375**	**455,363**	**617,369**	**769,635**	**935,088**	**761,553**	**809,191**	**740,549**	**902,556**	**857,013**	**713,548**	**713,548**	**938,480**	**9,218,270**	**8,949,080**	**269,190**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	263,401	263,401	263,401	263,401	263,401	263,401	263,401	263,401	263,401	263,401	-	-	**2,634,014**	2,552,834	(81,180)
1170	Teachers' Substitute Hours	-	8,315	8,315	8,315	8,315	8,315	8,315	8,315	8,315	8,315	8,315	-	-	**83,146**	80,583	(2,563)
1175	Teachers' Extra Duty/Stipends	-	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	-	-	**95,432**	92,490	(2,941)
1200	Pupil Support Salaries	-	31,823	31,823	31,823	31,823	31,823	31,823	31,823	31,823	31,823	31,823	-	-	**318,227**	308,419	(9,808)
1300	Administrators' Salaries	42,466	42,466	42,466	42,466	42,466	42,466	42,466	42,466	42,466	42,466	42,466	42,466	-	**509,595**	493,889	(15,706)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		42,466	355,548	355,548	355,548	355,548	355,548	355,548	355,548	355,548	355,548	355,548	42,466	-	**3,640,414**	**3,528,216**	**(112,197)**
Classified Salaries																	
2100	Instructional Salaries	-	15,633	15,633	15,633	15,633	15,633	15,633	15,633	15,633	15,633	15,633	-	-	**156,325**	153,846	(2,479)
2200	Support Salaries	-	149	149	149	149	149	149	149	149	149	149	-	-	**1,494**	1,448	(46)
2300	Classified Administrators'	140	140	140	140	140	140	140	140	140	140	140	140	-	**1,685**	1,633	(52)
2400	Clerical and Office Staff Salaries	60,215	60,215	60,215	60,215	60,215	60,215	60,215	60,215	60,215	60,215	60,215	60,215	-	**722,581**	700,311	(22,270)
2900	Other Classified Salaries	-	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	-	**25,950**	25,151	(800)
		60,355	78,497	78,497	78,497	78,497	78,497	78,497	78,497	78,497	78,497	78,497	62,715	-	**908,036**	**882,389**	**(25,647)**
Benefits																	
3101	STRS	8,111	67,910	67,910	67,910	67,910	67,910	67,910	67,910	67,910	67,910	67,910	8,111	-	**695,319**	673,889	(21,430)
3202	PERS	16,132	21,046	21,046	21,046	21,046	21,046	21,046	21,046	21,046	21,046	21,046	16,763	-	**243,354**	232,951	(10,403)
3301	OASDI	3,732	4,869	4,869	4,869	4,869	4,869	4,869	4,869	4,869	4,869	4,869	3,878	-	**56,298**	54,708	(1,590)
3311	Medicare	1,490	6,294	6,294	6,294	6,294	6,294	6,294	6,294	6,294	6,294	6,294	1,524	-	**65,953**	63,954	(1,999)
3401	Health and Welfare	50,290	50,290	50,290	50,290	50,290	50,290	50,290	50,290	50,290	50,290	50,290	50,290	-	**603,479**	584,879	(18,600)
3501	State Unemployment	318	318	318	318	318	318	1,590	1,272	636	318	318	318	-	**6,361**	6,384	23
3601	Workers' Compensation	1,028	4,341	4,341	4,341	4,341	4,341	4,341	4,341	4,341	4,341	4,341	1,051	-	**45,484**	44,106	(1,378)
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		81,101	155,067	155,067	155,067	155,067	155,067	156,339	156,021	155,385	155,067	155,067	81,936	-	**1,716,248**	**1,660,871**	**(55,377)**
Books and Supplies																	
4100	Textbooks and Core Curricula	997	997	997	997	997	997	997	997	997	997	997	997	-	**11,969**	11,600	(369)
4200	Books and Other Materials	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	-	**23,938**	23,200	(738)
4302	School Supplies	826	12,469	22,342	22,715	13,889	12,537	14,413	25,392	22,370	24,407	17,613	7,693	6,533	**203,199**	196,937	(6,263)
4305	Software	43,972	43,972	43,972	43,972	43,972	43,972	43,972	43,972	43,972	43,972	43,972	43,972	-	**527,663**	511,400	(16,263)
4310	Office Expense	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	-	**33,224**	32,200	(1,024)
4311	Business Meals	387	387	387	387	387	387	387	387	387	387	387	387	-	**4,643**	4,500	(143)
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	1,292	19,500	34,939	35,523	21,721	19,606	22,540	39,709	34,983	38,169	27,544	12,030	10,216	**317,772**	307,979	(9,794)
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		52,238	82,089	107,401	108,358	85,729	82,262	87,073	115,220	107,473	112,696	95,277	69,842	16,749	**1,122,408**	**1,087,815**	**(34,593)**
Subagreement Services																	

FY26-27 Connecting Waters East Bay Original Budget

Monthly Cash Flow/Forecast FY27-28

Revised 6/7/26

ADA = 581.71

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	39,363	39,363	39,363	39,363	39,363	39,363	39,363	39,363	39,363	39,363	39,363	39,363	-	**472,358**	457,800	(14,558)
5103	Substitute Teacher	5,959	5,959	5,959	5,959	5,959	5,959	5,959	5,959	5,959	5,959	5,959	5,959	-	**71,504**	69,300	(2,204)
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	776	11,705	20,973	21,323	13,038	11,769	13,530	23,836	20,999	22,912	16,534	7,221	6,132	**190,748**	184,869	(5,879)
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		46,097	57,027	66,295	66,645	58,360	57,090	58,852	69,158	66,321	68,233	61,856	52,543	6,132	**734,610**	**711,969**	**(22,641)**
Operations and Housekeeping																	
5201	Auto and Travel	3,732	3,732	3,732	3,732	3,732	3,732	3,732	3,732	3,732	3,732	3,732	3,732	-	**44,780**	43,400	(1,380)
5300	Dues & Memberships	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	-	**12,588**	12,200	(388)
5400	Insurance	3,371	3,371	3,371	3,371	3,371	3,371	3,371	3,371	3,371	3,371	3,371	3,371	-	**40,447**	39,200	(1,247)
5501	Utilities	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	-	**18,469**	17,900	(569)
5502	Janitorial Services	387	387	387	387	387	387	387	387	387	387	387	387	-	**4,643**	4,500	(143)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	-	**18,057**	17,500	(556)
5901	Postage and Shipping	146	146	146	146	146	146	146	146	146	146	146	146	-	**1,754**	1,700	(54)
		11,728	11,728	11,728	11,728	11,728	11,728	11,728	11,728	11,728	11,728	11,728	11,728	-	**140,738**	**136,400**	**(4,338)**
Facilities, Repairs and Other Leases																	
5601	Rent	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	-	**162,800**	162,800	-
5602	Additional Rent	267	267	267	267	267	267	267	267	267	267	267	267	-	**3,199**	3,100	(99)
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	-	**39,105**	37,900	(1,205)
		17,092	17,092	17,092	17,092	17,092	17,092	17,092	17,092	17,092	17,092	17,092	17,092	-	**205,104**	**203,800**	**(1,304)**
Professional/Consulting Services																	
5801	IT	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	-	**59,741**	57,900	(1,841)
5802	Audit & Taxes	-	-	-	7,979	7,979	7,979	-	-	-	-	-	-	-	**23,938**	23,200	(738)
5803	Legal	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	-	**29,922**	29,000	(922)
5804	Professional Development	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	-	**29,922**	29,000	(922)
5805	General Consulting	5,709	5,709	5,709	5,709	5,709	5,709	5,709	5,709	5,709	5,709	5,709	5,709	-	**68,512**	66,400	(2,112)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	22,578	22,578	22,578	-	-	-	**67,733**	65,646	(2,088)
5807	Bank Charges	103	103	103	103	103	103	103	103	103	103	103	103	-	**1,238**	1,200	(38)
5808	Printing	103	103	103	103	103	103	103	103	103	103	103	103	-	**1,238**	1,200	(38)
5809	Other taxes and fees	103	103	103	103	103	103	103	103	103	103	103	103	-	**1,238**	1,200	(38)
5810	Payroll Service Fee	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	-	**17,953**	17,400	(553)
5811	Management Fee	17,140	17,140	17,140	17,140	17,140	17,140	17,140	17,140	17,140	17,140	17,140	17,140	-	**205,680**	199,341	(6,339)
5812	District Oversight Fee	-	4,107	5,727	6,928	6,637	6,637	6,928	6,637	8,257	6,658	6,367	6,367	6,658	**77,909**	75,252	(2,656)
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	1,208	1,208	2,174	2,174	2,174	2,174	2,174	2,174	2,174	2,174	2,174	4,697	**26,679**	25,844	(836)
5815	Public Relations/Recruitment	499	499	499	499	499	499	499	499	499	499	499	499	-	**5,984**	5,800	(184)
		35,119	40,434	42,054	52,200	51,910	51,910	44,221	66,508	68,128	66,529	43,660	43,660	11,355	**617,689**	**598,383**	**(19,306)**
Depreciation																	
6900	Depreciation Expense	335	335	335	335	335	335	335	335	335	335	335	335	-	**4,024**	3,900	(124)
		335	335	335	335	335	335	335	335	335	335	335	335	-	**4,024**	**3,900**	**(124)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**346,533**	**797,817**	**834,016**	**845,470**	**814,266**	**809,529**	**809,685**	**870,107**	**860,507**	**865,725**	**819,060**	**382,317**	**34,236**	**9,089,269**	**8,813,744**	**(275,525)**
Monthly Surplus (Deficit)		**(342,158)**	**(342,454)**	**(216,647)**	**(75,835)**	**120,823**	**(47,976)**	**(494)**	**(129,558)**	**42,049**	**(8,712)**	**(105,511)**	**331,231**	**904,244**	**129,001**	**135,335**	**(6,335)**
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(342,158)	(342,454)	(216,647)	(75,835)	120,823	(47,976)	(494)	(129,558)	42,049	(8,712)	(105,511)	331,231	904,244	**129,001**		
	Cash flows from operating activities																
	Depreciation/Amortization	335	335	335	335	335	335	335	335	335	335	335	335	-	**4,024**		
	Public Funding Receivables	723,339	-	73,591	-	-	87,385	166,462	-	-	-	-	-	(938,480)	**112,297**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	(36,308)	-	-	-	-	-	-	-	-	-	-	-	34,236	**(2,072)**		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(159,737)	-	**(159,737)**		
	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	345,208	(342,119)	(142,721)	(75,500)	121,158	39,745	166,303	(129,222)	42,384	(8,377)	(105,176)	171,830				
	Cash, Beginning of Month	3,805,277	4,150,485	3,808,366	3,665,646	3,590,146	3,711,304	3,751,049	3,917,352	3,788,129	3,830,513	3,822,136	3,716,961				
Cash, End of Month		**4,150,485**	**3,808,366**	**3,665,646**	**3,590,146**	**3,711,304**	**3,751,049**	**3,917,352**	**3,788,129**	**3,830,513**	**3,822,136**	**3,716,961**	**3,888,790**				

FY26-27 Connecting Waters East Bay Original Budget

Monthly Cash Flow/Forecast FY28-29

Revised 6/7/26

ADA = 581.71

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
LCFF State Aid	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
New School/New Grade Apportionment	0.0%	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a			
In Lieu of Property Taxes	0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%			
New School In Lieu of Property Taxes	0.0%	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a			
Special Education	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
Revenues															ADA = 581.71	
State Aid - Revenue Limit																
LCFF - New Grade	-	-	-	-	-	-	-	-						-	-	-
LCFF - Continuing Charters	-	260,767	260,767	469,381	469,381	469,381	469,381	469,381	469,381	469,381	469,381	469,381	469,381	**5,215,348**	4,974,403	240,945
8011 LCFF State Aid	-	260,767	260,767	469,381	469,381	469,381	469,381	469,381	469,381	469,381	469,381	469,381	469,381	**5,215,348**	4,974,403	240,945
8012 Education Protection Account	-	-	-	29,086	-	-	29,086	-	-	29,086	-	-	29,086	**116,342**	116,342	-
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	162,007	324,013	216,009	216,009	216,009	216,009	216,009	378,016	189,008	189,008	189,008	189,008	**2,700,111**	2,700,111	-
	-	422,774	584,781	714,476	685,390	685,390	714,476	685,390	847,397	687,475	658,389	658,389	687,475	**8,031,801**	**7,790,856**	**240,945**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	84,100	**84,100**	84,100	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	7,299	**7,299**	7,080	219
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	91,399	**91,399**	**91,180**	**219**
Other State Revenue																
8311 State Special Education	-	41,505	41,505	74,709	74,709	74,709	74,709	74,709	74,709	74,709	74,709	74,709	74,709	**830,096**	805,215	24,881
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8550 Mandated Cost	-	-	-	-	-	21,004	-	-	-	-	-	-	649	**21,653**	21,004	649
8560 State Lottery	-	-	-	-	-	-	39,556	-	-	39,556	-	-	79,113	**158,225**	158,225	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	194,772	-	-	-	-	74,912	-	-	29,965	**299,649**	299,290	359
	-	41,505	41,505	74,709	269,480	95,712	114,265	74,709	74,709	189,177	74,709	74,709	184,435	**1,309,623**	1,283,734	25,889
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	52,500	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	**52,500**	**-**
Total Revenue	**4,375**	**468,654**	**630,661**	**793,559**	**959,246**	**785,478**	**833,116**	**764,474**	**926,480**	**881,027**	**737,473**	**737,473**	**963,309**	**9,485,323**	**9,218,270**	**267,053**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	270,671	270,671	270,671	270,671	270,671	270,671	270,671	270,671	270,671	270,671	-	-	**2,706,713**	2,634,014	(72,699)
1170 Teachers' Substitute Hours	-	8,544	8,544	8,544	8,544	8,544	8,544	8,544	8,544	8,544	8,544	-	-	**85,440**	83,146	(2,295)
1175 Teachers' Extra Duty/Stipends	-	9,807	9,807	9,807	9,807	9,807	9,807	9,807	9,807	9,807	9,807	-	-	**98,066**	95,432	(2,634)
1200 Pupil Support Salaries	-	32,701	32,701	32,701	32,701	32,701	32,701	32,701	32,701	32,701	32,701	-	-	**327,010**	318,227	(8,783)
1300 Administrators' Salaries	43,638	43,638	43,638	43,638	43,638	43,638	43,638	43,638	43,638	43,638	43,638	43,638	-	**523,660**	509,595	(14,065)
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	43,638	365,361	365,361	365,361	365,361	365,361	365,361	365,361	365,361	365,361	365,361	43,638	-	**3,740,889**	**3,640,414**	**(100,475)**
Classified Salaries																
2100 Instructional Salaries	-	16,064	16,064	16,064	16,064	16,064	16,064	16,064	16,064	16,064	16,064	-	-	**160,640**	156,325	(4,315)
2200 Support Salaries	-	154	154	154	154	154	154	154	154	154	154	-	-	**1,536**	1,494	(41)
2300 Classified Administrators' Salaries	144	144	144	144	144	144	144	144	144	144	144	144	-	**1,731**	1,685	(47)
2400 Clerical and Office Staff Salaries	61,877	61,877	61,877	61,877	61,877	61,877	61,877	61,877	61,877	61,877	61,877	61,877	-	**742,524**	722,581	(19,943)
2900 Other Classified Salaries	-	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	-	**26,667**	25,950	(716)
	62,021	80,663	80,663	80,663	80,663	80,663	80,663	80,663	80,663	80,663	80,663	64,446	-	**933,098**	**908,036**	**(25,062)**
Benefits																
3101 STRS	8,335	69,784	69,784	69,784	69,784	69,784	69,784	69,784	69,784	69,784	69,784	8,335	-	**714,510**	695,319	(19,191)
3202 PERS	16,021	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	16,647	-	**241,672**	243,354	1,681
3301 OASDI	3,835	5,003	5,003	5,003	5,003	5,003	5,003	5,003	5,003	5,003	5,003	3,985	-	**57,852**	56,298	(1,554)
3311 Medicare	1,531	6,468	6,468	6,468	6,468	6,468	6,468	6,468	6,468	6,468	6,468	1,566	-	**67,773**	65,953	(1,820)
3401 Health and Welfare	51,678	51,678	51,678	51,678	51,678	51,678	51,678	51,678	51,678	51,678	51,678	51,678	-	**620,135**	603,479	(16,656)
3501 State Unemployment	318	318	318	318	318	318	1,588	1,270	635	318	318	318	-	**6,351**	6,361	11
3601 Workers' Compensation	1,056	4,460	4,460	4,460	4,460	4,460	4,460	4,460	4,460	4,460	4,460	1,080	-	**46,740**	45,484	(1,255)
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	82,774	158,611	158,611	158,611	158,611	158,611	159,881	159,564	158,928	158,611	158,611	83,609	-	**1,755,032**	**1,716,248**	**(38,784)**
Books and Supplies																
4100 Textbooks and Core Curricula	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	-	**12,299**	11,969	(330)
4200 Books and Other Materials	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	-	**24,598**	23,938	(661)
4302 School Supplies	849	12,813	22,958	23,342	14,272	12,883	14,811	26,093	22,988	25,081	18,099	7,905	6,713	**208,807**	203,199	(5,608)
4305 Software	45,186	45,186	45,186	45,186	45,186	45,186	45,186	45,186	45,186	45,186	45,186	45,186	-	**542,226**	527,663	(14,563)
4310 Office Expense	2,845	2,845	2,845	2,845	2,845	2,845	2,845	2,845	2,845	2,845	2,845	2,845	-	**34,141**	33,224	(917)
4311 Business Meals	398	398	398	398	398	398	398	398	398	398	398	398	-	**4,771**	4,643	(128)
4312 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	1,328	20,038	35,904	36,503	22,320	20,147	23,162	40,805	35,949	39,223	28,304	12,362	10,498	**326,543**	317,772	(8,771)
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	53,680	84,354	110,365	111,349	88,095	84,533	89,476	118,400	110,439	115,806	97,906	71,770	17,211	**1,153,386**	**1,122,408**	**(30,978)**
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	40,450	40,450	40,450	40,450	40,450	40,450	40,450	40,450	40,450	40,450	40,450	40,450	-	**485,395**	472,358	(13,037)

FY26-27 Connecting Waters East Bay Original Budget

Monthly Cash Flow/Forecast FY28-29

Revised 6/7/26

ADA = 581.71

		Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
5103	Substitute Teacher	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	-	**73,477**	71,504	(1,974)
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5106	Other Educational Consultants	797	12,028	21,552	21,912	13,398	12,093	13,904	24,494	21,579	23,544	16,990	7,421	6,302	**196,013**	190,748	(5,265)
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		47,370	58,601	68,124	68,485	59,971	58,666	60,476	71,067	68,152	70,117	63,563	53,993	6,302	**754,885**	**734,610**	**(20,275)**
Operations and Housekeeping																	
5201	Auto and Travel	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	-	**46,016**	44,780	(1,236)
5300	Dues & Memberships	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	-	**12,935**	12,588	(347)
5400	Insurance	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	-	**41,563**	40,447	(1,116)
5501	Utilities	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	-	**18,979**	18,469	(510)
5502	Janitorial Services	398	398	398	398	398	398	398	398	398	398	398	398	-	**4,771**	4,643	(128)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	1,546	1,546	1,546	1,546	1,546	1,546	1,546	1,546	1,546	1,546	1,546	1,546	-	**18,555**	18,057	(498)
5901	Postage and Shipping	150	150	150	150	150	150	150	150	150	150	150	150	-	**1,802**	1,754	(48)
		12,052	12,052	12,052	12,052	12,052	12,052	12,052	12,052	12,052	12,052	12,052	12,052	-	**144,622**	**140,738**	**(3,884)**
Facilities, Repairs and Other Leases																	
5601	Rent	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	-	**162,800**	162,800	-
5602	Additional Rent	274	274	274	274	274	274	274	274	274	274	274	274	-	**3,287**	3,199	(88)
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	-	**40,185**	39,105	(1,079)
		17,189	17,189	17,189	17,189	17,189	17,189	17,189	17,189	17,189	17,189	17,189	17,189	-	**206,271**	**205,104**	**(1,168)**
Professional/Consulting Services																	
5801	IT	5,116	5,116	5,116	5,116	5,116	5,116	5,116	5,116	5,116	5,116	5,116	5,116	-	**61,390**	59,741	(1,649)
5802	Audit & Taxes	-	-	-	8,199	8,199	8,199	-	-	-	-	-	-	-	**24,598**	23,938	(661)
5803	Legal	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	-	**30,748**	29,922	(826)
5804	Professional Development	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	-	**30,748**	29,922	(826)
5805	General Consulting	5,867	5,867	5,867	5,867	5,867	5,867	5,867	5,867	5,867	5,867	5,867	5,867	-	**70,402**	68,512	(1,891)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	23,201	23,201	23,201	-	-	-	**69,602**	67,733	(1,869)
5807	Bank Charges	106	106	106	106	106	106	106	106	106	106	106	106	-	**1,272**	1,238	(34)
5808	Printing	106	106	106	106	106	106	106	106	106	106	106	106	-	**1,272**	1,238	(34)
5809	Other taxes and fees	106	106	106	106	106	106	106	106	106	106	106	106	-	**1,272**	1,238	(34)
5810	Payroll Service Fee	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	-	**18,449**	17,953	(496)
5811	Management Fee	17,613	17,613	17,613	17,613	17,613	17,613	17,613	17,613	17,613	17,613	17,613	17,613	-	**211,357**	205,680	(5,677)
5812	District Oversight Fee	-	4,228	5,848	7,145	6,854	6,854	7,145	6,854	8,474	6,875	6,584	6,584	6,875	**80,318**	77,909	(2,409)
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5814	SPED Encroachment	-	1,245	1,245	2,241	2,241	2,241	2,241	2,241	2,241	2,241	2,241	2,241	4,764	**27,426**	26,679	(746)
5815	Public Relations/Recruitment	512	512	512	512	512	512	512	512	512	512	512	512	-	**6,150**	5,984	(165)
		36,088	41,561	43,181	53,674	53,383	53,383	45,474	68,384	70,004	68,405	44,914	44,914	11,639	**635,006**	**617,689**	**(17,317)**
Depreciation																	
6900	Depreciation Expense	345	345	345	345	345	345	345	345	345	345	345	345	-	**4,135**	4,024	(111)
		345	345	345	345	345	345	345	345	345	345	345	345	-	**4,135**	**4,024**	**(111)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**355,157**	**818,738**	**855,892**	**867,728**	**835,670**	**830,803**	**830,918**	**893,025**	**883,134**	**888,549**	**840,604**	**391,956**	**35,152**	**9,327,325**	**9,089,269**	**(238,056)**
Monthly Surplus (Deficit)		**(350,782)**	**(350,084)**	**(225,231)**	**(74,169)**	**123,576**	**(45,325)**	**2,198**	**(128,551)**	**43,346**	**(7,523)**	**(103,131)**	**345,517**	**928,157**	**157,998**	**129,001**	**28,997**
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(350,782)	(350,084)	(225,231)	(74,169)	123,576	(45,325)	2,198	(128,551)	43,346	(7,523)	(103,131)	345,517	928,157	**157,998**		
	Cash flows from operating activities																
	Depreciation/Amortization	345	345	345	345	345	345	345	345	345	345	345	345	-	**4,135**		
	Public Funding Receivables	665,790	-	79,113	-	-	-	193,578	-	-	-	-	-	(963,309)	**(24,828)**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	(34,236)	-	-	-	-	-	-	-	-	-	-	-	35,152	**916**		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(159,737)	-	**(159,737)**		
	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	281,116	(349,739)	(145,774)	(73,824)	123,920	(44,981)	196,121	(128,207)	43,691	(7,178)	(102,787)	186,125				
	Cash, Beginning of Month	3,888,790	4,169,906	3,820,167	3,674,393	3,600,569	3,724,489	3,679,508	3,875,629	3,747,422	3,791,113	3,783,935	3,681,149				
Cash, End of Month		**4,169,906**	**3,820,167**	**3,674,393**	**3,600,569**	**3,724,489**	**3,679,508**	**3,875,629**	**3,747,422**	**3,791,113**	**3,783,935**	**3,681,149**	**3,867,274**				

Coversheet

Open Discussion on the Connecting Waters Charter School, Central Valley LCAP/LCFF 2026-2027 Budget Overview

Section: II. Public Hearing
Item: H. Open Discussion on the Connecting Waters Charter School, Central Valley LCAP/LCFF 2026-2027 Budget Overview
Purpose:
Submitted by:
Related Material: 2026-27 CWCV LCAPandLCFF Overview Doc .pdf

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Connecting Waters - Central Valley

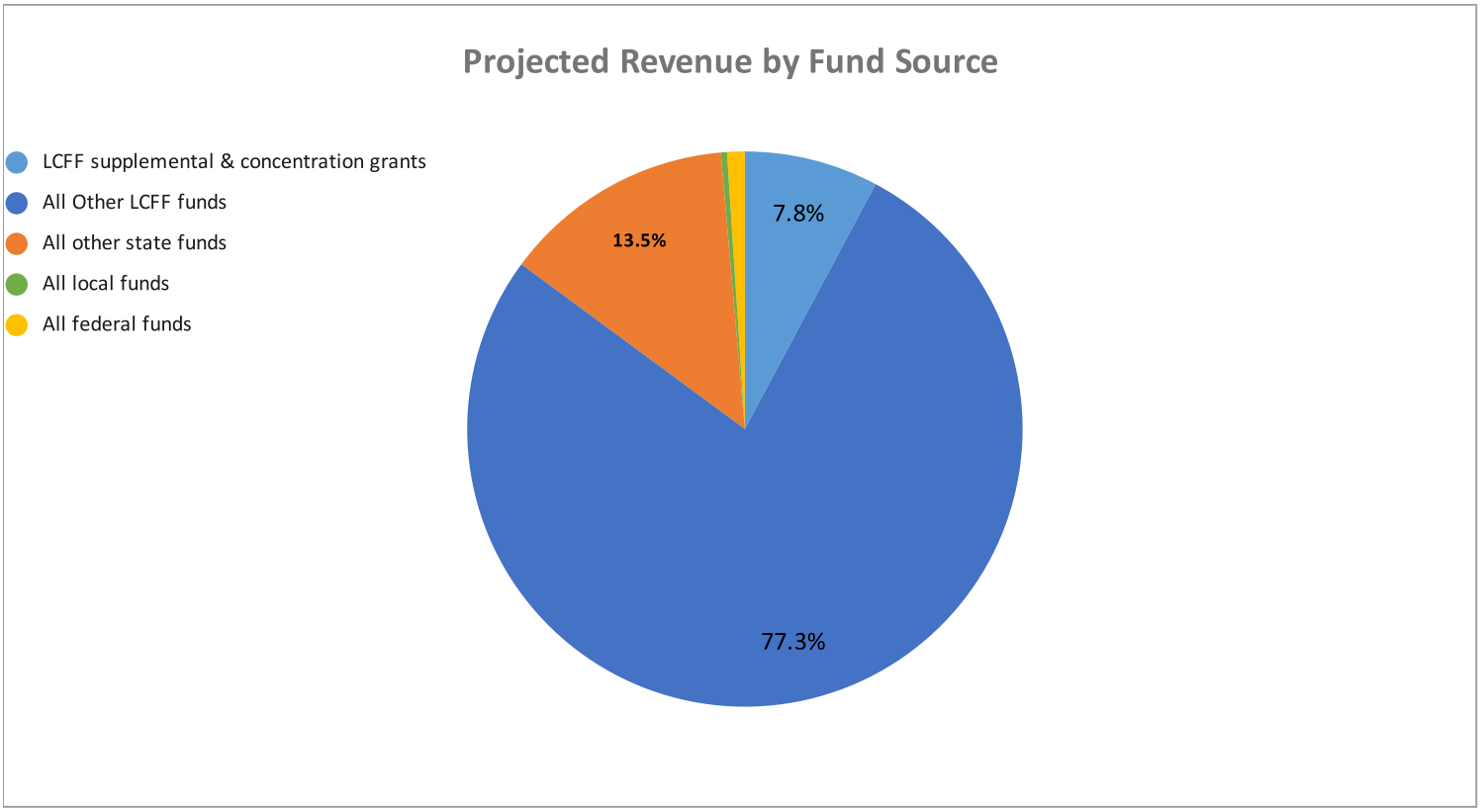
CDS Code: 50 71167 0138057

School Year: 2026-27

LEA contact information: Tammy Hushaw, Acting Executive Director
thushaw@cwcharter.org, (209) 874-1119

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 2026-27 School Year

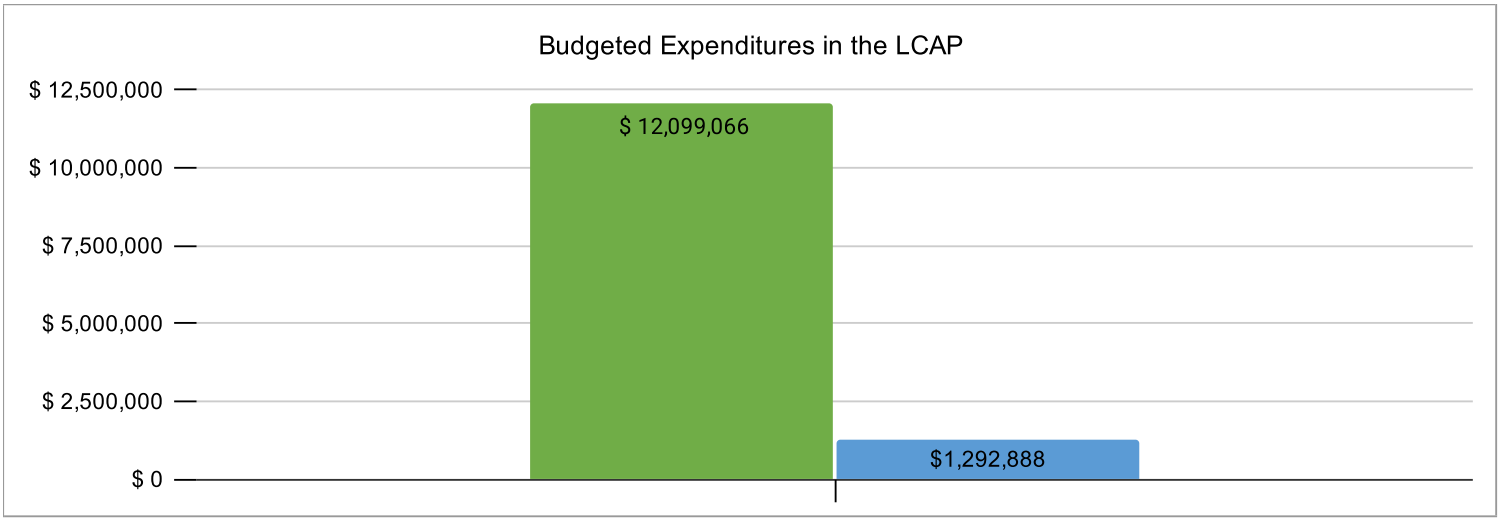


This chart shows the total general purpose revenue Connecting Waters - Central Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Connecting Waters - Central Valley is $12,224,776.00, of which $10,405,144.00 is Local Control Funding Formula (LCFF), $1,650,247.00 is other state funds, $43,750.00 is local funds, and $125,635.00 is federal funds. Of the $10,405,144.00 in LCFF Funds, $953,974.00 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.



This chart provides a quick summary of how much Connecting Waters - Central Valley plans to spend for 2026-27. 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: Connecting Waters - Central Valley plans to spend $12,099,066.00 for the 2026-27 school year. Of that amount, $1,292,888.00 is tied to actions/services in the LCAP and $10,806,178.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

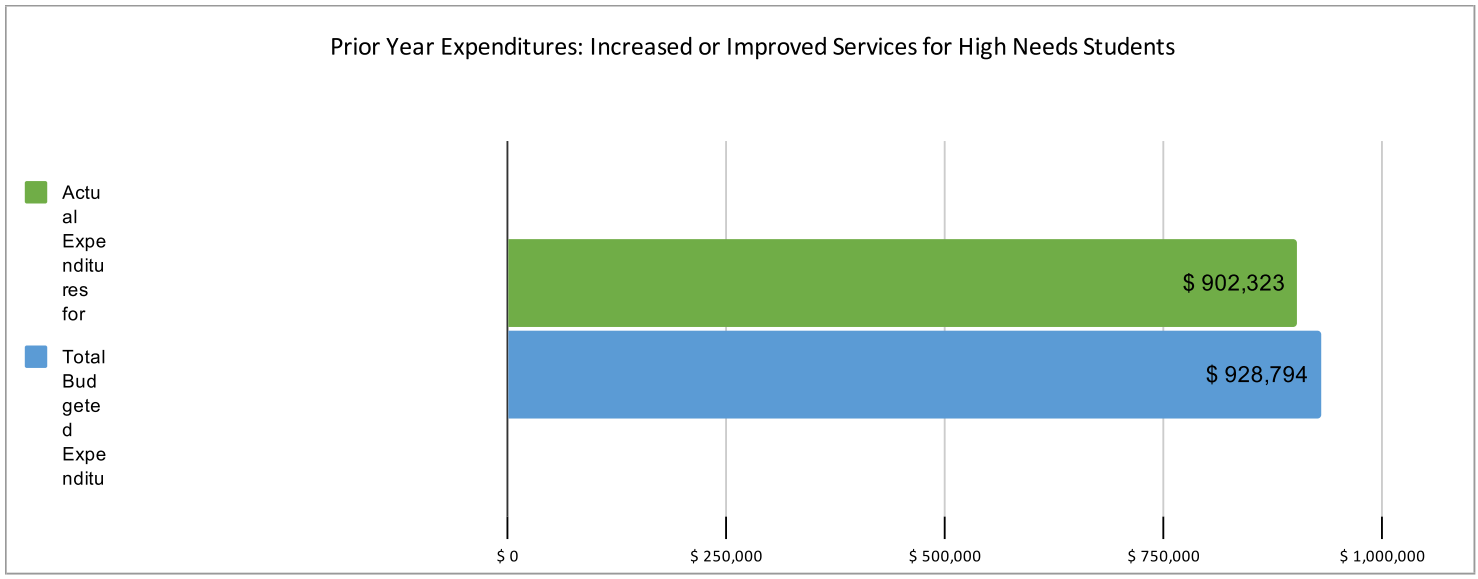
Due to Connecting Waters' personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. Other expenses covered by school funding include approximately: Certificated salaries- 44%; Non- Certificated salaries-10%; Employee Benefits- 20%; Books/Supplies/Materials- 8%; Services & Operation (including facilities)- 18%. Supplemental Grant funds are budgeted for planned actions and services to meet the goals of
the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Connecting Waters - Central Valley is projecting it will receive $953,974.00 based on the enrollment of foster youth, English learner, and low-income students. Connecting Waters - Central Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Connecting Waters - Central Valley plans to spend $1,034,323.00 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 2025-26



This chart compares what Connecting Waters - 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 Connecting Waters - 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 2025-26, Connecting Waters - Central Valley's LCAP budgeted $928,794.00 for planned actions to increase or improve services for high needs students. Connecting Waters - Central Valley actually spent $902,323.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $26,471.00 had the following impact on Connecting Waters - Central Valley's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Connecting Waters Charter School - Central Valley	Tammy Hushaw, Acting Executive Director	thushaw@cwcharter.org/209-874-1119x6

Plan Summary [2026-27]

General Information

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

Connecting Waters Charter School, Central Valley (hereafter “CWCV” or "CV") a non-classroom based "personalized learning school" that serves students in transitional-kindergarten through twelfth grade who are seeking a non-traditional, personalized, alternative educational setting. CWCV is operated by Connecting Waters Charter Schools, Inc. and is located within the boundaries of Stanislaus County Office of Education (“SCOE” or County) sponsored by Modesto City School District. CWCV was in its first year of operation as of the 2018-19 school year.

As of the 2025 California Dashboard reporting, a total of 776 students were enrolled with the following unduplicated pupils enrolled: SED (415), EL (48), FY (0)). Additionally, CWCV services 101 students with Special Needs. CWCV serves students who reside in Alameda, Calaveras, Mariposa, Merced, San Joaquin, Santa Clara, Stanislaus, and Tuolumne counties.

When enrolling a child in CWCV, the parent assumes primary responsibility as the facilitator of the student's educational program. An Education Specialist (ES), who is a credentialed teacher, is assigned to each student. The school strives to develop a partnership to establish the distribution of responsibility between the parent and the ES in the following areas: creation of assignments, selection of materials, evaluation of curriculum, and arrangement of group educational activities, classes, internships and cooperative learning projects.

The administrators, educators, and families of Connecting Waters Charter School, Central Valley believe that the highest level of learning occurs by: assisting students and parents with educational guidance, individualizing curriculum to meet students’ needs, providing materials, resources and supportive instruction, allowing flexibility in both teaching and learning styles, promoting real-life context-based learning, challenging students to achieve mastery of state standards.

Due to this personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1,800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. The increased and improved services provided to high needs student groups outlined in this Plan includes services and materials above and beyond what their personalized EUs can provide. However, each student uniquely receives increased

and improved services due to the nature of our charter focus of personalized learning.

The CV LCAP addresses areas of additional needed supports to help make progress toward the identified goals. Each goal and action item was formulated with the aim of fostering equity among unduplicated pupils in comparison to their non-unduplicated counterparts. Because families have a choice in selecting their student's learning model from year to year (students may enroll in classes, use Computer Aided Instruction, private tutors, outside vendors or work independently), it is often necessary to re-evaluate and adjust funding sources and action items identified for specific students using Supplemental Grant funding. Often, all of a student's needs can be met through the use of their EUs.

CV meets the state priorities in a unique way because our mission and structure revolve around Personalized Learning for each individual student:
Priority 1: appropriate teacher assignments: All students are assigned Effective Educators in each course of study as per state and federal law; sufficient instructional materials: teachers can work with parents and students to customize curriculum and instructional methodology to meet the student's academic needs and learning style using their Instructional Funding budgets; and have access to facilities in good repair: CV is an independent study, non-classroom based charter school. This structure is also known as a Flex Based School.
Priority 2: implementation of academic and performance standards including all state standards and ELD standards: all teachers are trained on how to effectively implement standards and monitor student progress in standards. All students use standards aligned materials and have the ability to supplement core curriculum with additional supports when needed to meet the needs of their instructional funding budgets.
Priority 3: parent involvement: our unique setting requires parents to be involved in their students' education as they assume much of the day to day instruction. CV offers ample parent training on methodology, implementation of standards, usage of curriculum, and various topics to help support them in their student's education.
Priority 4: pupil achievement: all students participate in state and/or schoolwide assessments to measure academic progress.
Priority 5: pupil engagement: our unique program offers flexibility for students, which drastically reduces chronic absenteeism and drop-out rates. Our wide range of course access allows for more student choice and keeps students engaged and on-track to graduate from high school.
Priority 6: school climate: since our students are primarily at home and interact with their peers via online classes and general educational activities, our expulsion and suspension rates remain low. Families often report safety as one of many reasons for attending CV.
Priority 7 & 8 : access to a broad course of study, especially programs and services developed for and provided to economically disadvantaged students, English Learners, Foster Youth and individuals with exceptional needs; and other pupil outcomes: CV prides itself on personalized learning, which means students not only have wide access to a broad course of study, they can choose how and where to complete courses (online, in-person, at a local college, independently) and they can customize electives to support their interests using instructional funding budgets for visual and performing arts instruction, health, physical education, and career and technical education, among all of their core subject areas of study. All students are monitored by an Effective Educator with subject matter expertise in each course of study to ensure student progress, rigor, content quality, and student success.

Reflections: Annual Performance

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

Upon reviewing the data from the California School Dashboard (Dashboard) and our local sources, it is evident that our school has made strides in some areas while facing challenges in others.

When examining the College Career Indicator (CCI) we see room for improvement. While 53.4% of our students graduated prepared, disaggregating the data reveals disparities. Notably, a significant portion of students met preparation criteria through college course completion, but only a small percentage

achieved readiness through meeting UC/CSU requirements. The absence of students meeting preparation criteria through pre-apprenticeship or the State Seal of Biliteracy warrants attention, highlighting potential areas for program enhancement and student support.

Turning to academic performance, the data indicates challenges in English Language Arts and Mathematics. In English Language Arts, while some student groups are approaching proficiency, such as 2+ Race students, others, particularly Students With Disabilities, English Learners, Hispanic and White students, and Socioeconomically Disadvantaged Students, continue to fall below standard.
Similarly, in Mathematics, the majority of student groups are below standard, with particularly concerning disparities for Students With Disabilities, Hispanic students, and Socioeconomically Disadvantaged Students, who fell in the RED performance level.

These findings underscore the importance of targeted interventions to address the needs of specific student populations. Collaborative efforts are needed to implement strategies that support academic growth and ensure equitable opportunities for all students. Additionally, ongoing monitoring and adjustment of interventions are crucial to tracking progress and refining approaches.

While the data presents areas for improvement, it also serves as a foundation for informed decision-making and action planning. By leveraging these insights, we can continue to strive for excellence and advance our mission of providing a high-quality education for all students.

To support our lowest-performing students, we are implementing a requirement for a minimum of one hour of daily direct instruction. This targeted instruction will focus on grade-level standards through Tier 1 core instruction, as well as individualized Tier 3 interventions. By incorporating consistent, standards-aligned teaching into the independent study model, we aim to accelerate learning and close achievement gaps.

Learning Recovery Emergency Block Grant (LREBG) Funding:
As a supplement to our existing Goal 2, Action 1: Targeted Instruction for Lowest-Performing Students; we will be using the remaining unexpended LREBG funding for the 2025-26 year (until funds are expended).
Estimated grant funds available: $285,509.41
Explanation and Rationale:

This action will be funded in part with LREBG funds to provide a minimum of one hour per day of required direct instruction for our lowest performing students enrolled in the independent study program. Instruction will focus on both Tier 1 core academic standards and Tier 3 individualized intervention, ensuring students receive targeted support to accelerate learning.

This action aligns with allowable uses of LREBG funds as defined in EC Section 32526(c)(2), specifically supporting accelerated learning strategies through additional instruction and academic services for students disproportionately impacted by the pandemic. The decision to implement daily direct instruction was informed by our needs assessment, which identified significant learning gaps and below-grade-level performance among a subset of our independent study student population. These students have shown limited progress with asynchronous or minimally guided instruction and require a structured, consistent instructional model to improve outcomes.

By investing in targeted, standards-based instruction supported by credentialed educators, we are addressing the urgent need for learning recovery and academic advancement among our most at-risk students, as required under EC Section 32526(d).

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Education Specialists (teachers), Class Instructors, Resource Center Staff, Administrators, SpED, Classified Staff, other school personnel, parents, and students	CWCV employed a comprehensive approach to engage educational partners in the development of the Local Control and Accountability Plan (LCAP). This process prioritized transparent communication and inclusive participation to ensure the voices of all stakeholders were heard and considered. Communication with students and families was facilitated through a diverse array of channels, including email, phone calls, online and in- person meetings, Learning Management Systems (LMS) software, social media, surveys, district-operated websites, resource center signs, ParentSquare, and Listserves. Direct communication from CWCV staff members, school counselors, and other school staff members further enhanced engagement efforts. To ensure accessibility for non-English speaking educational partners, translations of notifications and materials were provided, and translating services were made available for those wishing to provide feedback. This draft of the LCAP was developed in consultation with parents, students, educators, staff and key educational partners in leadership positions through a live meeting (October) and survey feedback (sent 3 times per year). This inclusive approach allowed for specific input and perspectives from various educational partners. Educational partners were encouraged to provide written comments on specific actions and expenditures proposed in the plan. Based on the feedback received, modifications were made to the plan to address concerns and incorporate suggestions. The plan was presented for additional public comment at a regularly scheduled board meeting. Educational partners were notified of this opportunity for input through the aforementioned communication channels. Following the public comment period, the finalized LCAP was formally adopted in a separate board meeting in June, as required, and subsequently submitted to the Charter Authorizer. This process ensured accountability and transparency in decision-making while prioritizing the input and engagement of educational partners throughout the development and approval stages of the LCAP.

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

Several goals, metrics, actions, and budgeted expenditures in the LCAP were directly influenced by or developed in response to the feedback received from educational partners:

Continued Inclusion Specialist Service:
Feedback: The need to enhance support for students with special needs.

Action: Creation of the role of Inclusion Specialist to provide targeted support and resources for students with special needs, ensuring they receive the necessary accommodations and interventions to thrive academically and socially.
Budgeted Expenditure: Allocation of funds to hire and support the Inclusion Specialist position, including salary, training, and resources.

Continued Early Math Literacy Focus:
Feedback: There is a need to improve early math literacy and proficiency among young students as early as as 4th and 5th grade where data shows students begin to struggle and academically decline to ensure they do not fall behind their peers.
Action: Implementation of targeted interventions and instructional strategies to promote math literacy at an early age, thereby preventing students from falling behind in mathematics.
Budgeted Expenditure: Allocation of resources for professional development, instructional materials, and programs aimed at enhancing early math literacy instruction.

Continued Prioritization of Tutoring Services:
Feedback: The need to continue to improve student academic performance through targeted instructional supports to help increase in student academic achievement as evidenced by improved grades, assessment scores, and graduation rates. Action: Expansion and enhancement of tutoring services to provide additional academic support to students in need. Budgeted Expenditure: Increased funding allocated to tutoring programs, including the hiring of additional tutors, expansion of tutoring hours, and provision of resources for tutoring sessions.

Revised Response to Instruction Policy was revamped to ensure every student receives the right level of support at the right time whether they are performing at grade level, slightly below, or significantly below. By using consistent, research-based tools like iReady and CAASPP, we're able to monitor growth and provide tiered instructional support tailored to each student's unique needs.

This Policy has strength in:
Personalized Support: Students are placed into instructional tiers based on actual performance data, allowing educators and families to collaborate on the best pathway for success.
Targeted Interventions: The "Big Ideas", full-class (CMS) instruction, and Advisor approved plan options ensure students who are behind can close gaps faster through daily, standards-aligned support.
Flexibility and Choice: Parents and ESs help select the most appropriate tiered support, ensuring that learning plans reflect each student's individual situation.
Consistency Across TK-12: This approach brings coherence to instruction and assessment practices across all grade levels, making progress easier to track and respond to.

This policy was shaped directly from feedback provided by parents, teachers, and administrators who voiced a need for: Clearer expectations for student support, more consistent use of iReady data, stronger intervention structures that fit the independent study model, and more equitable access to credentialed instruction for students in need. By listening to our stakeholders, we've created a system that is both data-informed and flexible, supporting student achievement while respecting family choice and the diverse ways students learn in our program. These initiatives were developed based on a combination of anecdotal feedback from educational partners and data analysis, reflecting a collaborative effort to address identified needs and prioritize resources where they would have the greatest impact on student success. By responding to the feedback and insights provided by educational partners, the LCAP aims to create a more inclusive and supportive learning environment that meets the diverse needs of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase percent of students who are on track to graduate college and career ready	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal emerged from our commitment to ongoing improvement, aligning closely with the school's vision and mission statements. It was informed by extensive feedback from our Education Partners, derived from thorough analysis of schoolwide data and collaborative discussions. The coordinated actions and metrics outlined are designed to facilitate our students' preparation for college and/or career success upon graduation from Connecting Waters.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1 College Career Indicator (CCI) - Dual Enrollment	1.1 College Career Indicator (CCI) 1.1(A) 57.1% Prepared 1.1(B) 97.7% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 60.9% Prepared 1.1(B) 82.1% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 53.4% Prepared 1.1(B) 87.1% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 60% Prepared 1.1(B) 98% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 3% decline in the number of students Prepared 1.1(B) .3% increase in number of students in the Prepared Met through College Course Completion

1.2	1.2 College Career Indicator (CCI) - CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 57.1% Prepared 1.2(B) 4.5% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 60.9% Prepared 1.2(B) 14.3% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 53.4% Prepared 1.2(B) 6.5% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 60% Prepared 1.2(B) 8% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 3% decline in the number of students Prepared 1.2(B) 2% increase in the number of students in the Prepared Met through CTE Completion
1.3	1.3 College Career Indicator (CCI) - Prepared via Other Measure	1.3 College Career Indicator (CCI) 1.3(A) 57.1% Prepared 1.3(B) 0% of the Prepared Met through Pre-Apprenticeship; 1.3(C) 0% Prepared Met through State Seal of Biliteracy; 1.3(D) 22.7% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 60.9% Prepared 1.3(B) 0% of the Prepared Met through Pre Apprenticeship; 1.3(C) 0% Prepared Met through State Seal of Biliteracy; 1.3(D) 20.4% Prepared Met through UC/CSU Requirements (2023-2024)	1.3 College Career Indicator (CCI) 1.3(A) 53.4% Prepared 1.3(B) 0% of the Prepared Met through Pre Apprenticeship; 1.3(C) 0% Prepared Met through State Seal of Biliteracy; 1.3(D) 12.9% Prepared Met through UC/CSU Requirements (2024-2025)	1.3 College Career Indicator (CCI) 1.3(A) 60% Prepared 1.3(B) 3% of the Prepared Met through Pre Apprenticeship; 1.3(C) 1% Prepared Met through State Seal of Biliteracy; 1.3(D) 25% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 3% decline in the number of students Prepared 1.3(B) no change 1.3(C) no change 1.3(D) 9% decrease in Prepared Met through UC/CSU Requirements (2024-2025)

1.4	1.4(A) Academic Indicator - ELA 1.4(B) Academic Indicator - Math Students with Disabilities (SWD) English Learners (EL) Hispanic (Hisp) Socioeconomically Disadvantaged (SED) White No Performance Color (NPC)	1.4 Academic Indicator 1.4(A) ELA: All Students: 23.3 points below standard (ORANGE) SWD: 94.3 points below standard (RED) EL: 54.7 points below standard (NPC) Hisp: 31.4 points below standard (YELLOW) SED: 39.4 points below standard (ORANGE) White: 25.9 points below standard (ORANGE) 1.4 (B) Math: All Students: 76.4 points below standard (ORANGE) SWD: 134.1 points below standard (ORANGE)	1.4 Academic Indicator 2023-24 1.4 (A) ELA: All Students: 25.6 points below standard (ORANGE) SWD: 82.5 points below standard (ORANGE) EL: 49.4 points below standard (NPC) Hisp: 33.4 points below standard (ORANGE) SED:38.2 points below standard (ORANGE) White: 22.8 points below standard (YELLOW) 1.4 (B) Math: All Students: 85.9 points below standard (ORANGE) SWD: 140.2 points below standard (RED)	1.4 Academic Indicator 2024-25 1.4 (A) ELA: All Students: 25 points below standard (ORANGE) SWD: 96.7 points below standard (RED) EL: 63.3 points below standard (ORANGE) Hisp: 35.3 points below standard (ORANGE) SED: 39.5 points below standard (ORANGE) White: 23.9 points below standard (ORANGE) 1.4 (B) Math: All Students: 77 points below standard (YELLOW) SWD: 137.4 points below standard (RED)	Academic Indicator 1.4(A) ELA: All Students: 20 points below Standard SWD: 91 points below standard EL: 51 points below standard Hisp: 28 points below standard SED: 36 points below standard White: 23 points below standard 1.4 (B) Math: All Students: 73 points below standard SWD: 131 points below standard EL:110 points below standard Hisp: 85 points below standard SED: 96 points below standard White: 54 points below standard	1.4 Academic Indicator Difference 1.4 (A) ELA: All Students: No color status change has occurred SWD: No color status change has occurred. EL: 9 points lower than baseline and classified (ORANGE) Hisp: 4 points improvement but no color status change SED: no change White: 2 points improvement no color status change 1.4 (B) Math: All Students: no change SWD: 3 point decline from baseline and dropped to (RED)

		EL:113 points below standard (NPC) Hisp: 87.8 points below standard (YELLOW) SED: 98.9 points below standard (RED) White: 57 points below standard (YELLOW)	EL: 153.8 points below standard (NPC) Hisp: 105 points below standard (RED) SED: 108 points below standard (RED) White: 58.9 points below standard (ORANGE)	EL: 136.9 points below standard (ORANGE) Hisp: 90.8 points below standard (YELLOW) SED: 102 points below standard (ORANGE) White: 71.8 points below standard (ORANGE)		EL: 23.9 points declined from baseline. Classified (ORANGE) now Hisp: 3 points declined from baseline no color change SED: Moved from (RED) to (ORANGE) White: 13 point decline from baseline dropped from (YELLOW) to (ORANGE)
1.5	1.5 Graduation / Dropout Rate	1.5 Graduation / Dropout Rate 2022-23 89.7% graduated	1.5 Graduation Rate 2023-24 91.8% graduated	1.5 Graduation Rate 2024-25 95% graduated	1.5 Graduation / Dropout Rate 92% graduated	1.5 Graduation Rate: Increased by 5% above baseline
1.6	1.6 Access to a Broad Course of Study - Local Indicator	1.6 Access to a Broad Course of Study - Local Indicator 2022-23 MET	1.6 Access to a Broad Course of Study - Local Indicator 2023-24 MET	1.6 Access to a Broad Course of Study - Local Indicator 2024-25 MET	1.6 Access to a Broad Course of Study - Local Indicator MET	1.6 Access to a Broad Course of Study - Local Indicator remains MET
1.7	1.7 Parent and Family Engagement - Local Indicator	1.7 Parent and Family Engagement - Local Indicator 2022-23 MET	1.7 Parent and Family Engagement - Local Indicator 2023-24 MET	1.7 Parent and Family Engagement - Local Indicator 2024-25 MET	1.7 Parent and Family Engagement - Local Indicator MET	1.7 Parent and Family Engagement - Local Indicator remains MET
1.8	1.8 Local Climate Survey - Local Indicator	1.8 Local Climate Survey - Local Indicator 2022-23 MET	1.8 Local Climate Survey - Local Indicator 2023-24 MET	1.8 Local Climate Survey - Local Indicator 2024-25 MET	1.8 Local Climate Survey - Local Indicator MET	1.8 Local Climate Survey - Local Indicator remains MET

1.9	1.9 Implementation of Academic Standards - Local Indicator	1.9 Implementation of Academic Standards - Local Indicator 2022-23 MET	1.9 Implementation of Academic Standards - Local Indicator 2023-24 MET	1.9 Implementation of Academic Standards - Local Indicator 2024-25 MET	1.9 Implementation of Academic Standards - Local Indicator MET	1.9 Implementation of Academic Standards - Local Indicator remains MET
1.10	1.10 Chronic Absenteeism	1.10 Chronic Absenteeism 2022-23 1.1% chronically absent	1.10 Chronic Absenteeism 2023-24 0.2% (BLUE) chronically absent	1.10 Chronic Absenteeism 2024-25 0.4% (BLUE) chronically absent	1.10 Chronic Absenteeism 0.5% chronically absent	1.10 Chronic Absenteeism Improved by 1.3%
1.11	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 1.11(B) Standards Aligned Materials 1.11(C) Facilities in Good Repair	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2022- 2023 96% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CV Local Priority 1 MET	1.11(A) Teacher Credentialing 2023-24 99% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CV Local Priority 1 MET	1.11(A) Teacher Credentialing 2024-25 99% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CV Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 100% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials	1.11(A) Teacher Credentialing for current staff has improved by 3% over baseline 1.11(B) no change 1.11(C) no change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

During the 2025-26 school year, implementation of Goal 1 actions continued to mature and build on the foundation established in prior years. The Community College Liaison position was maintained and fully operational throughout the year, providing students with direct support in navigating dual enrollment registration, financial aid, and the community college experience. This was the second full year with this position in place, and the accumulated relationships

with college partners and improved onboarding processes allowed the liaison to serve more students more effectively than in Year 1.

The CTE program continued to expand. Our Animal Science pathway completed its first full year inclusive of a student internship experience, a significant milestone that deepened career-connected learning for participating students. FCCLA and other CTE elective courses continued to grow in enrollment, and transportation supports were maintained to ensure student access to competitions and community events. Staff hiring and training efforts continued to keep the program adequately resourced.

Development and launch of the Virtual Career Center continued, with the platform designed to serve as a centralized hub for college and career planning tools, resources, and counseling access. This resource is being refined based on student and family feedback to ensure it meets the unique needs of our non-classroom-based learners.

The Special Education Liaison positions established in the prior year remained in place and provided ongoing targeted intervention support to students with disabilities in English Language Arts. The Reengagement Team meeting structure, added as a Student Support Team protocol, continued to operate when students missed class meetings or fell behind, with immediate follow-up provided to reduce further loss of instructional time.

No substantive deviations from planned actions occurred. Challenges included the ongoing work of building systems and structures within the Virtual Career Center, which is still in development. Teacher credentialing remained at 99%, and 100% of students retained access to standards-aligned materials.

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.

Where differences existed between budgeted and actual expenditures for Goal 1 actions, they were primarily the result of timing adjustments and the use of other available grant funding prior to drawing on LCAP budgeted funds. As in prior years, grant resources were utilized first to support program implementation, which affected the draw-down sequence but did not result in any reduction in service delivery. Programs were fully staffed and operational as planned. Any remaining differences reflect the natural adjustment of actual costs against projections as programs matured into their second and third year of implementation.

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

The Community College Liaison (Action 1.1) continued to be a highly effective investment. Dual enrollment participation was supported throughout the year, and the College Course Completion pathway remained the primary contributor to CCI preparedness. While overall CCI preparedness declined in 2024-25 to 53.4% from 60.9% in Year 1, the liaison's role in connecting students to community college resources remains a key strategic asset. The decline in overall preparedness is being analyzed in relation to cohort composition and is expected to be addressed through the continued maturation of CTE and Virtual Career Center supports.

CTE Expansion (Action 1.2) demonstrated continued growth, with the CTE Completion pathway rising to 6.5% of the prepared group in 2024-25, up from 4.5% at baseline. The addition of the internship component to the Animal Science pathway in 2025-26 represents the most significant milestone in this program's development and is expected to further increase CTE pathway completion rates as the cohort progresses.

The Virtual Career Center (Action 1.3) is still in active development and has not yet reached full implementation. Its contribution to CCI Preparedness

through Other Measures will be assessed as the platform is fully launched. Investment in this action is ongoing and reflects a long-term commitment to expanding career pathway access for all students, particularly those in underserved populations.

The SpEd Liaison (Action 1.4) provided meaningful support to students with disabilities and their families. While this action does not contribute to the increased or improved services calculation, the targeted ELA intervention work connected to this position is reflected in progress monitoring data for students in the RED band.

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

Goals, metrics, target outcomes, and core actions for Goal 1 remain unchanged for the third year of this LCAP cycle. The decline in overall CCI preparedness in 2024-25 is being monitored closely, and the continued scaling of CTE pathways and the full launch of the Virtual Career Center are expected to contribute to recovery toward the 60% target. The internship component of the Animal Science CTE pathway, now in its first full year, will be a key factor in increasing CTE Completion rates. No actions have been identified as ineffective over the three-year period; rather, the actions are continuing to build momentum and structural capacity. Continued focus will be placed on increasing preparation through UC/CSU Requirements and introducing pathways toward Pre-Apprenticeship and the State Seal of Biliteracy to address the ongoing gaps in those measures.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community College Liaison	Hire / maintain a liaison position to help students register and succeed in Community College	$16,400.00	Yes
1.2	CTE Expansion	Market, recruit & hire additional necessary staff to grow the CTE program	$39,650.00	Yes
1.3	Virtual Career Center	Virtual Career Center Develop, recruit & implement a Virtual Career Center to support students in achieving CCI Prepared	$76,500.00	Yes
1.4	SpEd Liaison	Implement a Special Education Liaison Position to Support ESs and Families. Specific focus with targeted intervention to SpEd Students in English Language Arts to increase student outcomes who fell in Red Performance Indicator	$35,560.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Close the achievement gap in the low performing students in English and Math.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal emerged from our ongoing commitment to continuous improvement, aligning closely with the school's overarching vision and mission. It stems from comprehensive analysis of schoolwide data and collaborative discussions with our Education Partners, whose invaluable feedback guided the development process. The identified actions and metrics are strategically grouped to facilitate the attainment of our goal: to empower students in bridging academic achievement gaps and accessing grade-level content equitably alongside their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2.1 Academic Indicator 2.1(A) ELA 2.1(B) Math	2.1 Academic Indicator 2022-23 2.1(A) ELA: All Students: 23.3 points below standard (ORANGE) SWD: 94.3 points below standard (RED)	2.1 Academic Indicator 2023-24 2.1(A) ELA: All Students: 25.6 points below standard (ORANGE) SWD: 82.5 points below standard	2.1 Academic Indicator 2024-25 2.1 (A) ELA: All Students: 25 points below standard (ORANGE) SWD: 96.7 points below standard	2.1 Academic Indicator 2.1(A) ELA: All Students: 20 points below standard SWD: 91 points below standard EL: 51 points	2.1 Academic Indicator Difference 2.1 (A) ELA: All Students: No color status change has occurred SWD: No color status change has

		EL: 54.7 points below standard (NPC) Hisp: 31.4 points below standard (YELLOW) SED: 39.4 points below standard (ORANGE) White: 25.9 points below standard (ORANGE) 2.1(B) Math: All Students: 76.4 points below standard (ORANGE) SWD: 134.1 points below standard (ORANGE) EL:113 points below standard (NPC) Hisp: 87.8 points below standard (YELLOW) SED: 98.9 points below standard (RED)	(ORANGE) EL: 49.4 points below standard (NPC) Hisp: 33.4 points below standard (ORANGE) SED:38.2 points below standard (ORANGE) White: 22.8 points below standard (YELLOW) 2.1(B) Math: All Students: 85.9 points below standard (ORANGE) SWD: 140.2 points below standard (RED) EL: 153.8 points below standard (NPC) Hisp: 105 points below standard (RED) SED: 108 points	(RED) EL: 63.3 points below standard (ORANGE) Hisp: 35.3 points below standard (ORANGE) SED: 39.5 points below standard (ORANGE) White: 23.9 points below standard (ORANGE) 2.1 (B) Math: All Students: 77 points below standard (YELLOW) SWD: 137.4 points below standard (RED) EL: 136.9 points below standard (ORANGE) Hisp: 90.8 points below standard (YELLOW) SED: 102 points below standard (ORANGE) White: 71.8	below standard Hisp: 28 points below standard SED: 36 points below standard White: 23 points below standard 2.1(B) Math: All Students: 73 points below standard SWD: 131 points below standard EL:110 points below standard Hisp: 85 points below standard SED: 96 points below standard White: 54 points below standard	occurred. EL: 9 points lower than baseline and classified (ORANGE) Hisp: 4 points improvement but no color status change SED: no change White: 2 points improvement no color status change 2.1 (B) Math: All Students: no change SWD: 3 point decline from baseline and dropped to (RED) EL: 23.9 points declined from baseline. Classified (ORANGE) now Hisp: 3 points declined from baseline no color change SED: Moved from (RED) to

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		White: 57 points below standard (YELLOW)	below standard (RED) White: 58.9 points below standard (ORANGE)	points below standard (ORANGE)		(ORANGE) White: 13 point decline from baseline dropped from (YELLOW) to (ORANGE)
2.2	2.2 iReady MATH Growth Scores (Local Data) - Early Grades	2.2 iReady Math Growth Scores (Local Data) 2022-23 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A): Grade 4 83% 2.2(B): Grade 5 78% 2.2(C): Grade 6 60%	2.2 iReady Math Growth Scores (Local Data) 2023-24 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - 73% 2.2(B) Grade 5 - 92% 2.2(C) Grade 6 - 74%	2.2 iReady Math Growth Scores (Local Data) 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - 96 % 2.2(B) Grade 5 - 64% 2.2(C) Grade 6 - 93%	2.2 iReady Math Growth Scores (Local Data) 2.2(A): Grade 4 86% 2.2(B): Grade 5 81% 2.2(C): Grade 6 63%	2.2 iReady Math Growth Scores (Local Data) Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - increased over baseline by 13% 2.2(B) Grade 5 - decreased below baseline by 14% 2.2(C) Grade 6 - increased over baseline by 33%
2.3	2.3 iReady Growth Scores (Local Data) - All Students	2.3 Progress to Annual Typical Growth(Median) 2022-23 2.3(A:) ELA: 92% 2.3(B): MATH: 88%	2.3 Progress to Annual Typical Growth (Median) 2023-24 2.3(A) ELA: 105% 2.3(B) MATH: 83%	2.3 Progress to Annual Typical Growth (Median) 2024-25 2.3(A) ELA: 107% 2.3(B) MATH: 100%	2.3 Progress to Annual Typical Growth(Median) 2.3(A:) ELA: 95% 2.3(B): MATH: 91%	2.3 Progress to Annual Typical Growth (Median) 2.3(A) ELA: increased from baseline by 15% 2.3(B) MATH: increased from baseline by 22%

2.4	2.4 Graduation / Dropout Rate	2.4 Graduation / Dropout Rate 2022-23 89.7% graduated	2.4 Graduation /Dropout Rate 2023-24 91.8% graduated	2.4 Graduation Rate 2024-25 95% graduated	2.4 Graduation / Dropout Rate 92% graduated	2.4 Graduation Rate: Increased by 5% above baseline
2.5	2.5 Parent and Family Engagement - Local Indicator	2.5 Parent and Family Engagement - Local Indicator 2022-23 MET	2.5 Parent and Family Engagement - Local Indicator 2023-24 MET	2.5 Parent and Family Engagement - Local Indicator 2024-25 MET	2.5 Parent and Family Engagement - Local Indicator MET	2.5 Parent and Family Engagement - Local Indicator remains MET
2.6	2.6 Local Climate Survey - Local Indicator	2.6 Local Climate Survey - Local Indicator 2022-23 MET	2.6 Local Climate Survey - Local Indicator 2023-24 MET	2.6 Local Climate Survey - Local Indicator 2024-25 MET	2.6 Local Climate Survey - Local Indicator MET	2.6 Local Climate Survey - Local Indicator Remains MET
2.7	2.7 Implementation of Academic Standards - Local Indicator	2.7 Implementation of Academic Standards - Local Indicator 2022-23 MET	2.7 Implementation of Academic Standards - Local Indicator 2023-24 MET	2.7 Implementation of Academic Standards - Local Indicator 2024-25 MET	2.7 Implementation of Academic Standards - Local Indicator MET	2.7 Implementation of Academic Standards - Local Indicator Remains MET
2.8	2.8 Chronic Absenteeism	2.8 Chronic Absenteeism 2022-23 1.1% chronically absent	2.8 Chronic Absenteeism 2023-24 0.2% (BLUE) chronically absent	2.8 Chronic Absenteeism 2024-25 0.4% (BLUE) chronically absent	2.8 Chronic Absenteeism 0.5% chronically absent	2.8 Chronic Absenteeism Improved by 1.3% over baseline
2.9	2.9 Student Engagement / Climate	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 98.9%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 99.8%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 99.8%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 98.9%	2.9 Student Engagement / Climate 2.9(A) no change 2.9(B) no change 2.9(C) no change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

During the 2025-26 school year, implementation of Goal 2 actions continued in full with no substantive deviations from the planned approach. The Tiger Time direct instruction program, new this year, remained the cornerstone intervention for students in grades K-8. Students participated in standards-based instruction two days per week in ELA and two days per week in Math, with Friday sessions dedicated to Social-Emotional Learning (SEL) as a component of holistic student support. Credentialed instructors delivered this instruction, and targeted professional development was provided to Tiger Time staff to strengthen fidelity to grade-level standards and evidence-based instructional practices.

High school students were served through Advisory, study skills courses, test-taking skills courses, and skills application classes, as well as open sessions with credentialed teachers for individualized academic support. Students who did not attend Tiger Time or advisory sessions received follow-up phone calls to encourage reengagement and continued attendance, a protocol that was refined this year to improve responsiveness.

The Early Math Specialist position, established in the prior year, continued to provide focused support in grades 4 and 5, leading targeted instruction, coordinating student and family math engagement events, and monitoring diagnostic data through iReady. The Concepts and Skills Review programs remained in place schoolwide, providing structured opportunities for students to revisit and reinforce grade-level content.

LREBG-funded daily direct instruction was incorporated as a required component for the lowest-performing students in the independent study program. This structure provided a minimum of one hour per day of credentialed instruction focused on Tier 1 core standards and Tier 3 individualized intervention, meeting the intent of EC Section 32526(c)(2) and the needs identified in the prior year needs assessment.

A Reengagement Team meeting structure was added to the student support system, convening when a student missed class sessions or fell behind, to provide risk evaluation and recovery planning. The Education Specialist role was also expanded to include Tiger Time responsibilities, integrating direct instruction more fully into the daily work of credentialed staff.

No substantive differences between planned actions and actual implementation were identified. Challenges included continued engagement of families in in-person events and consistent student attendance at intervention sessions, both of which were addressed through proactive outreach and follow-up by staff.

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.

Upon review of the school's upcoming 26-27 budget, it was decided that LREBG funding would be best utilized over the course of the 26-27 and 27-28 Fiscal years, due to the school's current financial standing there is not need to exhaust these funds within the 25-26 school year as planned. All funds that were proportioned to the LREBG have since been encumbered by LCFF or unrestricted funding.

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

Schoolwide iReady progress data for 2024-25 reflects encouraging results. Progress toward Annual Typical Growth (Median) reached 107% in ELA and 100% in Math, representing increases of 15 percentage points and 22 percentage points, respectively, above the 2022-23 baseline. These gains demonstrate the cumulative effect of three years of targeted intervention, consistent progress monitoring, and tiered instructional supports.

Early grades Math growth scores showed notable improvement in Grades 4 and 6, with Grade 4 reaching 96% of Typical Growth (up 13 points from baseline) and Grade 6 reaching 93% (up 33 points from baseline). Grade 5 declined to 64%, below the baseline of 78%, and remains an area of focused attention for the Early Math Specialist in the coming year.

CAASPP Academic Indicator data shows mixed but directionally improving results for several student groups. Socioeconomically Disadvantaged students moved from RED to ORANGE in Math (2024-25: 102 points below standard), a meaningful shift indicating progress for this population. English Learners improved from 49.4 points below standard to 63.3 points below standard in ELA year over year, though this group remains a continued focus. Hispanic students in Math improved to 90.8 points below standard (YELLOW), up from the RED level in Year 1. Students with Disabilities remain in the RED band in both ELA (96.7 points below standard) and Math (137.4 points below standard), and this continues to be the most critical area of need addressed through targeted intervention and SpEd Liaison supports

The Early Math Literacy action (Action 2.2) continued to demonstrate measurable impact on early grades diagnostic scores. The presence of a dedicated Early Math Specialist provided continuity, structured instruction, and family engagement that are reflected in the improved Grade 4 and Grade 6 iReady growth scores. The Concepts and Skills Review action (Action 2.3) continued to provide valuable reinforcement for students across grade levels, with implementation integrated into Tiger Time and high school support sessions.

Graduation outcomes provided a strong positive indicator of overall student progress. The 2024-25 graduation rate reached 95%, five points above the baseline and three points above the three-year target of 92%. Chronic absenteeism remained at 0.4%, well below both baseline and target. These outcomes reflect the positive impact of the engagement and reengagement structures built into Goal 2 implementation..

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

Goals, metrics, target outcomes, and core actions for Goal 2 remain unchanged for the third year of this LCAP cycle. The LREBG-funded daily direct instruction component will continue as required under EC Section 52064.4 until remaining funds are expended. We are expanding support classes to further aid with the instruction provided in Tiger Time, especially for math. Online and in person study halls are also being initiated and encouraged to offer further student support. Continued emphasis will be placed on Grade 5 Math growth, where iReady scores declined below baseline, and on sustaining the improvements seen in the SED and Hispanic student groups in Math. The Early Math Specialist position will continue, with programming refined based on the current year diagnostic data. The Reengagement Team meeting protocol will continue as a permanent structural component of student support. No actions have been identified as ineffective over the three-year period; each action has contributed to measurable progress toward the goal and will be continued with ongoing monitoring and adjustment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Interventions	Tier 2&3 Support in Math and Reading (including High School Intensive, Reading Specialist, Tutoring Support); Specific focus with targeted intervention to SED students in Math to increase student outcomes who fell in Red Performance Indicator. Tier 2&3 Support in Math and Reading (including High School Intensive, Reading Specialist, Tutoring Support): Specific focus with targeted intervention to Hispanic Students in Math to increase student outcomes who fell in the Red Performance Indicator. LREBG: Introduce targeted, standards-based daily instruction led by credentialed educators, to provide the academic scaffolding necessary to support learning recovery and long-term success. Metrics 2.1-2.3; $285,509 through 2026-27.	$755,074.00	Yes
2.2	Early Math Literacy	Develop and Implement Early Math Literacy Supports (Grades 4-5)	$78,105.00	Yes
2.3	Concepts & Skills Review	Implement effective Concepts & Skills Review Programs & Support for Students to Access Grade Level Concepts	$64,780.00	Yes
2.4	Materials/Supplies	Curriculum, Materials & Equipment to support achievement in goal	$84,173.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the percentage of English Language Learner (EL) students who achieve proficiency in English Language Arts and Math.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While we are proud of the progress our English Learners (EL) have made, we acknowledge the ongoing journey ahead. Delving deeper into our local and state data, we've identified a concerning trend: the percentage of EL students meeting or exceeding math standards falls below that of their non-EL counterparts. Similarly, in mastering ELA standards, our EL students lag behind their peers. This underscores the imperative for sustained, targeted support tailored to the unique needs of our EL students. Additionally, we understand the importance of providing ongoing assistance even after their reclassification.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3.1 English Learner Progress	3.1 English Learner Progress: 2022-23 43.8% making progress towards English language proficiency	3.1 English Learner Progress: 2023-24 42.4% making progress towards English language proficiency	3.1 English Learner Progress: 2024-25 36.1% making progress towards English language proficiency	3.1 English Learner Progress: 46% making progress towards English language proficiency	3.1 English Learner Progress: Proficiency progress decreased by 7.7%

3.2	3.2 Implementation of Academic Standards - Local Indicator	3.2 Implementation of Academic Standards - Local Indicator 2022-23 MET	3.2 Implementation of Academic Standards - Local Indicator 2023-24 MET	3.2 Implementation of Academic Standards - Local Indicator 2024-25 MET	3.2 Implementation of Academic Standards - Local Indicator MET	3.2 Implementation of Academic Standards - Local Indicator maintained MET
3.3	3.3 Academic Indicator ELA	3.3 Academic Indicator ELA: 2022-23 3.3(A) Current English Learners 119.7 points below standard 3.3(B) Recently Reclassified English Learners Less than 11 students - data not displayed for privacy English Only (For Comparision Only): 25.4 points below standard	3.3 Academic Indicator ELA: 2023-24 3.3(A) Current English Learners 91.1 points below standard 3.3(B) Recently Reclassified English Learners 13.1 points above standard English Only (For Comparison Only): 27.2 points below standard	3.3 Academic Indicator ELA: 2024-25 3.3(A) Current English Learners 83.1 points below standard 3.3(B) Recently Reclassified English Learners 36.1 points below standard English Only (For Comparison Only): 25.7 points below standard	3.3 Academic Indicator ELA: 3.3(A) Current English Learners 116 points below standard Recently Reclassified 3.3(B) English Learners Less than 11 students - data not displayed for privacy	3.3 Academic Indicator ELA: 3.3(A) Current English Learners improved by 36.6 points 3.3(B) Recently Reclassified English Learners did not have a baseline but are now counted and showing growth English Only (For Comparison Only): no change
3.4	3.4 Academic Indicator MATH	3.4 Academic Indicator MATH: 2022-23 3.4(A) Current English Learners 152.7 points below standard 3.4(B) Recently Reclassified English Learners Less than 11	Academic Indicator MATH: 2023-24 3.4(A) Current English Learners 205.3 points below standard 3.4(B) Recently Reclassified English Learners 76.4 points below	Academic Indicator MATH: 2024-25 3.4(A) Current English Learners 171.2 points below standard 3.4(B) Recently Reclassified English Learners 89.9 points below	3.4 Academic Indicator MATH: 3.4(A) Current English Learners 148 points below standard 3.4(B) Recently Reclassified English Learners Less than 11 students - data not	Academic Indicator MATH: 2023-24 3.4(A) Current English Learners declined 20 points below baseline 3.4(B) Recently Reclassified English Learners now have sufficient

		students - data not displayed for privacy English Only (For Comparision Only): 72.4 points below standard	standard English Only (For Comparison Only): 77.1 points below standard	standard English Only (For Comparison Only): 70.9 points below standard	displayed for privacy	data and are working towards proficiency English Only (For Comparison Only): no change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

During the 2025-26 school year, implementation of Goal 3 actions continued in full and resulted in some of the most significant student outcomes achieved across this LCAP cycle. All planned actions were carried out as designed, with no substantive deviations from the approved plan.

Core English instruction and Designated English Language Development (DELD) were provided to identified students through a combination of virtual classes and in-person tutoring. Instruction was guided by the California ELD Standards, with intentional integration of both Integrated and Designated ELD across content areas. The dedicated ELD class taught by a credentialed teacher continued to serve Newcomer and Long-Term English Learner (LTEL) populations, addressing the specific language acquisition needs of these subgroups. The department averaged a roster of approximately 113 EL students, 173 RFEP students, 16 LTEL students, and 21 dually identified students.

Tiger Time direct instruction sessions were a required enrollment component for identified EL students, providing consistent additional instructional minutes with English-speaking credentialed teachers three to six sessions per week. The Level Up EL tutoring program also provided students with personalized, just-in-time academic support on a predictable and consistent schedule. The use of in-house tutors contributed to strong attendance, with virtually no student no-shows across the year.

ELPAC testing and EL progress monitoring were fully implemented using the Ellevation data tracking system to support timely identification, placement, and ongoing monitoring of student growth. The EL Coordinator provided direct leadership through regular data updates to teachers, a collaborative attendance monitoring system where teachers flagged absences for immediate family outreach, and continuous staff encouragement. A decrease in extended family travel requests this year allowed for more uninterrupted instruction, which contributed to improved outcomes

Professional development in EL standards continued, with educators receiving training on both Integrated and Designated ELD and preparation for ELPAC testing formats. Staff confidence in language scaffolding and differentiated instruction for EL students continued to grow..

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.

As in the prior year, actual expenditures for Goal 3 actions were lower than budgeted for some line items, primarily due to the availability of internal capacity to manage ELPAC monitoring and professional development without incurring all projected external costs. The core English and DELD instruction action (Action 3.1) was fully funded and implemented as planned. No reduction in services occurred as a result of the spending variation. The overall effectiveness of the program, as reflected in ELPAC outcomes, confirms that services were delivered at a high level of quality regardless of the spending differences. Professional development was provided through the use of Educator Effectiveness Grant funds.

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

The 2025-26 school year produced the strongest EL program outcomes since this LCAP cycle began. Summative ELPAC results showed that 24% of EL students achieved Level 4, more than double the prior year rate. An additional 40% of students achieved Level 3, meaning that 64% of our English Learner population scored at Level 3 or above overall. This represents a breakthrough achievement and directly validates the investments made under Goal 3.

These results were driven by several interconnected factors. The intentional focus by the CWCV teaching team on both Integrated and Designated ELD standards, combined with structured preparation for the ELPAC testing format, contributed significantly to student performance. Increased instructional minutes provided through Tiger Time and Level Up tutoring created a reliable and frequent schedule of English-language instruction that accelerated acquisition. The collaborative monitoring system coordinated by the EL Coordinator ensured that absences were addressed quickly and that students remained consistently engaged with their instructional supports.

Dashboard data from 2024-25 reflects continued improvement for Current English Learners in ELA. Current English Learners scored 83.1 points below standard, an improvement of 36.6 points from the 119.7-point baseline. Recently Reclassified English Learners are now at 36.1 points below standard, with sufficient data to track this group's progress. In Math, Current English Learners improved to 171.2 points below standard from 205.3 in Year 1, a meaningful 34-point improvement. The English Learner Progress Indicator showed 36.1% of EL students making progress toward English language proficiency in 2024-25, which is a decline from the 42.4% reported in Year 1. This indicator will be monitored closely in Year 3, as ELPAC local results suggest a stronger underlying trajectory than the state indicator reflects in isolation. The dually identified student population doubled this year, reflecting growth in this area that will be an ongoing focus.

ELPAC Proctoring (Action 3.2) and Professional Development (Action 3.3) continued to support accurate assessment, informed instructional decisions, and educator readiness to serve EL students effectively. These actions, while lower in direct cost than projected, contributed to the systematic improvements reflected in outcomes.

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

Goals, metrics, target outcomes, and core actions for Goal 3 remain unchanged for the third year of this LCAP cycle. The substantial gains in ELPAC performance validate the approach taken under this goal, and the strategies that drove these results will be continued and strengthened. Particular attention will be given to the English Learner Progress Indicator, which declined in 2024-25, to ensure that the growth evidenced in local ELPAC data is reflected in the state indicator as well. The dually identified student population, which doubled this year, will receive continued focused support. Enrollment grew at

the CWCV campus and will be monitored as part of the broader EL program. No actions have been identified as ineffective; each action contributed to the significant progress achieved. The EL Department enters Year 3 energized and focused on building on this momentum.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1]	English Language Development	Provide Core English and Designated English Language Development (DELD) Instruction for English Learners	$62,637.00	Yes
3.2	ELPAC Proctoring	Implement Effective ELPAC Testing & EL Progress Monitoring	$19,993.00	Yes
3.3	Professional Development	Implement Effective Professional Development in EL Standards for all Educators	$16,991.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$953,974	$0.00

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
0.0%	0.0%	$0.00	0.0%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Community College Liaison **Need:** Access to Resources: High-needs students often face barriers to accessing higher education resources and support systems. 2022-23 SED Students show only 53.4% prepared compared to All Students 57.1% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 53.8% prepared compared to All Students 60.9% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide	Providing a community college liaison to our students offers several benefits, particularly for high-needs students, and extending this support on a schoolwide basis can further amplify these advantages. A community college liaison serves as a bridge, connecting students with vital resources such as academic advising, financial aid assistance, and career counseling. By facilitating access to these resources, high-needs students can receive the guidance and support necessary to navigate the college application process successfully. Personalized Support: High-needs students may require additional guidance and support to navigate the complexities of post secondary education. High-needs students may face higher rates of attrition in college due to various factors such as financial constraints, lack of academic preparedness, or inadequate support systems. By fostering a supportive environment and addressing barriers to success, the liaison helps ensure that all students, regardless of their background or circumstances, have the opportunity to thrive in higher education.	College and Career Percentage of Students Graduating Prepared through dual enrollment

1.2	**Action:** CTE Expansion **Need:** For high-needs students who may face challenges in traditional academic settings, CTE provides a tangible connection between their education and future employment opportunities. By engaging in relevant coursework aligned with their interests and career goals, high-needs students are more likely to stay motivated and engaged in their education. 2022-23 SED Students show only 53.4% prepared compared to All Students 57.1% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 53.8% prepared compared to All Students 60.9% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide	Providing Career Technical Education (CTE) to students, particularly high-needs students, offers numerous benefits, and extending it on a schoolwide basis can further enhance these advantages, including real-world relevance, skill development, access to career pathways, equity and access, and college and career readiness. By offering CTE programs universally, schools can empower all students to succeed academically and professionally, regardless of their background or circumstances.	College and Career Percentage of Students Graduating Prepared through CTE completion
1.3	**Action:** Virtual Career Center **Need:** High-needs students may require additional support and guidance to navigate career pathways and make informed decisions about their future. A virtual platform allows for personalized interactions with career counselors and advisors, ensuring that high needs students receive the individualized support they need to succeed. 2022-23 SED Students show only 53.4% prepared	Providing a virtual career center to students, particularly high-needs students, offers several advantages, and extending it on a schoolwide basis can further enhance these benefits, accessibility, flexibility, personalized support, resource accessibility, and equity and inclusion. By extending virtual career services universally, schools can empower all students to explore career options, plan for their future, and achieve their career goals, regardless of their background or circumstances	College and Career Percentage of Students Graduating Prepared through other measures

	compared to All Students 57.1% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 53.8% prepared compared to All Students 60.9% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide		
2.1	**Action:** Interventions **Need:** Our data shows the students who are struggling the most with academics includes our unduplicated pupils. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math 2023-24 SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points	Providing academic interventions to students, especially high-needs students, yields numerous benefits, and extending these interventions on a schoolwide basis can further enhance these advantages such as targeted support, closing achievement gaps, preventing academic failure, building confidence and motivation, and promoting equity and inclusion. By extending academic interventions universally, schools can empower all students to reach their full academic potential and achieve success, regardless of their individual needs or challenges	Academic Indicator ELA & Math

	below standard compared to English Only Learners who scored 27.2 points below standard in ELA SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math 2024-25 SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only Learners who scored 70.9 points below standard in Math. **Scope:** Schoolwide		

2.2	**Action:** Early Math Literacy **Need:** Research indicates that achievement gaps in math often emerge early in a child's education and tend to persist over time. Early math intervention helps prevent the widening of achievement gaps by addressing academic challenges before they become more significant barriers to learning. By providing targeted support to socioeconomically disadvantaged students and second language learners early on, schools can help narrow achievement gaps and promote equitable academic outcomes. Our data shows students in our school begin to struggle with math around Grade 4 2022-23 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 83%; Grade 5 78%; Grade 6 60% SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math 2023-24 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 87%; Grade 5 83%; Grade 6 77% Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard;	Math skills acquired in early childhood serve as the foundation for later academic success. Early intervention helps build a strong math foundation, setting students on a trajectory for future academic achievement. For socioeconomically disadvantaged students and second language learners who may lack access to resources or face language barriers, early math intervention is essential in ensuring they acquire the fundamental skills needed for academic success. While early math intervention is particularly important for socioeconomically disadvantaged students and second language learners, it is also valuable for all students, regardless of need, for several reasons. All students can benefit from early intervention to address potential learning gaps and prevent academic struggles before they escalate. By providing interventions to all students universally, schools can identify and address academic challenges early on, promoting academic success for all students.	iReady MATH Growth Scores (Local Data) - Early Grades

	Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 96%; Grade 5 64%; Grade 6 93%. Math: SED students scored 102.0 points below standard compared to All Students who scored 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only Learners who scored 70.9 points below standard in Math. **Scope:** Schoolwide		

2.3	**Action:** Concepts & Skills Review **Need:** High-needs students may have gaps in their foundational knowledge due to various factors such as academic challenges, language barriers, or limited access to resources. Concepts and skills review help identify and address these learning gaps by providing targeted support and reinforcement in areas where students may be struggling. By systematically reviewing and revisiting essential concepts and skills, high-needs students can fill in learning gaps and build a solid academic foundation. Research suggests that spaced repetition and regular review are effective strategies for promoting long-term retention of information. Concepts and skills review ensure that high-needs students have multiple opportunities to revisit and reinforce previously learned material, increasing the likelihood of retention over time. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math 2023-24	High-needs students may require additional time and support to internalize and retain new concepts and skills. Concepts and skills review provide opportunities for reinforcement and consolidation of learning, helping high-needs students solidify their understanding and mastery of key concepts. This is particularly important when students are using a variety of curriculum options, as review ensures that learning is not fragmented and that students can make meaningful connections between different instructional materials. Providing concepts and skills review is important for high needs students to reinforce learning, address learning gaps, build confidence, and promote long term retention. This practice should extend to all students, regardless of need, to support diverse learners, prevent learning loss, and promote equity and inclusion in education.	iReady Growth Scores (Local Data) - All Students

	ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math 2024-25 SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only Learners who scored 70.9 points below standard in Math. **Scope:** Schoolwide		

2.4	**Action:** Materials/Supplies **Need:** Some students may come from families facing financial constraints or economic hardship. These students may be unable to afford basic school supplies or may have limited access to resources at home. supplies ensures that all students have access to the materials they need to succeed academically and participate fully in educational activities, regardless of their financial situation. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math 2023-24 ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA	Materials and supplies needed to support the development of adequate implementation of above actions above and beyond what all students are provided in their Education Specialist's Instructional Funding budget.	Academic Indicator ELA & Math and / or iReady Growth Scores (Local Data) - All Students

	Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math 2024-25 SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only Learners who scored 70.9 points below standard in Math. **Scope:** Schoolwide		

3.1	**Action:** English Language Development **Need:** Direct instruction in ELA provides second language learners with structured opportunities to develop their English language skills, including vocabulary, grammar, reading comprehension, and writing proficiency. By explicitly teaching language concepts and providing guided practice, direct instruction helps second language learners acquire and reinforce essential language skills necessary for academic success. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math Only 43.8% making progress towards English language proficiency 2023-24 ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA	Direct instruction in ELA is important for second language learners to develop English language proficiency and academic literacy skills. Extending this instruction to all students promotes language development, cultural awareness, academic excellence, and an inclusive learning environment where students from diverse backgrounds can learn and grow together.	English Learner Progress Indicato

	Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math Only 42.4% are making progress towards English language proficiency 2024-25: SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only students who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only students who scored 70.9 points below standard in Math. 36.1% are making progress toward English language proficiency. **Scope:** **Schoolwide**		

3.2	**Action:** ELPAC Proctoring **Need:** Valid interpretation of assessment results relies on consistent and accurate scoring practices. When educators are properly trained to calibrate and score ELPAC assessments, they can confidently interpret students' scores and make informed decisions about their English language development needs. Valid interpretations of assessment results support effective instructional planning and targeted interventions for English learners. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math Only 43.8% making progress towards 2023-24 ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA	Training educators to effectively calibrate and score ELPAC assessments is essential for ensuring consistency, reliability, validity, accountability, fairness, and professional development in English language proficiency assessment practices. By adhering to standardized scoring procedures and criteria, educators can provide accurate and meaningful assessment results that inform instructional decision-making and support English learners' academic success. All qualifying students will participate in the required ELPAC to determine their Language Aquisition Status.	English Learner Progress Indicator

	Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math Only 42.4% are making progress towards English language proficiency 2024-25: SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only students who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only students who scored 70.9 points below standard in Math. 36.1% are making progress toward English language proficiency. **Scope:** Schoolwide		

3.3	**Action:** Professional Development **Need:** Professional development in English development standards is essential for equipping educators with the knowledge, skills, and strategies needed to support the academic success of English learners and promote equitable learning opportunities for all students. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math Only 43.8% making progress towards English language proficiency 2023-24 ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA	Professional development ensures that educators are familiar with English development standards and understand how they align with curriculum goals and objectives. This alignment helps educators effectively integrate language development into content instruction, ensuring that English learners have access to grade-level content while simultaneously building their English language proficiency. All staff can benefit from professional development in English development standards, regardless of their English language proficiency level or background. When educators receive training in effective language instruction and support, all students benefit from: enhanced access to grade-level content; increased opportunities for language development; improved academic achievement and language proficiency; culturally responsive and inclusive learning environments; differentiated instruction that meets diverse learning needs; and collaborative teaching practices that support student success.	English Learner Progress Indicator

	Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math Only 42.4% are making progress towards English language proficiency 2024-25: SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only students who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only students who scored 70.9 points below standard in Math. 36.1% are making progress toward English language proficiency. **Scope:** Schoolwide		

Insert or delete rows, as necessary.

Limited Actions

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

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

Insert or delete rows, as necessary.

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

NA

Additional Concentration Grant Funding

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

Not 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	1:16	
Staff-to-student ratio of certificated staff providing direct services to students	1:6	

26-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
26-27	$ 9,451,170	$ 953,974	10.094%	0.000%	10.094%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,074,036	$ 258,852	$ -	$ -	$ 1,332,888.00	$ 1,292,888	$ 40,000

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community College Liaison	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 18,315	$ -	$ 18,315	$ -	$ -	$ -	$ 18,315	0.000%
1	1.2	CTE Expansion	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 44,280	$ -	$ 44,280	$ -	$ -	$ -	$ 44,280	0.000%
1	1.3	Virtual Career Center	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 76,500	$ -	$ 76,500	$ -	$ -	$ -	$ 76,500	0.000%
1	1.4	SpEd Liaison	Students with Disabilities	No			All Schools	2024-2027	$ 39,713	$ -	$ 39,713	$ -	$ -	$ -	$ 39,713	0.000%
2	2.1	Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 843,254	$ -	$ 584,402	$ 258,852	$ -	$ -	$ 843,254	0.000%
2	2.2	Early Math Literacy	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 87,226	$ -	$ 87,226	$ -	$ -	$ -	$ 87,226	0.000%
2	2.3	Concepts & Skills Review	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 72,345	$ -	$ 72,345	$ -	$ -	$ -	$ 72,345	0.000%
2	2.4	Materials/Supplies	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
3	3.1	English Language Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 69,952	$ -	$ 69,952	$ -	$ -	$ -	$ 69,952	0.000%
3	3.2	ELPAC Proctoring	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 22,328	$ -	$ 22,328	$ -	$ -	$ -	$ 22,328	0.000%
3	3.3	Professional Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 18,975	$ -	$ 18,975	$ -	$ -	$ -	$ 18,975	0.000%

26-27 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
$ 9,451,170	$ 953,974	10.094%	0.000%	10.094%	$ 1,034,323	0.000%	10.944%	Total:	$ 1,034,323
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,034,323

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	1.1	Community College Liaison	Yes	Schoolwide	All	All Schools	$ 18,315	0.000%
1	1.2	CTE Expansion	Yes	Schoolwide	All	All Schools	$ 44,280	0.000%
1	1.3	Virtual Career Center	Yes	Schoolwide	All	All Schools	$ 76,500	0.000%
1	1.4	SpEd Liaison	No			All Schools	$ -	0.000%
2	2.1	Interventions	Yes	Schoolwide	All	All Schools	$ 584,402	0.000%
2	2.2	Early Math Literacy	Yes	Schoolwide	All	All Schools	$ 87,226	0.000%
2	2.3	Concepts & Skills Review	Yes	Schoolwide	All	All Schools	$ 72,345	0.000%
2	2.4	Materials/Supplies	Yes	Schoolwide	All	All Schools	$ 40,000	0.000%
3	3.1	English Language Development	Yes	Schoolwide	All	All Schools	$ 69,952	0.000%
3	3.2	ELPAC Proctoring	Yes	Schoolwide	All	All Schools	$ 22,328	0.000%
3	3.3	Professional Development	Yes	Schoolwide	All	All Schools	$ 18,975	0.000%

25-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,249,863.00	$ 902,323.36

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)
1	1.1	Community College Liaison	Yes	$ 16,400	$ -
1	1.2	CTE Expansion	Yes	$ 39,650	$ 5,053
1	1.3	Virtual Career Center	Yes	$ 76,500	$ -
1	1.4	SpEd Liaison	No	$ 35,560	$ 20,259
2	2.1	Interventions	Yes	$ 755,074	$ 731,187
2	2.2	Early Math Literacy	Yes	$ 78,105	$ 40,463
2	2.3	Concepts & Skills Review	Yes	$ 64,780	$ 27,799
2	2.4	Materials/Supplies	Yes	$ 84,173	$ 39,744
3	3.1	English Language Development	Yes	$ 62,637	$ 18,249
3	3.2	ELPAC Proctoring	Yes	$ 19,993	$ 19,569
3	3.3	Professional Development	Yes	$ 16,991	$ -

25-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 881,855	$ 928,794	$ 882,065	$ 46,729	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.1	Community College Liaison	Yes	$ 16,400	$ -	0.000%	
1	1.2	CTE Expansion	Yes	$ 39,650	$ 5,053	0.000%	0.000%
1	1.3	Virtual Career Center	Yes	$ 76,500	$ -	0.000%	
1	1.4	SpEd Liaison	No	$ -	$ -	0.000%	0.000%
2	2.1	Interventions	Yes	$ 469,565	$ 731,187	0.000%	0.000%
2	2.2	Early Math Literacy	Yes	$ 78,105	$ 40,463	0.000%	0.000%
2	2.3	Concepts & Skills Review	Yes	$ 64,780	$ 27,799	0.000%	0.000%
2	2.4	Materials/Supplies	Yes	$ 84,173	$ 39,744	0.000%	0.000%
3	3.1	English Language Development	Yes	$ 62,637	$ 18,249	0.000%	0.000%
3	3.2	ELPAC Proctoring	Yes	$ 19,993	$ 19,569	0.000%	0.000%
3	3.3	Professional Development	Yes	$ 16,991	$ -	0.000%	

25-26 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)
$ 8,636,105	$ 881,855	0.000%	10.211%	$ 882,065	0.000%	10.214%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

- Include an explanation of how research supports the selected action;
- Identify the metric(s) being used to monitor the impact of the action; and
- Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to

students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

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

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

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

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

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific

Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual

LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

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

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

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

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

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

California Department of Education
November 2024

Coversheet

Open Discussion on the Connecting Waters Charter School, Central Valley 2026-2027 Local Indicators

Section: II. Public Hearing
Item: I. Open Discussion on the Connecting Waters Charter School, Central Valley 2026-2027 Local Indicators
Purpose:
Submitted by:
Related Material: CWCV Local Priorities Merged Doc.pdf

California Department of Education
December 2023

Local Control Funding Formula (LCFF) Priority 1 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 for Priority 1 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: Note: LEA Responses are in Blue

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

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

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

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Connecting Waters Charter School - Central Valley	43.6	44.1%	55.8%	0.0%	0.0%	0.2%	0.0%	0.0%

Note: Data above was pulled from DataQuest on the CA State website. Connecting Waters is a flex based educational program allowing for the use of a state waiver which allows for teachers using subject specific credentials to function in capacities other than the role traditionally defined for districts. In doing so, the data shows as out-of-field, but is acceptable under the use of said waivers.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and: 0

NOTE: Curriculum is purchased, or checked out individually for each student enrolled at the time of enrollment, and each year they continue with the school it is personalized to their needs. As stated in our charter, curricula and materials shall adhere to the California State Frameworks and Content Standards in accordance with the California Public Schools Accountability Act.

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

NOTE: Maintaining and keeping all our facilities in good repair is one of many objectives that Connecting Waters Charter Schools has focused on this year for health and safety. To meet this goal Connecting Waters Charter Schools have done the following: 1. Monthly site inspections that focus on: gas leaks, HVAC, sewer, interior surfaces, overall cleanliness, pest infestation, electrical, restrooms, sinks, fire safety, hazardous material, structural damage, roofs, windows and doors. 2. Daily walkthroughs of the site by a staff member using a checklist.
3. Vetting our Comprehensive School Safety Plan through educational partners and first responders.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 2 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 for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards

- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

3. **Rate the LEA's progress in implementing policies or programs to support**

staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

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

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

Optional Narrative (Limited to 1,500 characters)

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

   Connecting Waters Charter School - Central Valley has set a goal within the LCAP to target areas of need for professional development to ensure students are supported with targeted supplemental supports in a program we are calling “Tiger Time”. This very targeted goal is supported by the LCAP, administration, and staff members to boost student achievement. The 2024-25 school year was the first year of exploration for the program. The 2025-26 school year was the initial year of implementation after professional development for staff. The program was highly praised by students and parents. A fully implemented program is now in place and improving program outcomes will be the focus of the 2026-27 school year.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 3 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 for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing

family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	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.

   Connecting Waters Charter School - Central Valley (CWCV) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

   CWCV fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

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.

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addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

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.

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Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

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.

   Connecting Waters Charter School - Central Valley has demonstrated meaningful progress in building partnerships by actively incorporating feedback from parents, teachers, and administrators into its instructional support structures. The LEA has developed a tiered intervention system grounded in iReady performance data, enabling educators and Educational Specialists (ESs) to collaborate with families in designing personalized learning plans. Parents are meaningfully included in selecting the appropriate tier of support for their student, reinforcing a shared ownership of learning outcomes. The consistency of this framework across TK–12 ensures that families experience a coherent, predictable system regardless of their child's grade level, strengthening trust and communication between the school and its educational partners.

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.

   While foundational structures are in place, CWCV recognizes the need to deepen the consistency and clarity of its partnership practices. Key focus areas

include strengthening the use of iReady data in family-facing communications so that progress is transparent and actionable, establishing clearer expectations around student support so families understand intervention pathways, and expanding access to credentialed instruction for students with the greatest academic need. The LEA will also work to ensure that intervention structures are uniformly implemented across all educational partners, reducing variability in how tiered supports are communicated and delivered to 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 Partnerships for Student Outcomes.

CWCV is committed to ensuring that underrepresented families — including those facing language barriers, socioeconomic challenges, or limited prior engagement with the independent study model — have equitable access to the partnerships and resources available through the tiered support system. The LEA will prioritize outreach efforts that make iReady data and instructional tier options clearly understandable and accessible to all families. This includes developing culturally responsive communication strategies, offering additional touchpoints with Educational Specialists for families who may need more guided support, and using stakeholder feedback processes that are intentionally inclusive of historically underrepresented voices to continuously refine the program.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
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.	5
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.	5

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.

   CWCV has established a robust and multi-layered structure for seeking input from educational partners. The school actively engages families through a dedicated Parent Support Department that disseminates timely information via newsletters, listserv announcements, and regular ES communications. Structured input opportunities such as PAC (Parent Advisory Committee) meetings, PAWS sessions, and monthly board meetings provide families with consistent, accessible forums to voice perspectives and influence school decisions. Informal engagement events like Donuts with Directors further lower barriers to participation by creating approachable, relationship-centered spaces for dialogue. The school's recent policy development — shaped directly by feedback from parents, teachers, and administrators — demonstrates that input is not only collected but meaningfully acted upon, resulting in clearer intervention structures, more consistent use of iReady data, and expanded access to credentialed instruction.

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.

   While CWCV has strong input-gathering mechanisms in place, the LEA recognizes the need to ensure that feedback is systematically collected, analyzed, and visibly connected to decision-making outcomes. Focus areas include formalizing feedback loops so families can see how their input

translates into program changes, increasing participation in governance structures like PAC and board meetings beyond regularly engaged families, and ensuring that professional development offerings for parents are responsive to emerging needs identified through data and stakeholder input. The LEA also aims to strengthen the consistency with which Educational Specialists facilitate input-gathering during learning plan meetings, ensuring that family voice is captured across all caseloads equitably.

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.

CWCV is committed to broadening the diversity of voices informing school decisions. To improve engagement of underrepresented families — including those with language barriers, limited availability due to work or caregiving responsibilities, or limited prior experience in school governance — the LEA will take intentional steps to reduce participation barriers. This includes offering meeting times and formats that accommodate varied schedules, providing translation and interpretation support at PAC and board meetings, and leveraging ES relationships to personally invite and support underrepresented families in participating in input opportunities. The school will also explore targeted outreach through PAWS and informal events to build trust and familiarity with governance processes among families who may feel less confident engaging in formal decision-making structures. Feedback gathered through these efforts will be tracked and used to continuously refine the LEA's approach to inclusive, equitable partnership.

California Department of Education
January 2024

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 for Priority 6 are provided below.

School Climate (LCFF Priority 6)

Introduction

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

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

Instructions

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

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

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

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

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

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

Analysis of school climate data has informed several decisions and actions CWCV is implementing for continuous improvement.

Tiered Academic Support: Declining graduation rates and persistent achievement gaps among Hispanic or Latino students, English Learners, and Socioeconomically Disadvantaged students have reinforced the need for stronger intervention structures. The school has implemented a data-informed tiered support system using iReady diagnostic data to place students into appropriate instructional tiers. Professional development for staff has been expanded to include iReady growth data analysis and differentiated instruction strategies, ensuring educators are equipped to respond to identified needs consistently across all caseloads.

School Safety and Climate Procedures: The Comprehensive School Safety Plan is reviewed and updated annually with input from students, families, law enforcement, and fire safety officials. This stakeholder-inclusive process ensures the plan reflects current community needs. Staff training has been expanded to include Naloxone overdose prevention, epinephrine auto-injector use, and Suicide Prevention, in addition to annual CPR and First Aid certification. A 20-member safety team meets monthly under the direction of the Deputy Executive Director to ensure continuous monitoring and response.

English Learner Support: Given elevated chronic absenteeism and lower academic performance among English Learners, the school has reinforced specialized English Language Development (ELD) instruction designed to build

proficiency while maintaining access to grade-level content. Outreach efforts targeting EL families are being strengthened through Educational Specialist communication and Parent Support Department resources to reduce barriers to consistent participation.

These actions reflect our commitment to using data meaningfully, translating climate and outcome indicators into concrete, equitable improvements for all student groups.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 7 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 for Priority 7 are provided below.

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)

   Connecting Waters Charter School - Central Valley tracks student access to a broad course of study through several locally selected measures. At the secondary level, the school monitors UC/CSU course enrollment and completion rates, CTE pathway participation and completion, and Advanced Placement course enrollment. At all grade levels, individualized Education Plans serve as the primary tracking mechanism, documenting each student's selected courses and learning pathways across core and elective subjects. State assessment participation rates through CAASPP in ELA, Mathematics, and Science provide an additional indicator of whether students are accessing grade-level content across required subject areas. Physical Fitness Test participation rates are tracked at grades 5, 7, and 9. Enrollment data disaggregated by student group, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, is maintained and reported annually to identify any disparities in access across subgroups.

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)

Current data reflects both strengths and gaps in access to a broad course of study. Students across grade levels demonstrate strong participation in physical education, with high rates of engagement in all fitness components at assessed grade levels. At the secondary level, multiple CTE pathways are available, providing students with access to career-focused learning experiences that extend beyond core academic coursework. Advanced Placement courses are offered across multiple subject areas, providing college-level access for academically prepared students.

However, gaps remain in college preparatory course completion, with a meaningful portion of graduates not completing all required A-G courses. Disaggregated data indicates that English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities access and succeed in grade-level content at lower rates than their peers, suggesting that additional supports are needed to ensure equitable access to the full breadth of the curriculum across all student groups.

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)

   Several barriers to broad course of study access have been identified. The independent study model, while flexible and family-centered, presents structural challenges in ensuring all students consistently access the full range of required coursework. Course selection within individualized learning plans does not always align with college preparatory pathways, which may reflect gaps in academic counseling capacity. Current student-to-counselor ratios limit the frequency and depth of advising available to each student, making it difficult to ensure all students are enrolled in coursework that meets their long-term academic and career goals.

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)

   Connecting Waters - Central Valley has implemented and will continue to refine several actions to expand access to a broad course of study for all students. Multiple CTE pathways with internship components provide structured, real-world learning experiences beyond traditional coursework. AP course offerings across subject areas extend college-level access to academically prepared students. Professional development for staff includes curriculum training, use of grade-level state standard checklists, and data-driven instructional planning, ensuring educators are equipped to deliver broad, standards-aligned content across all subject areas.

To address gaps in college preparatory course completion, the school will strengthen academic advising supports and ensure individualized Education Plans more consistently incorporate A-G aligned course sequences. Educational Specialists will be intentionally engaged in academic planning conversations to help offset counseling capacity limitations. For English Learners and Students with Disabilities, the school will continue to expand tiered academic supports, including small group instruction, targeted tutoring, and ongoing progress monitoring. Dedicated staff development days each year support continuous improvement in instructional practice, ensuring all students have meaningful access to a broad and rigorous course of study.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 9 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 for Priority 9 are provided below.

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

Not Applicable to Connecting Waters Central Valley

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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 10 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 for Priority 10 are provided below.

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

Not Applicable

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).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
1. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coversheet

Open Discussion on the Connecting Waters Charter School, Central Valley 2026-2027 Budget

Section: II. Public Hearing
Item: J. Open Discussion on the Connecting Waters Charter School, Central Valley 2026-2027 Budget
Purpose:
Submitted by:
Related Material: FY27_CWCV_Budget Package.pdf

CHARTER IMPACT

BOARD FINANCIALS

Connecting Waters– Central Valley

Budget Presentation – 2026-27

CHARTER IMPACT

TK–12 FUNDING HIGHLIGHTS

COLA, Special Education & Student Support

Comparison of Governor's Budget Proposal vs. May Revision

	Governor's Budget Proposal (Jan 2026)	May Revision (May 2026)	Change
COLA (LCFF) Cost-of-Living Adjustment for Local Control Funding Formula	**2.41%** statutory COLA	**2.87%** statutory COLA **4.31%** total COLA (includes super COLA)	↑ **Increased significantly**
Special Education Ongoing Proposition 98 Investments	**$509M** ongoing increase to equalize SPED base rates statewide **Per ADA Amount** **$998** per ADA	**$2.4B** total ongoing increase (includes additional $1.8B) *43% increase over 2025 Budget Act* **Per ADA Amount** **$1,340** per ADA	↑ **Major augmentation** **+$342** per ADA increase
Student Support & Professional Development Block Grant One-Time Proposition 98 Discretionary	**$2.8B** one-time block grant	**$5.0B** one-time block grant	↑ **+$2.2B increase**

ⓘ Current EDCOE SELPA rate (2025–26): **$918 per ADA**
May Revision rate is $422 per ADA higher than EDCOE's current SELPA rate.

Source: 2026–27 Governor's Budget Proposal (Jan 2026) and May Revision (May 2026)

KEY TAKEAWAYS

- The May Revision provides stronger ongoing operational support for LEAs through a higher COLA and significant SPED investment.
- Total COLA increases to 4.31% when including the discretionary "super COLA," providing meaningful flexibility for districts and charters.
- Special Education funding receives a major boost with nearly $2.4B in ongoing increases, advancing rate equity across the state.
- SPED per ADA funding increases from $998 to $1,340, a $342 per ADA improvement. This is $422 per ADA higher than EDCOE's current SELPA rate of $918.
- The Student Support & Professional Development Block Grant is expanded to $5B one-time, offering critical resources for educator recruitment, retention, and training.
- These investments reflect the state's continued commitment to academic recovery, student well-being, and long-term system stability.

CWCV - Budget Highlights

- FY27 budget balanced with **$117K** surplus (**1.0%** of expenses)
- Multi-year projection healthy, with revenues and surpluses increasing annually across next 3 years

State COLA	*4.31%*	*3.30%*	*3.09%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*
Enrollment	*787.00*	*787.00*	*787.00*
Average Daily Attendance	*779.39*	*779.39*	*779.39*
Total Revenue	**$ 12,216,116**	**$ 12,692,302**	**$ 12,998,156**
Total Expenses	**$ 12,098,893**	**$ 12,488,117**	**$ 12,822,047**
Surplus (Deficit)	**$ 117,222**	**$ 204,185**	**$ 176,108**
Fund Balance, Beginning of Year	$ 9,414,189	$ 9,531,411	$ 9,735,597
Fund Balance, End of Year	**$ 9,531,411**	**$ 9,735,597**	**$ 9,911,705**
	78.8%	***78.0%***	***77.3%***

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	*787*
ADA	*779*
Attendance Rate	*99.0%*
Unduplicated %	*51.4%*
Revenue per ADA	*$15,674*
Expenses per ADA	*$15,524*

Compliance

- SB740 Requirements:

Cert.	Instr.
61.8%	81.6%
2,662,061	194,995

Must exceed 40% / 80%

Pupil:Teacher Ratio
16.69 :1

Must be equal to or less than 25:1

CHARTER IMPACT

CWCV – Revenue & Expenses

	Annual/Full Year Budget
Revenue	
State Aid-Rev Limit	$ 10,405,144
Federal Revenue	116,975
Other State Revenue	1,650,247
Other Local Revenue	43,750
Total Revenue	**$ 12,216,116**

Revenue: +6.3% YoY, driven by:

- ADA growth: **+5.4%**
- Super-COLA: **+4.31%**
- State SPED funding rate increase: **+46%** = **+$265K**
- Specialty Funding: -**$695K**

	Annual/Full Year Budget
Expenses	
Certificated Salaries	$ 5,327,354
Classified Salaries	1,144,063
Benefits	2,469,401
Books and Supplies	1,085,751
Subagreement Services	679,816
Operations	318,800
Facilities	120,200
Professional Services	623,308
Depreciation	330,200
Interest	-
Total Expenses	**$ 12,098,893**

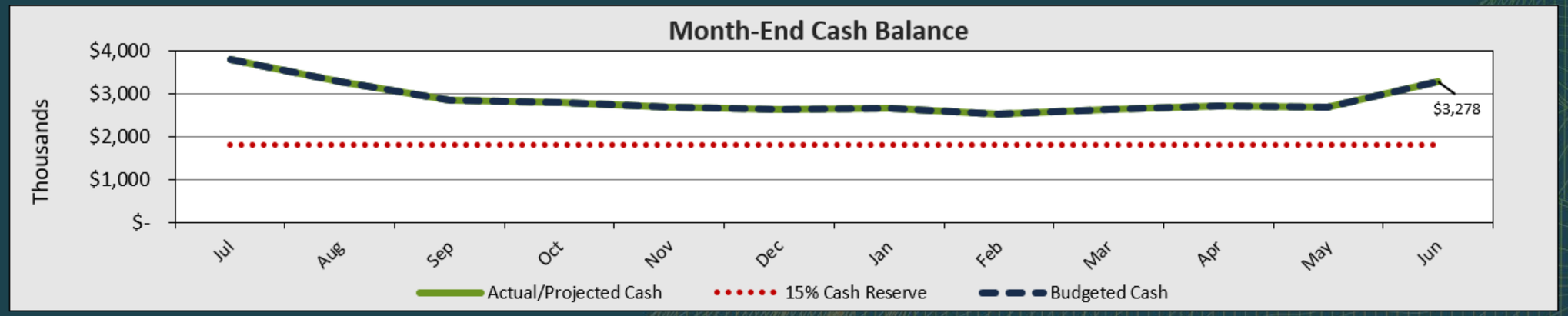
Expenses: +4.2% YoY

- **Staffing: +3.3%**
  - Incorporates appropriate salary increases
- **Other Expenses:** Increased in line with FY26 estimated actuals per ADA plus CA CPI (+3.76%)

CWCV – Fund & Cash Balance

	Annual/Full Year Budget
Total Surplus(Deficit)	**$ 117,223**
Beginning Fund Balance	9,414,189
Ending Fund Balance	**$ 9,531,412**
As a % of Annual Expenses	*78.8%*

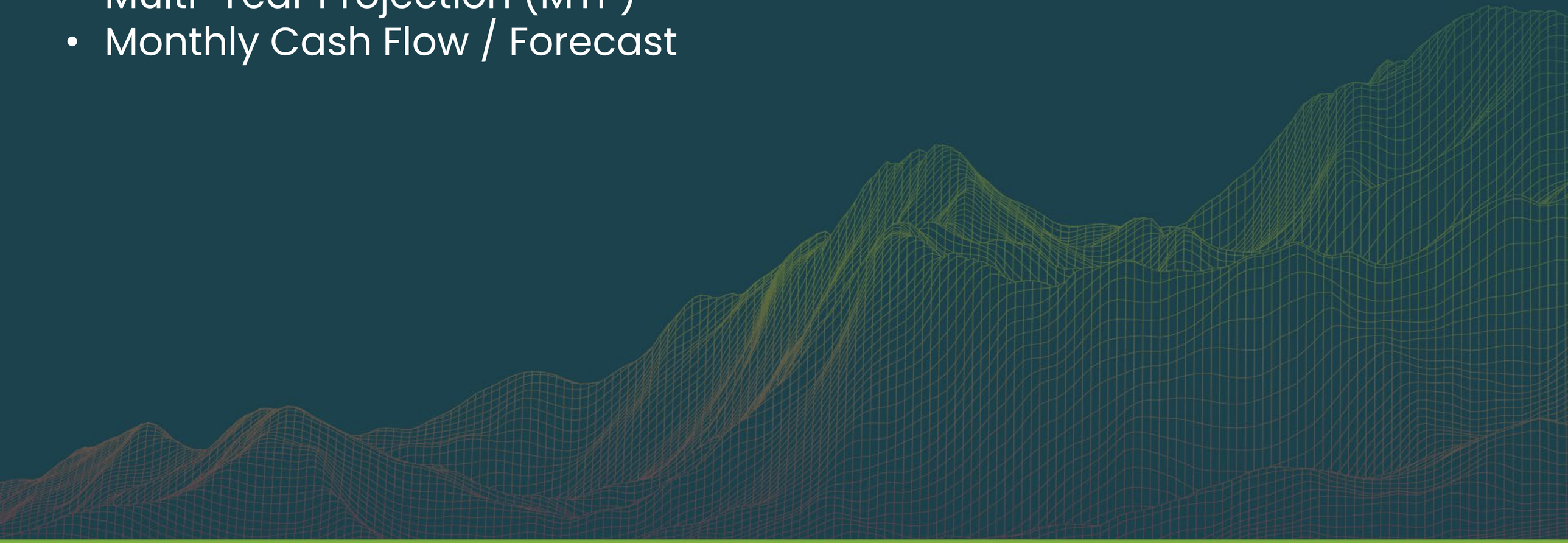
- Fund balance and surplus within state and authorizer requirements
- Fund balance subject to change, pending June 2026 financial close



- No borrowing anticipated in current year or future years budgets

Appendix

- Adopted Budget Alternative Form
- Multi-Year Projection (MYP)
- Monthly Cash Flow / Forecast



CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name:	**Connecting Waters, Central Valley**
(name continued)	
CDS #:	**50 71167 0138057**
Charter Approving Entity:	**Modesto City Elementary**
County:	**Stanislaus**
Charter #:	**1973**
Fiscal Year:	**2026-27**

To the entity that approved the charter school:

(x) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print Name: Tammy Hushaw Title: Acting Executive Director

To the County Superintendent of Schools:

(x) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Tim Zearley Title: Assoc Sup CBO

For additional information on the BUDGET, please contact:

For Approving Entity:	For Charter School:
Michelle Price	Jason Sitomer
Name	Name
Senior Director, Financial Services	Charter Impact, Inc.
Title	Title
209-574-8496	888-474-0322
Telephone	Telephone
price.mi@monet.k12.ca.us	jsitomer@charterimpact.com
E-mail address	E-mail address

(___) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
District Advisor

Revised 5/8/19

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Waters, Central Valley
(name continued)
CDS #: 50 71167 0138057
Charter Approving Entity: Modesto City Elementary
County: Stanislaus
Charter #: 1973
Budgeting Period: 2026-27

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	8,150,826.00	8,946,453.00		8,946,453.00
Education Protection Account State Aid - Current Year	8012	146,322.00	155,878.00		155,878.00
State Aid - Prior Years	8019	0.00	0.00		0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,058,355.00	1,302,813.00		1,302,813.00
Other LCFF Transfers	8091, 8097	0.00	0.00		0.00
Total, LCFF Sources		9,355,503.00	10,405,144.00	0.00	10,405,144.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	0.00		0.00	0.00
Special Education - Federal	8181, 8182	120,823.00		116,975.00	116,975.00
Child Nutrition - Federal	8220	0.00		0.00	0.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00		0.00	0.00
Total, Federal Revenues		120,823.00	0.00	116,975.00	116,975.00
3. Other State Revenues					
Special Education - State	StateRevSE	685,646.00		1,044,382.60	1,044,382.60
All Other State Revenues	StateRevAO	1,297,987.00	193,144.01	412,720.00	605,864.01
Total, Other State Revenues		1,983,633.00	193,144.01	1,457,102.60	1,650,246.61
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	29,000.00	43,750.00	0.00	43,750.00
Total, Local Revenues		29,000.00	43,750.00	0.00	43,750.00
5. TOTAL REVENUES		11,488,959.00	10,642,038.01	1,574,077.60	12,216,115.61
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	3,880,388.30	3,380,448.41	659,668.17	4,040,116.58
Certificated Pupil Support Salaries	1200	541,386.30	211,817.04	340,586.30	552,403.34
Certificated Supervisors' and Administrators' Salaries	1300	707,623.00	666,567.76	68,266.61	734,834.37
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00
Total, Certificated Salaries		5,129,397.60	4,258,833.22	1,068,521.07	5,327,354.29
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	247,790.18	239,983.97	0.00	239,983.97
Non-certificated Support Salaries	2200	11,548.22	3,578.00	0.00	3,578.00
Non-certificated Supervisors' and Administrators' Sal.	2300	5,278.16	2,323.65	0.00	2,323.65
Clerical and Office Salaries	2400	844,905.51	746,058.71	102,910.43	848,969.14
Other Non-certificated Salaries	2900	17,500.00	0.00	49,207.88	49,207.88
Total, Non-certificated Salaries		1,127,022.07	991,944.33	152,118.31	1,144,062.64

Revised 5/8/19

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Waters, Central Valley
(name continued)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
3. Employee Benefits					
STRS	3101-3102	979,714.91	820,365.31	197,159.36	1,017,524.67
PERS	3201-3202	302,154.62	261,873.31	40,159.23	302,032.54
OASDI / Medicare / Alternative	3301-3302	160,593.75	138,162.78	26,604.65	164,767.43
Health and Welfare Benefits	3401-3402	886,260.54	739,390.67	174,775.33	914,166.00
Unemployment Insurance	3501-3502	3,128.36	4,953.33	1,242.73	6,196.06
Workers' Compensation Insurance	3601-3602	64,065.82	52,870.51	11,843.66	64,714.17
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00
Total, Employee Benefits		2,395,918.00	2,017,615.90	451,784.97	2,469,400.87
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00
Materials and Supplies	4300	681,057.99	693,441.18	51,058.82	744,500.00
Noncapitalized Equipment	4400	290,531.01	328,151.36	0.00	328,151.36
Food	4700	12,019.79	13,100.00	0.00	13,100.00
Total, Books and Supplies		983,608.79	1,034,692.54	51,058.82	1,085,751.36
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	171,316.22	508,500.00	679,816.22
Travel and Conferences	5200	77,507.21	0.00	0.00	0.00
Dues and Memberships	5300	23,952.97	26,200.00	0.00	26,200.00
Insurance	5400	53,052.01	58,000.00	0.00	58,000.00
Operations and Housekeeping Services	5500	165,012.94	180,500.00	0.00	180,500.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	110,608.55	120,200.00	0.00	120,200.00
Transfers of Direct Costs	5700-5799	0.00	683,826.50	(683,826.50)	0.00
Professional/Consulting Services & Operating Expend.	5800	1,055,382.67	588,726.81	34,580.93	623,307.74
Communications	5900	50,696.58	54,100.00	0.00	54,100.00
Total, Services and Other Operating Expenditures		1,536,212.93	1,882,869.53	(140,745.57)	1,742,123.96
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170	0.00			0.00
Buildings and Improvements of Buildings	6200	0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00			0.00
Equipment	6400	0.00			0.00
Equipment Replacement	6500	0.00			0.00
Depreciation Expense (for full accrual basis only)	*6900*	313,438.00	330,200.00		330,200.00
Total, Capital Outlay		313,438.00	330,200.00	0.00	330,200.00
7. Other Outgo					
Tuition to Other Schools	7110-7143	0.00			0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00			0.00
All Other Transfers	7281-7299	0.00			0.00
Transfer of Indirect Costs	7300-7399	0.00			0.00
Debt Service:					
Interest	7438	123,323.00			0.00
Principal	7439	0.00			0.00
Total, Other Outgo		123,323.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		11,608,920.38	10,516,155.53	1,582,737.60	12,098,893.12
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(119,961.38)	125,882.48	(8,660.00)	117,222.48

Revised 5/8/19

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Waters, Central Valley
(name continued)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(119,961.38)	125,882.48	(8,660.00)	117,222.48
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	9,559,812.13	9,358,628.75	55,561.00	9,414,189.75
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(25,661.00)	0.00		0.00
c. Adjusted Beginning Balance		9,534,151.13	9,358,628.75	55,561.00	9,414,189.75
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,414,189.75	9,484,511.23	46,901.00	9,531,412.23
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	1,379,007.00	476,570.61		476,570.61
Unassigned / Unappropriated Amount	9790	8,035,182.75	9,007,940.62	46,901.00	9,054,841.62

Revised 5/8/19

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Waters, Central Valley
(name continued)
CDS #: 50 71167 0138057
Charter Approving Entity: Modesto City Elementary
County: Stanislaus
Charter #: 1973
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	Totals for 2027/28	Totals for 2028/29
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	8,946,453.00	0.00	8,946,453.00	9,264,274.00	9,595,850.00
Education Protection Account State Aid - Current Year	8012	155,878.00	0.00	155,878.00	155,878.00	155,878.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,302,813.00	0.00	1,302,813.00	1,302,813.00	1,302,813.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		10,405,144.00	0.00	10,405,144.00	10,722,965.00	11,054,541.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182	0.00	116,975.00	116,975.00	123,061.00	123,337.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	116,975.00	116,975.00	123,061.00	123,337.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	1,044,382.60	1,044,382.60	1,078,847.23	1,112,183.61
All Other State Revenues	StateRevAO	193,144.01	412,720.00	605,864.01	723,678.77	664,344.39
Total, Other State Revenues		193,144.01	1,457,102.60	1,650,246.61	1,802,526.00	1,776,528.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	43,750.00	0.00	43,750.00	43,750.00	43,750.00
Total, Local Revenues		43,750.00	0.00	43,750.00	43,750.00	43,750.00
5. TOTAL REVENUES		10,642,038.01	1,574,077.60	12,216,115.61	12,692,302.00	12,998,156.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,380,448.41	659,668.17	4,040,116.58	4,168,592.00	4,283,645.00
Certificated Pupil Support Salaries	1200	211,817.04	340,586.30	552,403.34	569,969.77	585,700.94
Certificated Supervisors' and Administrators' Salaries	1300	666,567.76	68,266.61	734,834.37	758,202.10	779,128.48
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		4,258,833.22	1,068,521.07	5,327,354.29	5,496,763.87	5,648,474.41
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	239,983.97	0.00	239,983.97	247,615.46	254,449.64
Non-certificated Support Salaries	2200	3,578.00	0.00	3,578.00	3,691.78	3,793.67
Non-certificated Supervisors' and Administrators' Sal.	2300	2,323.65	0.00	2,323.65	2,397.54	2,463.72
Clerical and Office Salaries	2400	746,058.71	102,910.43	848,969.14	875,966.36	900,143.03
Other Non-certificated Salaries	2900	0.00	49,207.88	49,207.88	50,772.70	52,174.02
Total, Non-certificated Salaries		991,944.33	152,118.31	1,144,062.64	1,180,443.83	1,213,024.08

Revised 5/8/19

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Waters, Central Valley
(name continued)

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	Totals for 2027/28	Totals for 2028/29
3. Employee Benefits						
STRS	3101-3102	820,365.31	197,159.36	1,017,524.67	1,049,881.96	1,078,858.70
PERS	3201-3202	261,873.31	40,159.23	302,032.54	316,358.95	314,173.24
OASDI / Medicare / Alternative	3301-3302	138,162.78	26,604.65	164,767.43	170,007.00	174,699.00
Health and Welfare Benefits	3401-3402	739,390.67	174,775.33	914,166.00	943,236.48	969,269.81
Unemployment Insurance	3501-3502	4,953.33	1,242.73	6,196.06	6,172.72	6,150.25
Workers' Compensation Insurance	3601-3602	52,870.51	11,843.66	64,714.17	66,772.08	68,614.99
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		2,017,615.90	451,784.97	2,469,400.87	2,552,429.19	2,611,765.99
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	693,441.18	51,058.82	744,500.00	768,175.00	789,377.00
Noncapitalized Equipment	4400	328,151.36	0.00	328,151.36	338,586.58	347,931.57
Food	4700	13,100.00	0.00	13,100.00	13,516.58	13,889.64
Total, Books and Supplies		1,034,692.54	51,058.82	1,085,751.36	1,120,278.16	1,151,198.20
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	171,316.22	508,500.00	679,816.22	701,434.00	720,794.00
Travel and Conferences	5200	0.00	0.00	0.00	0.00	0.00
Dues and Memberships	5300	26,200.00	0.00	26,200.00	27,033.00	27,779.00
Insurance	5400	58,000.00	0.00	58,000.00	59,844.00	61,496.00
Operations and Housekeeping Services	5500	180,500.00	0.00	180,500.00	186,240.00	191,380.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	120,200.00	0.00	120,200.00	124,022.00	127,445.00
Transfers of Direct Costs	5700-5799	683,826.50	(683,826.50)	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	588,726.81	34,580.93	623,307.74	643,108.47	661,226.14
Communications	5900	54,100.00	0.00	54,100.00	55,820.00	57,361.00
Total, Services and Other Operating Expenditures		1,882,869.53	(140,745.57)	1,742,123.96	1,797,501.47	1,847,481.14
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	*6900*	330,200.00	0.00	330,200.00	340,700.00	350,104.00
Total, Capital Outlay		330,200.00	0.00	330,200.00	340,700.00	350,104.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		10,516,155.53	1,582,737.60	12,098,893.12	12,488,116.52	12,822,047.83
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		125,882.48	(8,660.00)	117,222.48	204,185.48	176,108.17

Revised 5/8/19

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Waters, Central Valley
(name continued)

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	Totals for 2027/28	Totals for 2028/29
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		125,882.48	(8,660.00)	117,222.48	204,185.48	176,108.17
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	9,358,628.75	55,561.00	9,414,189.75	9,531,412.23	9,735,597.71
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		9,358,628.75	55,561.00	9,414,189.75	9,531,412.23	9,735,597.71
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,484,511.23	46,901.00	9,531,412.23	9,735,597.71	9,911,705.89
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	0.00		0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	476,570.61	0.00	476,570.61	624,405.83	9,911,705.89
Undesignated / Unappropriated Amount	9790	9,007,940.62	46,901.00	9,054,841.62	9,111,191.89	0.00

Revised 5/8/19

FY26-27 Connecting Waters Central Valley Original Budget

Multi-Year Forecast

Revised 6/7/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*
Enrollment	*787.00*	*787.00*	*787.00*
Average Daily Attendance	*779.39*	*779.39*	*779.39*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 8,946,453	$ 9,264,274	$ 9,595,850
8012 Education Protection Account	155,878	155,878	155,878
8096 In Lieu of Property Taxes	1,302,813	1,302,813	1,302,813
	10,405,144	10,722,965	11,054,541
Federal Revenue			
8181 Special Education - Entitlement	108,315	114,115	114,115
8182 Special Education - Discretionary	8,660	8,946	9,222
	116,975	123,061	123,337
Other State Revenue			26,692
8311 State Special Education	1,044,383	1,078,847	1,112,184
8550 Mandated Cost	23,549	25,892	26,692
8560 State Lottery	211,994	211,994	211,994
8599 Other State Revenue	370,321	485,793	425,658
	1,650,247	1,802,526	1,776,528
Other Local Revenue			
8660 Interest Revenue	43,750	43,750	43,750
8699 School Fundraising	-	-	-
	43,750	43,750	43,750
Total Revenue	**$ 12,216,116**	**$ 12,692,302**	**$ 12,998,156**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	3,786,131	3,906,530	4,014,350
1170 Teachers' Substitute Hours	114,676	118,323	121,588
1175 Teachers' Extra Duty/Stipends	139,310	143,740	147,707
1200 Pupil Support Salaries	552,403	569,970	585,701
1300 Administrators' Salaries	734,834	758,202	779,128
	5,327,354	5,496,764	5,648,475
Classified Salaries			
2100 Instructional Salaries	239,984	247,615	254,450
2200 Support Salaries	3,578	3,692	3,794
2300 Classified Administrators' Salaries	2,324	2,398	2,464
2400 Clerical and Office Staff Salaries	848,969	875,966	900,143
2900 Other Classified Salaries	49,208	50,773	52,174
	1,144,063	1,180,444	1,213,024
Benefits			
3101 STRS	1,017,525	1,049,882	1,078,859
3202 PERS	302,033	316,359	314,173
3301 OASDI	70,932	73,188	75,207
3311 Medicare	93,836	96,820	99,492
3401 Health and Welfare	914,166	943,236	969,270
3501 State Unemployment	6,196	6,173	6,150
3601 Workers' Compensation	64,714	66,772	68,615
	2,469,401	2,552,429	2,611,766
Books and Supplies			
4305 Software	689,800	711,736	731,380
4310 Office Expense	47,800	49,320	50,681
4311 Business Meals	6,900	7,119	7,316
4400 Noncapitalized Equipment	328,151	338,587	347,932
4700 Food Services	13,100	13,517	13,890
	1,085,751	1,120,278	1,151,198
Subagreement Services			
5102 Special Education	508,500	524,670	539,151
5103 Substitute Teacher	45,300	46,741	48,031
5106 Other Educational Consultants	126,016	130,024	133,612
	679,816	701,434	720,794
Operations and Housekeeping			
5300 Dues & Memberships	26,200	27,033	27,779
5400 Insurance	58,000	59,844	61,496

FY26-27 Connecting Waters Central Valley Original Budget

Multi-Year Forecast

Revised 6/7/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
5501 Utilities	112,600	116,181	119,387
5502 Janitorial Services	21,400	22,081	22,690
5516 Miscellaneous Expense	46,500	47,979	49,303
5900 Communications	51,900	53,550	55,028
5901 Postage and Shipping	2,200	2,270	2,333
	318,800	328,938	338,017
Facilities, Repairs and Other Leases			
5602 Additional Rent	1,700	1,754	1,802
5610 Repairs and Maintenance	118,500	122,268	125,643
	120,200	124,022	127,445
Professional/Consulting Services			
5801 IT	16,400	16,922	17,389
5802 Audit & Taxes	21,900	22,596	23,220
5803 Legal	32,800	33,843	34,777
5804 Professional Development	14,200	14,652	15,056
5805 General Consulting	71,300	73,567	75,598
5806 Special Activities/Field Trips	56,474	58,270	59,879
5811 Management Fee	271,601	280,238	287,972
5812 District Oversight Fee	104,051	107,230	110,545
5814 SPED Encroachment	34,581	35,789	36,789
	623,308	643,107	661,225
Depreciation			
6900 Depreciation Expense	330,200	340,700	350,104
	330,200	340,700	350,104
Interest			
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 12,098,893**	**$ 12,488,117**	**$ 12,822,047**
Surplus (Deficit)	**$ 117,222**	**$ 204,185**	**$ 176,108**
Fund Balance, Beginning of Year	$ 9,414,189	$ 9,531,411	$ 9,735,597
Fund Balance, End of Year	**$ 9,531,411**	**$ 9,735,597**	**$ 9,911,705**
	78.8%	***78.0%***	***77.3%***
Cash Flow Adjustments			
Surplus (Deficit)	117,222	204,185	176,108
Cash Flows From Operating Activities			
Depreciation/Amortization	330,200	340,700	350,104
Public Funding Receivables	(1,399,119)	60,435	(27,905)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	32,502	(1,461)	804
Accrued Expenses	-	-	-
Deferred Revenue	-	(226,863)	(226,863)
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	(919,195)	376,997	272,249
Cash, Beginning of Year	4,197,581	3,278,386	3,655,383
Cash, End of Year	**$ 3,278,386**	**$ 3,655,383**	**$ 3,927,632**

FY26-27 Connecting Waters Central Valley Original Budget

Monthly Cash Flow/Forecast FY26-27

Revised 6/7/26

Actuals Through:

ADA = 779.39

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 779.39	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	424,583	424,583	764,250	764,250	764,250	764,250	764,250	855,207	855,207	855,207	855,207	855,209	**8,946,453**	8,946,453	-
8012	Education Protection Account	-	-	38,970	-	-	38,970	-	-	38,970	-	-	-	38,970	**155,878**	155,878	-
8096	In Lieu of Property Taxes	-	74,195	148,390	98,927	98,927	98,927	98,927	98,927	195,198	97,599	97,599	97,599	97,599	**1,302,813**	1,302,813	-
		-	498,778	611,943	863,176	863,176	902,146	863,176	863,176	1,089,375	952,806	952,806	952,806	991,778	**10,405,144**	**10,405,144**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	108,315	**108,315**	108,315	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	8,660	**8,660**	8,660	-
		-	-	-	-	-	-	-	-	-	-	-	-	116,975	**116,975**	**116,975**	**-**
Other State Revenue																	
8311	State Special Education	-	50,729	50,729	91,312	91,312	91,312	91,312	91,312	97,273	97,273	97,273	97,273	97,273	**1,044,383**	1,044,383	-
8550	Mandated Cost	-	-	-	-	-	23,549	-	-	-	-	-	-	-	**23,549**	23,549	-
8560	State Lottery	-	-	-	-	-	-	50,304	-	-	50,304	-	-	111,385	**211,994**	211,994	-
8599	Other State Revenue	-	3,397	3,397	81,708	6,115	6,115	81,708	6,115	6,115	81,708	6,115	6,115	81,708	**370,321**	370,321	-
		-	54,127	54,127	173,021	97,428	120,976	223,325	97,428	103,388	229,285	103,388	103,388	290,366	**1,650,247**	**1,650,247**	**-**
Other Local Revenue																	
8660	Interest Revenue	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	-	**43,750**	43,750	-
		3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	-	**43,750**	**43,750**	**-**
Total Revenue		**3,646**	**556,550**	**669,715**	**1,039,843**	**964,250**	**1,026,768**	**1,090,147**	**964,250**	**1,196,409**	**1,185,738**	**1,059,840**	**1,059,840**	**1,399,119**	**12,216,116**	**12,216,116**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	378,613	378,613	378,613	378,613	378,613	378,613	378,613	378,613	378,613	378,613	-	-	**3,786,131**	3,786,131	-
1170	Teachers' Substitute Hours	-	11,468	11,468	11,468	11,468	11,468	11,468	11,468	11,468	11,468	11,468	-	-	**114,676**	114,676	-
1175	Teachers' Extra Duty/Stipends	-	13,931	13,931	13,931	13,931	13,931	13,931	13,931	13,931	13,931	13,931	-	-	**139,310**	139,310	-
1200	Pupil Support Salaries	-	55,240	55,240	55,240	55,240	55,240	55,240	55,240	55,240	55,240	55,240	-	-	**552,403**	552,403	-
1300	Administrators' Salaries	61,236	61,236	61,236	61,236	61,236	61,236	61,236	61,236	61,236	61,236	61,236	61,236	-	**734,834**	734,834	-
		61,236	520,488	520,488	520,488	520,488	520,488	520,488	520,488	520,488	520,488	520,488	61,236	-	**5,327,354**	**5,327,354**	**-**
Classified Salaries																	
2100	Instructional Salaries	-	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	-	-	**239,984**	239,984	-
2200	Support Salaries	-	358	358	358	358	358	358	358	358	358	358	-	-	**3,578**	3,578	-
2300	Classified Administrators'	194	194	194	194	194	194	194	194	194	194	194	194	-	**2,324**	2,324	-
2400	Clerical and Office Staff Salaries	70,747	70,747	70,747	70,747	70,747	70,747	70,747	70,747	70,747	70,747	70,747	70,747	-	**848,969**	848,969	-
2900	Other Classified Salaries	-	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	-	**49,208**	49,208	-
		70,941	99,771	99,771	99,771	99,771	99,771	99,771	99,771	99,771	99,771	99,771	75,415	-	**1,144,063**	**1,144,063**	**-**
Benefits																	
3101	STRS	11,696	99,413	99,413	99,413	99,413	99,413	99,413	99,413	99,413	99,413	99,413	11,696	-	**1,017,525**	1,017,525	-
3202	PERS	18,728	26,339	26,339	26,339	26,339	26,339	26,339	26,339	26,339	26,339	26,339	19,909	-	**302,033**	302,033	-
3301	OASDI	4,398	6,186	6,186	6,186	6,186	6,186	6,186	6,186	6,186	6,186	6,186	4,676	-	**70,932**	70,932	-
3311	Medicare	1,917	8,994	8,994	8,994	8,994	8,994	8,994	8,994	8,994	8,994	8,994	1,981	-	**93,836**	93,836	-
3401	Health and Welfare	76,181	76,181	76,181	76,181	76,181	76,181	76,181	76,181	76,181	76,181	76,181	76,181	-	**914,166**	914,166	-
3501	State Unemployment	310	310	310	310	310	310	1,549	1,239	620	310	310	310	-	**6,196**	6,196	-
3601	Workers' Compensation	1,322	6,203	6,203	6,203	6,203	6,203	6,203	6,203	6,203	6,203	6,203	1,367	-	**64,714**	64,714	-
		114,552	223,625	223,625	223,625	223,625	223,625	224,864	224,555	223,935	223,625	223,625	116,119	-	**2,469,401**	**2,469,401**	**-**
Books and Supplies																	
4305	Software	57,483	57,483	57,483	57,483	57,483	57,483	57,483	57,483	57,483	57,483	57,483	57,483	-	**689,800**	689,800	-
4310	Office Expense	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	-	**47,800**	47,800	-
4311	Business Meals	575	575	575	575	575	575	575	575	575	575	575	575	-	**6,900**	6,900	-
4400	Noncapitalized Equipment	1,334	20,137	36,080	36,683	22,430	20,246	23,276	41,006	36,126	39,416	28,444	12,423	10,550	**328,151**	328,151	-
4700	Food Services	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	-	**13,100**	13,100	-
		64,468	83,270	99,214	99,817	85,563	83,379	86,410	104,139	99,259	102,549	91,577	75,556	10,550	**1,085,751**	**1,085,751**	**-**
Subagreement Services																	
5102	Special Education	42,375	42,375	42,375	42,375	42,375	42,375	42,375	42,375	42,375	42,375	42,375	42,375	-	**508,500**	508,500	-
5103	Substitute Teacher	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	-	**45,300**	45,300	-
5106	Other Educational Consultants	512	7,733	13,856	14,087	8,614	7,775	8,939	15,747	13,873	15,136	10,923	4,771	4,051	**126,016**	126,016	-
		46,662	53,883	60,006	60,237	54,764	53,925	55,089	61,897	60,023	61,286	57,073	50,921	4,051	**679,816**	**679,816**	**-**
Operations and Housekeeping																	
5300	Dues & Memberships	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	-	**26,200**	26,200	-
5400	Insurance	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	-	**58,000**	58,000	-
5501	Utilities	9,383	9,383	9,383	9,383	9,383	9,383	9,383	9,383	9,383	9,383	9,383	9,383	-	**112,600**	112,600	-
5502	Janitorial Services	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	-	**21,400**	21,400	-
5516	Miscellaneous Expense	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	-	**46,500**	46,500	-
5900	Communications	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	-	**51,900**	51,900	-
5901	Postage and Shipping	183	183	183	183	183	183	183	183	183	183	183	183	-	**2,200**	2,200	-
		26,567	26,567	26,567	26,567	26,567	26,567	26,567	26,567	26,567	26,567	26,567	26,567	-	**318,800**	**318,800**	**-**
Facilities, Repairs and Other Leases																	
5602	Additional Rent	142	142	142	142	142	142	142	142	142	142	142	142	-	**1,700**	1,700	-

FY26-27 Connecting Waters Central Valley Original Budget

CHARTER IMPACT

Monthly Cash Flow/Forecast FY26-27

Revised 6/7/26

Actuals Through:

ADA = 779.39

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5610	Repairs and Maintenance	9,875	9,875	9,875	9,875	9,875	9,875	9,875	9,875	9,875	9,875	9,875	9,875	-	**118,500**	118,500	-
		10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	-	**120,200**	**120,200**	-
Professional/Consulting Services																	
5801	IT	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	-
5802	Audit & Taxes	-	-	-	7,300	7,300	7,300	-	-	-	-	-	-	-	**21,900**	21,900	-
5803	Legal	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	-	**32,800**	32,800	-
5804	Professional Development	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	-	**14,200**	14,200	-
5805	General Consulting	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	-	**71,300**	71,300	-
5806	Special Activities/Field Trips	230	3,466	6,209	6,313	3,860	3,484	4,006	7,057	6,217	6,783	4,895	2,138	1,816	**56,474**	56,474	-
5811	Management Fee	22,633	22,633	22,633	22,633	22,633	22,633	22,633	22,633	22,633	22,633	22,633	22,633	-	**271,601**	271,601	-
5812	District Oversight Fee	-	4,988	6,119	8,632	8,632	9,021	8,632	8,632	10,894	9,528	9,528	9,528	9,918	**104,051**	104,051	-
5814	SPED Encroachment	-	1,522	1,522	2,739	2,739	2,739	2,739	2,739	2,918	2,918	2,918	2,918	6,168	**34,581**	34,581	-
		34,088	43,834	47,709	58,843	56,390	56,404	49,235	52,287	53,888	53,088	51,200	48,443	17,901	**623,308**	**623,308**	-
Depreciation																	
6900	Depreciation Expense	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	-	**330,200**	330,200	-
		27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	-	**330,200**	**330,200**	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**456,047**	**1,088,971**	**1,114,912**	**1,126,880**	**1,104,701**	**1,101,692**	**1,099,957**	**1,127,236**	**1,121,464**	**1,124,908**	**1,107,834**	**491,790**	**32,502**	**12,098,893**	**12,098,893**	**-**
Monthly Surplus (Deficit)		**(452,401)**	**(532,420)**	**(445,197)**	**(87,038)**	**(140,451)**	**(74,924)**	**(9,810)**	**(162,986)**	**74,945**	**60,830**	**(47,994)**	**568,051**	**1,366,617**	**117,222**	**117,222**	**-**
															1.0%		
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(452,401)	(532,420)	(445,197)	(87,038)	(140,451)	(74,924)	(9,810)	(162,986)	74,945	60,830	(47,994)	568,051	1,366,617	**117,222**		
	Cash flows from operating activities																
	Depreciation/Amortization	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	-	**330,200**		
	Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(1,399,119)	**(1,399,119)**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	32,502	**32,502**		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	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		(424,884)	(504,904)	(417,681)	(59,521)	(112,934)	(47,407)	17,707	(135,470)	102,462	88,347	(20,477)	595,567				
Cash, Beginning of Month		4,197,581	3,772,696	3,267,793	2,850,112	2,790,591	2,677,657	2,630,250	2,647,957	2,512,488	2,614,949	2,703,296	2,682,819				
Cash, End of Month		**3,772,696**	**3,267,793**	**2,850,112**	**2,790,591**	**2,677,657**	**2,630,250**	**2,647,957**	**2,512,488**	**2,614,949**	**2,703,296**	**2,682,819**	**3,278,386**				

Cert.	Instr.
61.8%	81.6%
2,662,061	194,995

Pupil:Teacher Ratio
16.69 :1

FY26-27 Connecting Waters Central Valley Original Budget

Monthly Cash Flow/Forecast FY27-28

Revised 6/7/26

ADA = 779.39

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																ADA = 779.39	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	463,214	463,214	833,785	833,785	833,785	833,785	833,785	833,785	833,785	833,785	833,785	833,785	**9,264,274**	8,946,453	317,821
8012	Education Protection Account	-	-	-	38,970	-	-	38,970	-	-	38,970	-	-	38,970	**155,878**	155,878	-
8096	In Lieu of Property Taxes	-	78,169	156,338	104,225	104,225	104,225	104,225	104,225	182,394	91,197	91,197	91,197	91,197	**1,302,813**	1,302,813	-
		-	541,382	619,551	976,979	938,010	938,010	976,979	938,010	1,016,178	963,951	924,982	924,982	963,951	**10,722,965**	**10,405,144**	**317,821**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	114,115	**114,115**	108,315	5,800
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	8,946	**8,946**	8,660	286
		-	-	-	-	-	-	-	-	-	-	-	-	123,061	**123,061**	**116,975**	**6,086**
Other State Revenue																	
8311	State Special Education	-	53,942	53,942	97,096	97,096	97,096	97,096	97,096	97,096	97,096	97,096	97,096	97,096	**1,078,847**	1,044,383	34,465
8550	Mandated Cost	-	-	-	-	-	25,892	-	-	-	-	-	-	-	**25,892**	23,549	2,344
8560	State Lottery	-	-	-	-	-	-	52,999	-	-	52,999	-	-	105,997	**211,994**	211,994	-
8599	Other State Revenue	-	-	-	-	315,765	-	-	-	-	121,448	-	-	48,579	**485,793**	370,321	115,472
		-	53,942	53,942	97,096	412,862	122,989	150,095	97,096	97,096	271,543	97,096	97,096	251,673	**1,802,526**	1,650,247	152,280
Other Local Revenue																	
8660	Interest Revenue	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	-	**43,750**	43,750	-
		3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	-	**43,750**	**43,750**	**-**
Total Revenue		**3,646**	**598,971**	**677,139**	**1,077,721**	**1,354,517**	**1,064,644**	**1,130,720**	**1,038,752**	**1,116,921**	**1,239,140**	**1,025,724**	**1,025,724**	**1,338,685**	**12,692,302**	**12,216,116**	**476,187**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	390,653	390,653	390,653	390,653	390,653	390,653	390,653	390,653	390,653	390,653	-	-	**3,906,530**	3,786,131	(120,399)
1170	Teachers' Substitute Hours	-	11,832	11,832	11,832	11,832	11,832	11,832	11,832	11,832	11,832	11,832	-	-	**118,323**	114,676	(3,647)
1175	Teachers' Extra Duty/Stipends	-	14,374	14,374	14,374	14,374	14,374	14,374	14,374	14,374	14,374	14,374	-	-	**143,740**	139,310	(4,430)
1200	Pupil Support Salaries	-	56,997	56,997	56,997	56,997	56,997	56,997	56,997	56,997	56,997	56,997	-	-	**569,970**	552,403	(17,566)
1300	Administrators' Salaries	63,184	63,184	63,184	63,184	63,184	63,184	63,184	63,184	63,184	63,184	63,184	63,184	-	**758,202**	734,834	(23,368)
		63,184	537,040	537,040	537,040	537,040	537,040	537,040	537,040	537,040	537,040	537,040	63,184	-	**5,496,764**	**5,327,354**	**(169,410)**
Classified Salaries																	
2100	Instructional Salaries	-	24,762	24,762	24,762	24,762	24,762	24,762	24,762	24,762	24,762	24,762	-	-	**247,615**	239,984	(7,631)
2200	Support Salaries	-	369	369	369	369	369	369	369	369	369	369	-	-	**3,692**	3,578	(114)
2300	Classified Administrators' Salaries	200	200	200	200	200	200	200	200	200	200	200	200	-	**2,398**	2,324	(74)
2400	Clerical and Office Staff Salaries	72,997	72,997	72,997	72,997	72,997	72,997	72,997	72,997	72,997	72,997	72,997	72,997	-	**875,966**	848,969	(26,997)
2900	Other Classified Salaries	-	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	-	**50,773**	49,208	(1,565)
		73,197	102,943	102,943	102,943	102,943	102,943	102,943	102,943	102,943	102,943	102,943	77,813	-	**1,180,444**	**1,144,063**	**(36,381)**
Benefits																	
3101	STRS	12,068	102,575	102,575	102,575	102,575	102,575	102,575	102,575	102,575	102,575	102,575	12,068	-	**1,049,882**	1,017,525	(32,357)
3202	PERS	19,617	27,589	27,589	27,589	27,589	27,589	27,589	27,589	27,589	27,589	27,589	20,854	-	**316,359**	302,033	(14,326)
3301	OASDI	4,538	6,382	6,382	6,382	6,382	6,382	6,382	6,382	6,382	6,382	6,382	4,824	-	**73,188**	70,932	(2,256)
3311	Medicare	1,978	9,280	9,280	9,280	9,280	9,280	9,280	9,280	9,280	9,280	9,280	2,044	-	**96,820**	93,836	(2,984)
3401	Health and Welfare	78,603	78,603	78,603	78,603	78,603	78,603	78,603	78,603	78,603	78,603	78,603	78,603	-	**943,236**	914,166	(29,070)
3501	State Unemployment	309	309	309	309	309	309	1,543	1,235	617	309	309	309	-	**6,173**	6,196	23
3601	Workers' Compensation	1,364	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	1,410	-	**66,772**	64,714	(2,058)
		118,476	231,137	231,137	231,137	231,137	231,137	232,372	232,063	231,446	231,137	231,137	120,112	-	**2,552,429**	**2,469,401**	**(83,028)**
Books and Supplies																	
4305	Software	59,311	59,311	59,311	59,311	59,311	59,311	59,311	59,311	59,311	59,311	59,311	59,311	-	**711,736**	689,800	(21,936)
4310	Office Expense	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	-	**49,320**	47,800	(1,520)
4311	Business Meals	593	593	593	593	593	593	593	593	593	593	593	593	-	**7,119**	6,900	(219)
4400	Noncapitalized Equipment	1,377	20,777	37,228	37,850	23,143	20,890	24,016	42,310	37,275	40,669	29,348	12,818	10,885	**338,587**	328,151	(10,435)
4700	Food Services	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	-	**13,517**	13,100	(417)
		66,518	85,918	102,369	102,991	88,284	86,031	89,157	107,451	102,416	105,810	94,489	77,959	10,885	**1,120,278**	**1,085,751**	**(34,527)**
Subagreement Services																	
5102	Special Education	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	-	**524,670**	508,500	(16,170)
5103	Substitute Teacher	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	-	**46,741**	45,300	(1,441)
5106	Other Educational Consultants	529	7,979	14,296	14,535	8,887	8,022	9,223	16,248	14,314	15,618	11,270	4,922	4,180	**130,024**	126,016	(4,007)
		48,146	55,596	61,914	62,153	56,505	55,640	56,840	63,865	61,932	63,235	58,888	52,540	4,180	**701,434**	**679,816**	**(21,618)**
Operations and Housekeeping																	
5300	Dues & Memberships	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	-	**27,033**	26,200	(833)
5400	Insurance	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	-	**59,844**	58,000	(1,844)
5501	Utilities	9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	-	**116,181**	112,600	(3,581)
5502	Janitorial Services	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	-	**22,081**	21,400	(681)
5516	Miscellaneous Expense	3,998	3,998	3,998	3,998	3,998	3,998	3,998	3,998	3,998	3,998	3,998	3,998	-	**47,979**	46,500	(1,479)
5900	Communications	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	-	**53,550**	51,900	(1,650)
5901	Postage and Shipping	189	189	189	189	189	189	189	189	189	189	189	189	-	**2,270**	2,200	(70)
		27,411	27,411	27,411	27,411	27,411	27,411	27,411	27,411	27,411	27,411	27,411	27,411	-	**328,938**	**318,800**	**(10,138)**

FY26-27 Connecting Waters Central Valley Original Budget

Monthly Cash Flow/Forecast FY27-28

Revised 6/7/26

ADA = 779.39

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Facilities, Repairs and Other Leases																
5602 Additional Rent	146	146	146	146	146	146	146	146	146	146	146	146	-	**1,754**	1,700	(54)
5610 Repairs and Maintenance	10,189	10,189	10,189	10,189	10,189	10,189	10,189	10,189	10,189	10,189	10,189	10,189	-	**122,268**	118,500	(3,768)
	10,335	10,335	10,335	10,335	10,335	10,335	10,335	10,335	10,335	10,335	10,335	10,335	-	**124,022**	**120,200**	**(3,822)**
Professional/Consulting Services																
5801 IT	1,410	1,410	1,410	1,410	1,410	1,410	1,410	1,410	1,410	1,410	1,410	1,410	-	**16,922**	16,400	(522)
5802 Audit & Taxes	-	-	-	7,532	7,532	7,532	-	-	-	-	-	-	-	**22,596**	21,900	(696)
5803 Legal	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	-	**33,843**	32,800	(1,043)
5804 Professional Development	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	-	**14,652**	14,200	(452)
5805 General Consulting	6,131	6,131	6,131	6,131	6,131	6,131	6,131	6,131	6,131	6,131	6,131	6,131	-	**73,567**	71,300	(2,267)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	19,423	19,423	19,423	-	-	-	**58,270**	56,474	(1,796)
5811 Management Fee	23,353	23,353	23,353	23,353	23,353	23,353	23,353	23,353	23,353	23,353	23,353	23,353	-	**280,238**	271,601	(8,637)
5812 District Oversight Fee	-	5,414	6,196	9,770	9,380	9,380	9,770	9,380	10,162	9,640	9,250	9,250	9,640	**107,230**	104,051	(3,178)
5814 SPED Encroachment	-	1,618	1,618	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	6,336	**35,789**	34,581	(1,208)
	34,935	41,967	42,749	55,150	54,760	54,760	47,618	66,652	67,433	66,911	47,098	47,098	15,976	**643,107**	**623,308**	**(19,799)**
Depreciation																
6900 Depreciation Expense	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	-	**340,700**	330,200	(10,500)
	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	-	**340,700**	**330,200**	**(10,500)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**470,594**	**1,120,740**	**1,144,290**	**1,157,552**	**1,136,808**	**1,133,690**	**1,132,109**	**1,176,152**	**1,169,348**	**1,173,215**	**1,137,734**	**504,844**	**31,041**	**12,488,117**	**12,098,893**	**(389,224)**
Monthly Surplus (Deficit)	**(466,948)**	**(521,770)**	**(467,151)**	**(79,831)**	**217,709**	**(69,045)**	**(1,389)**	**(137,400)**	**(52,428)**	**65,925**	**(112,010)**	**520,880**	**1,307,643**	**204,185**	**117,222**	**86,963**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(466,948)	(521,770)	(467,151)	(79,831)	217,709	(69,045)	(1,389)	(137,400)	(52,428)	65,925	(112,010)	520,880	1,307,643	**204,185**		
Cash flows from operating activities																
Depreciation/Amortization	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	-	**340,700**		
Public Funding Receivables	991,778	-	81,708	-	-	111,385	214,248	-	-	-	-	-	#########	**60,435**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(32,502)	-	-	-	-	-	-	-	-	-	-	-	31,041	**(1,461)**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(226,863)	-	**(226,863)**		
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	520,719	(493,378)	(357,050)	(51,439)	246,101	70,732	241,250	(109,009)	(24,036)	94,316	(83,618)	322,409				
Cash, Beginning of Month	3,278,386	3,799,105	3,305,727	2,948,677	2,897,238	3,143,339	3,214,070	3,455,321	3,346,312	3,322,276	3,416,592	3,332,974				
Cash, End of Month	**3,799,105**	**3,305,727**	**2,948,677**	**2,897,238**	**3,143,339**	**3,214,070**	**3,455,321**	**3,346,312**	**3,322,276**	**3,416,592**	**3,332,974**	**3,655,383**				

FY26-27 Connecting Waters Central Valley Original Budget

Monthly Cash Flow/Forecast FY28-29

Revised 6/7/26

ADA = 779.39

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
															ADA = 779.39	
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	479,793	479,793	863,627	863,627	863,627	863,627	863,627	863,627	863,627	863,627	863,627	863,627	**9,595,850**	9,264,274	331,576
8012 Education Protection Account	-	-	-	38,970	-	-	38,970	-	-	38,970	-	-	38,970	**155,878**	155,878	-
8096 In Lieu of Property Taxes	-	78,169	156,338	104,225	104,225	104,225	104,225	104,225	182,394	91,197	91,197	91,197	91,197	**1,302,813**	1,302,813	-
	-	557,961	636,130	1,006,821	967,852	967,852	1,006,821	967,852	1,046,020	993,793	954,823	954,823	993,793	**11,054,541**	**10,722,965**	**331,576**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	114,115	**114,115**	114,115	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	9,222	**9,222**	8,946	276
	-	-	-	-	-	-	-	-	-	-	-	-	123,337	**123,337**	**123,061**	**276**
Other State Revenue																
8311 State Special Education	-	55,609	55,609	100,097	100,097	100,097	100,097	100,097	100,097	100,097	100,097	100,097	100,097	**1,112,184**	1,078,847	33,336
8550 Mandated Cost	-	-	-	-	-	25,892	-	-	-	-	-	-	800	**26,692**	25,892	800
8560 State Lottery	-	-	-	-	-	-	52,999	-	-	52,999	-	-	105,997	**211,994**	211,994	-
8599 Other State Revenue	-	-	-	-	276,677	-	-	-	-	106,414	-	-	42,566	**425,658**	485,793	(60,135)
	-	55,609	55,609	100,097	376,774	125,989	153,095	100,097	100,097	259,509	100,097	100,097	249,459	**1,776,528**	1,802,526	(25,999)
Other Local Revenue																
8660 Interest Revenue	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	-	**43,750**	43,750	-
	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	-	**43,750**	**43,750**	**-**
Total Revenue	**3,646**	**617,216**	**695,385**	**1,110,563**	**1,348,271**	**1,097,486**	**1,163,562**	**1,071,594**	**1,149,763**	**1,256,948**	**1,058,566**	**1,058,566**	**1,366,589**	**12,998,156**	**12,692,302**	**305,853**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	401,435	401,435	401,435	401,435	401,435	401,435	401,435	401,435	401,435	401,435	-	-	**4,014,350**	3,906,530	(107,820)
1170 Teachers' Substitute Hours	-	12,159	12,159	12,159	12,159	12,159	12,159	12,159	12,159	12,159	12,159	-	-	**121,588**	118,323	(3,266)
1175 Teachers' Extra Duty/Stipends	-	14,771	14,771	14,771	14,771	14,771	14,771	14,771	14,771	14,771	14,771	-	-	**147,707**	143,740	(3,967)
1200 Pupil Support Salaries	-	58,570	58,570	58,570	58,570	58,570	58,570	58,570	58,570	58,570	58,570	-	-	**585,701**	569,970	(15,731)
1300 Administrators' Salaries	64,927	64,927	64,927	64,927	64,927	64,927	64,927	64,927	64,927	64,927	64,927	64,927	-	**779,128**	758,202	(20,926)
	64,927	551,862	551,862	551,862	551,862	551,862	551,862	551,862	551,862	551,862	551,862	64,927	-	**5,648,475**	**5,496,764**	**(151,711)**
Classified Salaries																
2100 Instructional Salaries	-	25,445	25,445	25,445	25,445	25,445	25,445	25,445	25,445	25,445	25,445	-	-	**254,450**	247,615	(6,834)
2200 Support Salaries	-	379	379	379	379	379	379	379	379	379	379	-	-	**3,794**	3,692	(102)
2300 Classified Administrators' Salaries	205	205	205	205	205	205	205	205	205	205	205	205	-	**2,464**	2,398	(66)
2400 Clerical and Office Staff Salaries	75,012	75,012	75,012	75,012	75,012	75,012	75,012	75,012	75,012	75,012	75,012	75,012	-	**900,143**	875,966	(24,177)
2900 Other Classified Salaries	-	4,743	4,743	4,743	4,743	4,743	4,743	4,743	4,743	4,743	4,743	4,743	-	**52,174**	50,773	(1,401)
	75,217	105,785	105,785	105,785	105,785	105,785	105,785	105,785	105,785	105,785	105,785	79,960	-	**1,213,024**	**1,180,444**	**(32,580)**
Benefits																
3101 STRS	12,401	105,406	105,406	105,406	105,406	105,406	105,406	105,406	105,406	105,406	105,406	12,401	-	**1,078,859**	1,049,882	(28,977)
3202 PERS	19,481	27,398	27,398	27,398	27,398	27,398	27,398	27,398	27,398	27,398	27,398	20,710	-	**314,173**	316,359	2,186
3301 OASDI	4,663	6,559	6,559	6,559	6,559	6,559	6,559	6,559	6,559	6,559	6,559	4,958	-	**75,207**	73,188	(2,020)
3311 Medicare	2,032	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	2,101	-	**99,492**	96,820	(2,672)
3401 Health and Welfare	80,772	80,772	80,772	80,772	80,772	80,772	80,772	80,772	80,772	80,772	80,772	80,772	-	**969,270**	943,236	(26,033)
3501 State Unemployment	308	308	308	308	308	308	1,538	1,230	615	308	308	308	-	**6,150**	6,173	22
3601 Workers' Compensation	1,401	6,576	6,576	6,576	6,576	6,576	6,576	6,576	6,576	6,576	6,576	1,449	-	**68,615**	66,772	(1,843)
	121,059	236,555	236,555	236,555	236,555	236,555	237,785	237,477	236,862	236,555	236,555	122,698	-	**2,611,766**	**2,552,429**	**(59,337)**
Books and Supplies																
4305 Software	60,948	60,948	60,948	60,948	60,948	60,948	60,948	60,948	60,948	60,948	60,948	60,948	-	**731,380**	711,736	(19,644)
4310 Office Expense	4,223	4,223	4,223	4,223	4,223	4,223	4,223	4,223	4,223	4,223	4,223	4,223	-	**50,681**	49,320	(1,361)
4311 Business Meals	610	610	610	610	610	610	610	610	610	610	610	610	-	**7,316**	7,119	(196)
4400 Noncapitalized Equipment	1,415	21,351	38,255	38,894	23,782	21,466	24,679	43,478	38,304	41,792	30,158	13,172	11,186	**347,932**	338,587	(9,345)
4700 Food Services	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	-	**13,890**	13,517	(373)
	68,354	88,289	105,194	105,833	90,721	88,405	91,618	110,416	105,243	108,731	97,097	80,111	11,186	**1,151,198**	**1,120,278**	**(30,920)**
Subagreement Services																
5102 Special Education	44,929	44,929	44,929	44,929	44,929	44,929	44,929	44,929	44,929	44,929	44,929	44,929	-	**539,151**	524,670	(14,481)
5103 Substitute Teacher	4,003	4,003	4,003	4,003	4,003	4,003	4,003	4,003	4,003	4,003	4,003	4,003	-	**48,031**	46,741	(1,290)
5106 Other Educational Consultants	543	8,199	14,691	14,936	9,133	8,244	9,477	16,696	14,709	16,049	11,581	5,058	4,296	**133,612**	130,024	(3,589)
	49,475	57,131	63,623	63,868	58,065	57,175	58,409	65,628	63,641	64,981	60,513	53,990	4,296	**720,794**	**701,434**	**(19,360)**
Operations and Housekeeping																
5300 Dues & Memberships	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	-	**27,779**	27,033	(746)
5400 Insurance	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	-	**61,496**	59,844	(1,652)
5501 Utilities	9,949	9,949	9,949	9,949	9,949	9,949	9,949	9,949	9,949	9,949	9,949	9,949	-	**119,387**	116,181	(3,207)
5502 Janitorial Services	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	-	**22,690**	22,081	(609)
5516 Miscellaneous Expense	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	-	**49,303**	47,979	(1,324)
5900 Communications	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	-	**55,028**	53,550	(1,478)
5901 Postage and Shipping	194	194	194	194	194	194	194	194	194	194	194	194	-	**2,333**	2,270	(63)
	28,168	28,168	28,168	28,168	28,168	28,168	28,168	28,168	28,168	28,168	28,168	28,168	-	**338,017**	**328,938**	**(9,079)**
Facilities, Repairs and Other Leases																

FY26-27 Connecting Waters Central Valley Original Budget

Monthly Cash Flow/Forecast FY28-29

Revised 6/7/26

ADA = 779.39

		Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
5602	Additional Rent	150	150	150	150	150	150	150	150	150	150	150	150	-	**1,802**	1,754	(48)
5610	Repairs and Maintenance	10,470	10,470	10,470	10,470	10,470	10,470	10,470	10,470	10,470	10,470	10,470	10,470	-	**125,643**	122,268	(3,375)
		10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	-	**127,445**	**124,022**	**(3,423)**
Professional/Consulting Services																	
5801	IT	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	-	**17,389**	16,922	(467)
5802	Audit & Taxes	-	-	-	7,740	7,740	7,740	-	-	-	-	-	-	-	**23,220**	22,596	(624)
5803	Legal	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	-	**34,777**	33,843	(934)
5804	Professional Development	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	-	**15,056**	14,652	(404)
5805	General Consulting	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	-	**75,598**	73,567	(2,030)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	19,960	19,960	19,960	-	-	-	**59,879**	58,270	(1,608)
5811	Management Fee	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	-	**287,972**	280,238	(7,735)
5812	District Oversight Fee	-	5,580	6,361	10,068	9,679	9,679	10,068	9,679	10,460	9,938	9,548	9,548	9,938	**110,545**	107,230	(3,316)
5814	SPED Encroachment	-	1,668	1,668	3,003	3,003	3,003	3,003	3,003	3,003	3,003	3,003	3,003	6,426	**36,789**	35,789	(1,000)
		35,899	43,147	43,929	56,710	56,321	56,321	48,970	68,540	69,322	68,800	48,450	48,450	16,364	**661,225**	**643,107**	**(18,118)**
Depreciation																	
6900	Depreciation Expense	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	-	**350,104**	340,700	(9,403)
		29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	-	**350,104**	**340,700**	**(9,403)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**482,896**	**1,150,733**	**1,174,911**	**1,188,577**	**1,167,271**	**1,164,067**	**1,162,393**	**1,207,673**	**1,200,678**	**1,204,676**	**1,168,226**	**518,101**	**31,846**	**12,822,047**	**12,488,117**	**(333,931)**
Monthly Surplus (Deficit)		**(479,250)**	**(533,517)**	**(479,526)**	**(78,014)**	**181,000**	**(66,581)**	**1,169**	**(136,079)**	**(50,916)**	**52,272**	**(109,660)**	**540,465**	**1,334,744**	**176,108**	**204,185**	**(28,077)**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(479,250)	(533,517)	(479,526)	(78,014)	181,000	(66,581)	1,169	(136,079)	(50,916)	52,272	(109,660)	540,465	1,334,744	**176,108**		
Cash flows from operating activities																	
	Depreciation/Amortization	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	-	**350,104**		
	Public Funding Receivables	963,951	-	105,997	-	-	-	268,737	-	-	-	-	-	(1,366,589)	**(27,905)**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	(31,041)	-	-	-	-	-	-	-	-	-	-	-	31,846	**804**		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(226,863)	-	**(226,863)**		
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		482,835	(504,341)	(344,353)	(48,838)	210,175	(37,405)	299,081	(106,903)	(21,740)	81,447	(80,485)	342,778				
Cash, Beginning of Month		3,655,383	4,138,218	3,633,877	3,289,523	3,240,685	3,450,860	3,413,455	3,712,536	3,605,632	3,583,892	3,665,339	3,584,854				
Cash, End of Month		**4,138,218**	**3,633,877**	**3,289,523**	**3,240,685**	**3,450,860**	**3,413,455**	**3,712,536**	**3,605,632**	**3,583,892**	**3,665,339**	**3,584,854**	**3,927,632**				

Coversheet

Department Report from Central Services/ Attendance Specialist - Maria Sandoval

Section: VIII. Administrative Reports
Item: A. Department Report from Central Services/ Attendance Specialist - Maria Sandoval
Purpose:
Submitted by:

BACKGROUND:

2026-2027 Annual Central Services Coordinator Report and what the focus of this position is.

Coversheet

Acting Executive Director Report

Section: IX. Directors' Reports
Item: A. Acting Executive Director Report
Purpose: FYI
Submitted by: Tammy Hushaw

BACKGROUND:

The Acting Executive Director Spotlight is a record of all the major school updates, training, and events the Acting Executive Director will be sharing with the board.

Coversheet

Approval of Minutes - May 28, 2026, Regular Meeting

Section: X. Consent Items
Item: A. Approval of Minutes - May 28, 2026, Regular Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CWCS Board of Directors Meeting on May 28, 2026

BACKGROUND:

These are the minutes that reflect the meeting of the Connecting Waters Charter Schools Board of Directors' May 28, 2026, meeting.

DRAFT

Connecting Waters Charter Schools

Minutes

CWCS Board of Directors Meeting

(A California Non-Profit Public Benefit Corporation)

Date and Time
Thursday May 28, 2026 at 3:00 PM

Location
Connecting Waters Central Valley Resource Center, Board Room
2300 E. Briggsmore Ave. Modesto, CA 95355

Additional Teleconference Locations:

- Connecting Waters East Bay Resource Center
  703 C Street, Union City, CA 94587
- Connecting Waters Charter School Waterford Resource Center
  12705 Bentley Street, Waterford, CA 95386
- Livestream link view only: https://us02web.zoom.us/j/85271398615#success

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Agenda Posting Locations
This agenda was posted at least 72 hours prior to the meeting at the following locations: Connecting Waters Charter Schools, 12420 Bentley Street, Waterford, CA 95386; Connecting Waters Charter School Resource Center, 12705 Bentley Street, Waterford CA, 95386; Connecting Waters East Bay Resource Center, 703 C Street, Union City, CA 94587; Connecting Waters Central Valley Resource Center, 2300 E. Briggsmore Avenue, Modesto, CA 95355.

Instructions for Presentations to the Board by Parents and Citizens

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Connecting Waters Charter Schools ("Schools") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Schools in public. Your participation assures us of continuing community interest in our Schools. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Hearing of the Public." "Hearing of the Public" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item. Complaints against specific school employees should be resolved through the school's Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.
3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
5. A member of the public requiring a translator will be provided twice the allotted time for public comment per individual speaker in accordance with Section 54954.3 of the Government Code.
6. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 12420 Bentley Street, Waterford, California

In compliance with the Americans with Disabilities Act (ADA) and upon request, Connecting Waters Charter Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications in order to participate in Board meetings are invited to contact the Executive Director's office by calling (209) 874-1119 Ext. 6 as soon as possible prior to the meeting.

Directors Present

E. Melton, J. Louie-Monzon, K. Corrales, K. Fatima, K. Martin, L. Addipah, S. Welch

Directors Absent

None

Guests Present
A. DeMore, L. Joseph, T. Hushaw

I. Opening Items

A. Call the Meeting to Order

E. Melton called a meeting of the board of directors of Connecting Waters Charter Schools to order on Thursday May 28, 2026 at 3:03 PM.

B. Roll Call

C. Approval of the May 28, 2026, Board of Directors Agenda

E. Melton made a motion to amend the agenda to accommodate legal counsel's schedule. The amendment moved the anticipated litigation item, Section 12 Item B, to, Section 3 item B. and also moving the report out of closed session actions for the anticipated litigation item, Section 13 Item B, to section 4 item B.
K. Martin seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Corrales	Aye
K. Martin	Aye
L. Addipah	Aye
J. Louie-Monzon	Aye
S. Welch	Aye
K. Fatima	Aye
E. Melton	Aye

E. Melton made a motion to amend the agenda by removing Item L. under section 9.
K. Martin seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Martin	Aye
S. Welch	Aye
E. Melton	Aye
K. Fatima	Aye
L. Addipah	Aye
K. Corrales	Aye
J. Louie-Monzon	Aye

J. Louie-Monzon made a motion to to approve the agenda amended with the modifications that were just approved.
K. Fatima seconded the motion.

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

Roll Call	
E. Melton	Aye
K. Fatima	Aye
K. Martin	Aye
J. Louie-Monzon	Aye
K. Corrales	Aye
S. Welch	Aye
L. Addipah	Aye

D. Pledge of Allegiance

Led by Kristen Corrales

E. Hearing of the Public on Non-Agenda Items

A staff member from CWEB addressed the Board regarding considerations related to out-of-state teachers and shared her experience successfully supporting a student remotely when no local ES was available. She noted that the high cost of living impacts staff retention and expressed interest in opportunities for remote work arrangements. The staff member also encouraged increased staff collaboration and community-building opportunities through in-person meetings and events.

No members of the public gave comments from either of the other locations

F. Hearing of the Public on Agenda Items

No comments from the public

II. Hearing of Public on Closed Session Items

A. No comments

No comments were made from the public

Entered Closed Session at 3:15pm

III. Closed Session

A. Public Employee Discipline/Dismissal/Release

B. Conference With Legal Counsel - Anticipated Litigation

Nothing to report out

IV. Report on Closed Session Actions

A.

Public Employee Discipline/Dismissal/Release

Back from Closed Session.
There is nothing to report.

Returned to Open Session at 5:55pm

B. B. Conference With Legal Counsel - Anticipated Litigation

There is nothing to report.

V. Administrative Reports

A. Review Math Placement Data

The Board received the Math Placement Data report and was informed that questions could be submitted for follow-up responses. Board members discussed student achievement data and the development of enhanced reporting tools to support longitudinal analysis of student cohorts and academic growth over time. Administration shared ongoing efforts to improve data filtering capabilities across multiple platforms to provide a clearer picture of student progress and outcomes. The Board also reviewed academic intervention and support programs planned for the upcoming school year, including grade-level classes, standards-based interventions, and individualized learning plans designed to meet student needs. Additionally, the Board received an overview of the high school advisory program and new data tools being developed to better monitor student participation and outcomes across support services.

VI. Directors' Reports

A. Acting Executive Director Report

The Board was presented an end-of-year report highlighting student celebrations, graduation and promotion ceremonies, family engagement activities, leadership development efforts, and strong statewide testing participation. The Board received an overview of the Local Control and Accountability Plan (LCAP), including its alignment with organizational priorities, state requirements, and budget planning. Updates were provided on operational initiatives, including position title revisions, school calendar planning, employee relocation policy development, compensation review efforts, and strategies to improve operational efficiency. The Board also received staffing updates, including new hires, leadership additions, and upcoming retirements, as well as progress reports on facilities projects and campus improvement initiatives. Additionally, the Board discussed the rollout of the new website and supported the development of a centralized process for feedback collection, staff training, and ongoing website maintenance.

VII. Consent Items

A.

Approval of Minutes - April 16, 2026, Regular Meeting

K. Corrales made a motion to approve the minutes from CWCS Board of Directors Meeting on 04-16-26.
L. Addipah seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approval of New Hires List

C. Approval of Separations List

D. Approval of New Vendor List

E. Approval of the April 2026 Warrant Report from DMS for Connecting Waters Charter School

F. Approval of the April 2026 Warrant Report from DMS for Connecting Waters Charter School, East Bay

G. Approval of the April 2026 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

H. Approval of the 2026-2027 Education Specialist Pay Scale

I. Approval of the 2026-2027 Certificated Pay Scale

J. Approval of the SGI Pay Scale with the new title 'Academic Support Tutor'

K. Approval of the 2026-2027 School Calendar with 5 Non-Instructional Days

L. Approval of Treasurer's Report for April - May

M. Approval of Items on the Consent Agenda

K. Corrales made a motion to approve of Items on the Consent Agenda.
L. Addipah seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Fatima	Aye
E. Melton	Aye
L. Addipah	Aye
K. Martin	Aye
K. Corrales	Aye
J. Louie-Monzon	Aye
S. Welch	Aye

VIII. Items Scheduled for Consideration and/or Action

A. Approval for Columbia Bank to remove Malinda S. Miller, Operations Administrative Assistant / Treasurer as an authorized signer on the Connecting Waters Charter Schools business checking ADA revenue account ending 4975 and the approval to add Kimberly C. Kosky, Business Services Coordinator as an authorized signer

K. Corrales made a motion to approve Columbia Bank to remove Malinda S. Miller, Operations Administrative Assistant / Treasurer as an authorized signer on the Connecting Waters Charter Schools business checking ADA revenue account ending 4975 and the approval to add Kimberly C. Kosky, Business Services Coordinator as an authorized signer.
K. Martin seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

E. Melton	Aye

B. Approval for BMO Bank to remove Jerri L. Levers, Executive Director / CEO and Malinda S. Miller, Operations Administrative Assistant / Treasurer as an authorized signer on the Connecting Waters Charter Schools business checking donation / fundraiser account ending 8169 and the approval to add Tammy L. Hushaw, Acting Executive Director / CEO and Kimberly C. Kosky, Business Services Coordinator as an authorized signer

K. Corrales made a motion to approve BMO Bank to remove Jerri L. Levers, Executive Director / CEO and Malinda S. Miller, Operations Administrative Assistant / Treasurer as an authorized signer on the Connecting Waters Charter Schools business checking donation / fundraiser account ending 8169 and the approval to add Tammy L. Hushaw, Acting Executive Director / CEO and Kimberly C. Kosky, Business Services Coordinator as an authorized signer.
L. Addipah seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Corrales	Aye
J. Louie-Monzon	Aye
E. Melton	Aye
K. Martin	Aye
S. Welch	Aye
K. Fatima	Aye
L. Addipah	Aye

C. Approval to remove Malinda Miller as Board Treasurer and vote to replace her with Nathan Meginness as Acting Treasurer

L. Addipah made a motion to approve the removal of Malinda Miller as Board Treasurer and vote to replace her with Nathan Meginness as Acting Treasurer.
K. Martin seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

L. Addipah	Aye
K. Martin	Aye
K. Fatima	Aye
S. Welch	Aye
E. Melton	Aye
K. Corrales	Aye
J. Louie-Monzon	Aye

D. Approval to extend Board Member, Keith Martin's term from July 1, 2026 - June 30, 2028

K. Corrales made a motion to approve the extension of Board Member, Keith Martin's term from July 1, 2026 - June 30, 2028.
J. Louie-Monzon seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Fatima	Aye
E. Melton	Aye
L. Addipah	Aye
S. Welch	Aye
K. Martin	Aye
J. Louie-Monzon	Aye
K. Corrales	Aye

E. Approval to extend Board Member, Stuart Welch's term from July 1, 2026 - June 30, 2028

K. Corrales made a motion to approve the extension of Board Member, Stuart Welch's term from July 1, 2026 - June 30, 2028.
J. Louie-Monzon seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Louie-Monzon	Aye
S. Welch	Aye
K. Martin	Aye
L. Addipah	Aye
K. Corrales	Aye
K. Fatima	Aye
E. Melton	Aye

F.

Approval to extend Board Member, Kaneez Fatima's term from July 1, 2026 - June 30, 2028

K. Corrales made a motion to approve the extension of Board Member, Kaneez Fatima's term from July 1, 2026 - June 30, 2028.
K. Martin seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

L. Addipah	Aye
J. Louie-Monzon	Aye
K. Corrales	Aye
K. Martin	Aye
S. Welch	Aye
K. Fatima	Aye
E. Melton	Aye

G. Approval to extend Board Member, Erika Melton's term from July 1, 2026 - June 30, 2028

K. Corrales made a motion to approve the extension of Board Member, Erika Melton's term from July 1, 2026 - June 30, 2028.
L. Addipah seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Fatima	Aye
S. Welch	Aye
E. Melton	Aye
K. Corrales	Aye
L. Addipah	Aye
K. Martin	Aye
J. Louie-Monzon	Aye

H. Approval of Connecting Waters Charter Schools Student Use of Mobile Communication Devices Policy

K. Corrales made a motion to approve the Connecting Waters Charter Schools Student Use of Mobile Communication Devices Policy.
S. Welch seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Corrales	Aye
L. Addipah	Aye
J. Louie-Monzon	Aye
K. Fatima	Aye
E. Melton	Aye
K. Martin	Aye

Roll Call

S. Welch	Aye

I. Approval of the Board Governance Committee Members and Meeting Dates for the 2026-27 school year

J. Louie-Monzon made a motion to approve the Board Governance Committee Members and Meeting Dates for the 2026-27 school year.
K. Martin seconded the motion.
The Board Governance Committee will meet on the 2nd Tuesday of every month from 8:30-10:00 a.m.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Louie-Monzon	Aye
E. Melton	Aye
K. Corrales	Aye
K. Martin	Aye
L. Addipah	Aye
S. Welch	Aye
K. Fatima	Aye

J. Approval of the Governance Committee Goals for 2026-27

K. Corrales made a motion to approve the Governance Committee Goals for 2026-27.
K. Martin seconded the motion.

- Job Descriptions (Board member, Board Officers, Committees, etc)
- Board webpage content and organization
- Interest form on Board webpage
- Board Summit/Training Planning

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

Roll Call

L. Addipah	Aye
K. Fatima	Aye
S. Welch	Aye
E. Melton	Aye
K. Corrales	Aye
K. Martin	Aye
J. Louie-Monzon	Aye

K. Approval of the CBO Hiring Committee to conduct Interviews for candidates or the entire Board in small groups to conduct interviews

K. Corrales made a motion to Approved the CBO Hiring to be conducted by the entire Board in small groups to do the interviews for candidates.

L. Addipah seconded the motion.
Board Member, Keith Martin left at 6:46pm.
Board Member, Lydia Addipah left at 6:59pm.
The board **VOTED** unanimously to approve the motion.

Roll Call	
J. Louie-Monzon	Aye
K. Corrales	Aye
E. Melton	Aye
K. Fatima	Aye
L. Addipah	Aye
K. Martin	Absent
S. Welch	Aye

L. Approve the Formation of an Ad Hoc Board Truancy Committee

~~Removed this item from the agenda earlier~~

IX. Items scheduled for Information & Discussion

A. Review the Connecting Waters Charter School LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

The Board received an overview of the Local Control and Accountability Plan (LCAP), all three schools including its role as a flexible, multi-year framework for continuous improvement and student success. The presentation highlighted progress toward goals related to college and career readiness, closing achievement gaps in English language arts and mathematics, and increasing English learner proficiency. Data demonstrated positive trends in several key indicators, including career readiness, dual enrollment participation, graduation preparedness, and English learner achievement. The Board discussed areas for continued focus, including graduation rates, support for ninth-grade students, chronic absenteeism, mathematics performance, and achievement gaps among student groups. Administration outlined strategies to strengthen student supports and recommended continuing current LCAP initiatives while refining efforts in identified areas of need.

B. Review Connecting Waters Charter School 2026-2027 Local Indicators

The Board received a review of the Local Control and Accountability Plan (LCAP) local indicators, including priorities related to basic services, implementation of state academic standards, family engagement, school climate, and equitable access to educational programs and opportunities. The Board noted that these indicators are incorporated into each school's LCAP and are reviewed individually in accordance with authorizer requirements.

C.

Review the Connecting Waters Charter School, East Bay LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

D. Review Connecting Waters Charter School, East Bay 2026-2027 Local Indicators

E. Review the Connecting Waters Charter School, Central Valley LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

F. Review Connecting Waters Charter School, Central Valley 2026-2027 Local Indicators

G. Review the Connecting Waters Charter School 2026-2027 Budget

The Board reviewed the status of the 2026–2027 budget development for all three schools and was informed that the budget was still being finalized in coordination with Charter Impact. It was noted that the completed budget documents are expected to be presented at the June meeting for Board review and approval and will be made available to the public at that time.

H. Review the Connecting Waters Charter School, East Bay 2026-2027 Budget

I. Review the Connecting Waters Charter School, Central Valley 2026-2027 Budget

J. Review of the Connecting Waters Charter School April 2026 Financial Report

K. Review of the Connecting Waters Charter School, East Bay April 2026 Financial Report

L. Review of the Connecting Waters Charter School, Central Valley April 2026 Financial Report

M. Employee Residency and Relocation Policy Development

The Board received an update on the development of the Employee Residency and Relocation Policy and was informed that the organization continues to operate under an existing memorandum while a formal policy is being drafted. Feedback from Board members will be incorporated into a revised draft that will be presented at the June 22nd meeting for additional discussion and consideration as the policy development process continues.

N. Discuss Board Summit / Training topics

The Board discussed plans for the upcoming board summit, including required governance trainings, review of the governance handbook, and opportunities for Board

members to seek clarification on legal and policy-related topics. The Board expressed interest in maximizing time for strategic discussions, team building, and collaboration, including engagement with school leadership staff, and identified potential agenda topics such as Board priorities and Executive Director annual objectives.

O. Board Remarks

There were no additional remarks from the board

X. Closed Session

A. Public Employee Discipline/Dismissal/Release

Entered Closed Session at 8:10pm

B. Public Employee Appointment

XI. Report on Closed Session Actions

A. Public Employee Discipline/Dismissal/Release

Nothing to report out

B. Public Employee Appointment

Nothing to report out

XII. Closing Items

A. Adjourn Meeting

K. Corrales made a motion to adjourn Meeting.
S. Welch seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Louie-Monzon	Aye
K. Fatima	Aye
K. Martin	Absent
L. Addipah	Absent
S. Welch	Aye
K. Corrales	Aye
E. Melton	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:44 PM.

Respectfully Submitted,
E. Melton

LCAP/WASC Goals

1. Increase the percentage of students who are on track to graduate college and career-ready.
2. Close the achievement gap for low-performing students in English and Math.
3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.
4. Foster positive relationships through community outreach.

Coversheet

Approval of New Hires List

Section: X. Consent Items
Item: B. Approval of New Hires List
Purpose:
Submitted by:

BACKGROUND:

This is the list of Connecting Waters Charter Schools newly hired employees since the last Board of Directors meeting.

Coversheet

Approval of Separations List

Section: X. Consent Items
Item: C. Approval of Separations List
Purpose:
Submitted by:

BACKGROUND:

This is the list of Connecting Waters Charter Schools recently separated employees since the last Board of Directors meeting.

Coversheet

Approval of the May 2026 Warrant Report from DMS for Connecting Waters Charter School

Section: X. Consent Items
Item: D. Approval of the May 2026 Warrant Report from DMS for Connecting Waters Charter School
Purpose:
Submitted by:

BACKGROUND:

Financial summary for May monthly expenses

Coversheet

Approval of the May 2026 Warrant Report from DMS for Connecting Waters Charter School, East Bay

Section: X. Consent Items
Item: E. Approval of the May 2026 Warrant Report from DMS for Connecting Waters Charter School, East Bay
Purpose:
Submitted by:

BACKGROUND:

Financial summary for May monthly expenses

Coversheet

Approval of the May 2026 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

Section: X. Consent Items
Item: F. Approval of the May 2026 Warrant Report from DMS for Connecting Waters Charter School, Central Valley
Purpose:
Submitted by:

BACKGROUND:

Financial summary for May monthly expenses

Coversheet

Approval of the Connecting Waters Charter School LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

Section: XI. Items Scheduled for Consideration and/or Action
Item: A. Approval of the Connecting Waters Charter School LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions
Purpose:
Submitted by:
Related Material: 2026-27 LCAPandLCFF CWCS Combined Doc.pdf

BACKGROUND:

Aprroval of the Connecting Waters Charter School LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Connecting Waters Charter School

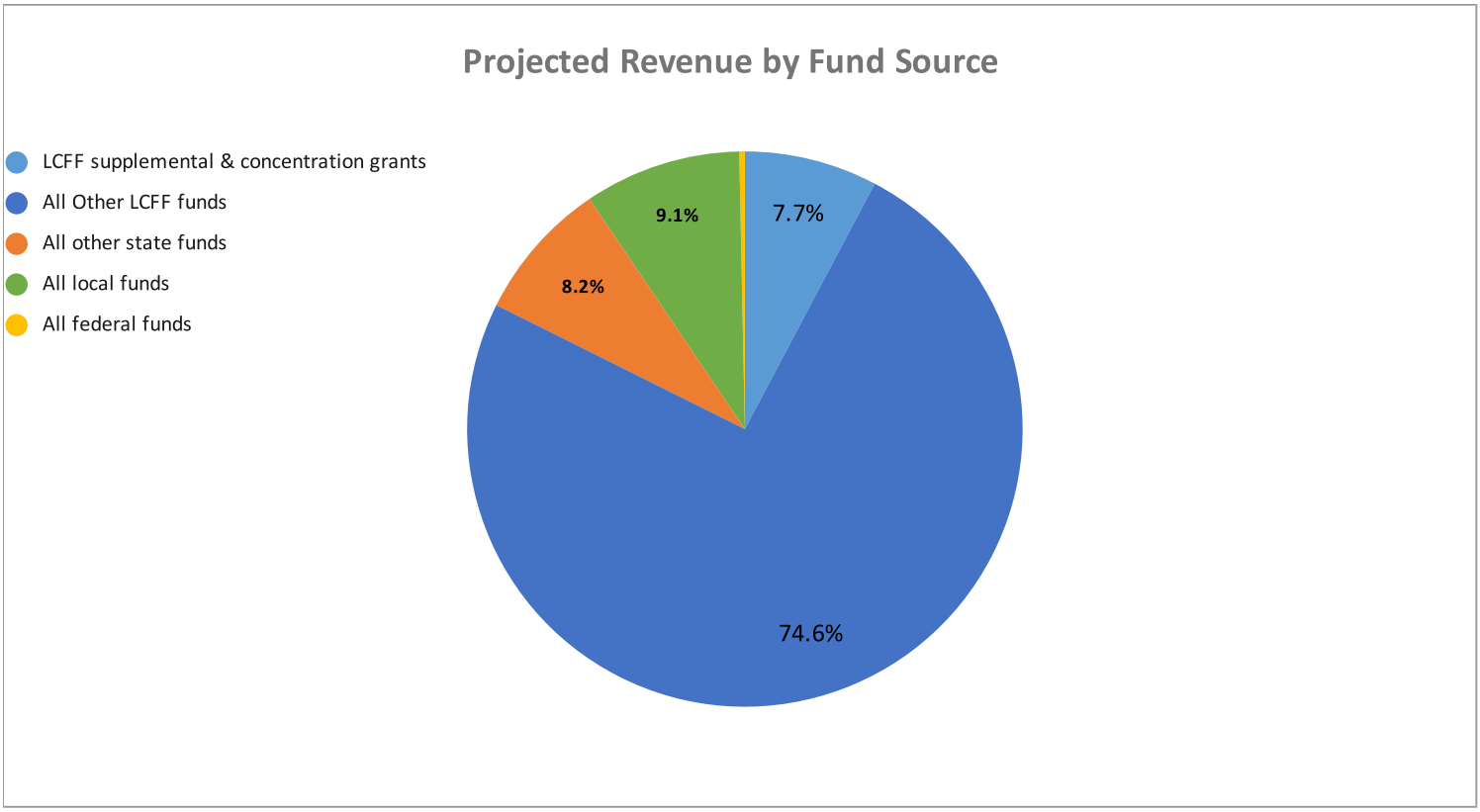
CDS Code: 50 75572 5030317

School Year: 2026-27

LEA contact information: Tammy Hushaw, Acting Executive Director
thushaw@cwcharter.org, (209) 874-1119

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 2026-27 School Year

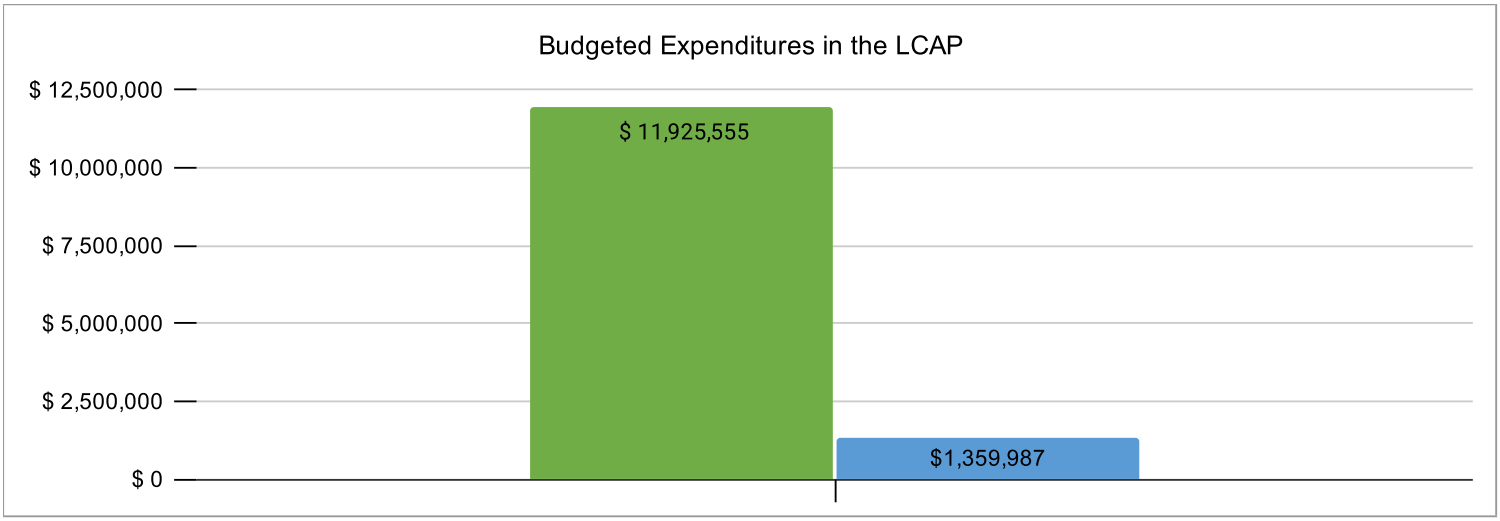


This chart shows the total general purpose revenue Connecting Waters Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Connecting Waters Charter School is $12,327,302.00, of which $10,153,101.00 is Local Control Funding Formula (LCFF), $1,008,780.00 is other state funds, $1,125,481.00 is local funds, and $39,940.00 is federal funds. Of the $10,153,101.00 in LCFF Funds, $955,131.00 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.



This chart provides a quick summary of how much Connecting Waters Charter School plans to spend for 2026-27. 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: Connecting Waters Charter School plans to spend $11,925,555.00 for the 2026-27 school year. Of that amount, $1,359,987.00 is tied to actions/services in the LCAP and $10,565,568.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

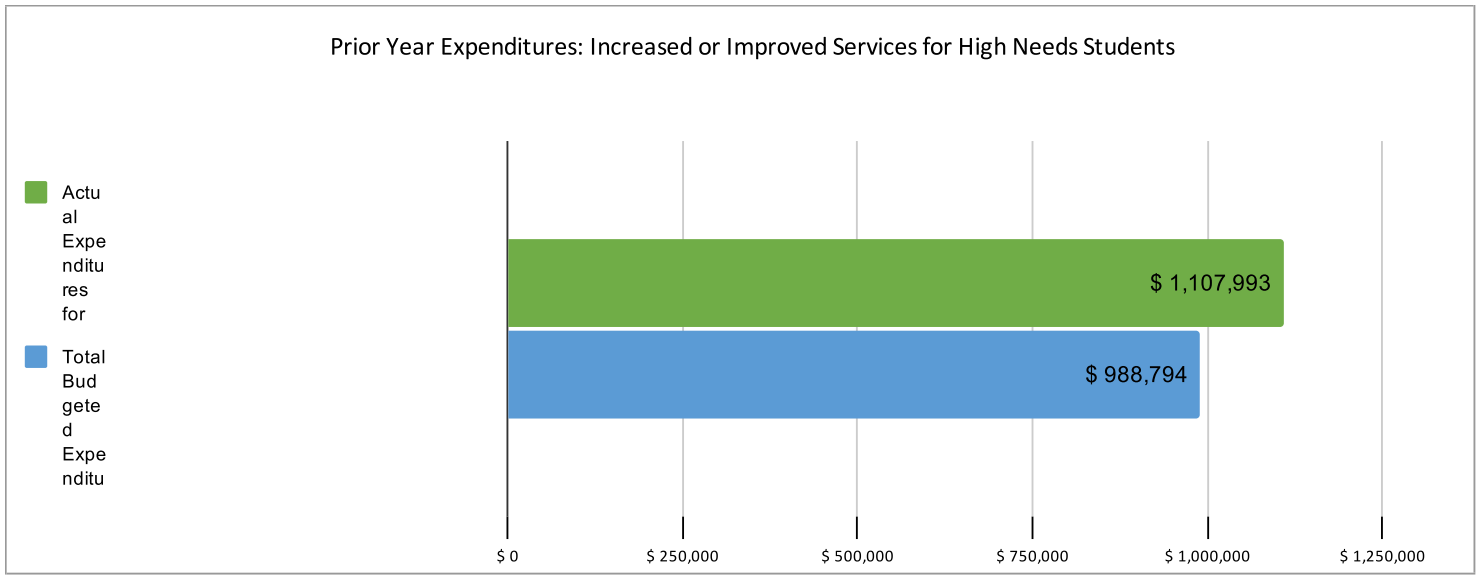
Due to Connecting Waters' personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. Other expenses covered by school funding include approximately: Certificated salaries- 44%; Non- Certificated salaries-10%; Employee Benefits- 20%; Books/Supplies/Materials- 8%; Services & Operation (including facilities)- 18%. Supplemental Grant funds are budgeted for planned actions and services to meet the goals of
the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Connecting Waters Charter School is projecting it will receive $955,131.00 based on the enrollment of foster youth, English learner, and low-income students. Connecting Waters Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Connecting Waters Charter School plans to spend $968,584.00 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 2025-26



This chart compares what Connecting Waters Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Connecting Waters Charter School 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 2025-26, Connecting Waters Charter School's LCAP budgeted $988,794.00 for planned actions to increase or improve services for high needs students. Connecting Waters Charter School actually spent $1,107,993.00 for actions to increase or improve services for high needs students in 2025-26.

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
Connecting Waters Charter School	Tammy Hushaw, Acting Executive Director	thushaw@cwcharter.org/209-874-1119x6

Plan Summary [2026-27]

General Information

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

Connecting Waters Charter School (CW) is a non-classroom based "personalized learning school" that serves students in transitional-kindergarten through twelfth grade who are seeking a non-traditional, personalized, alternative educational setting. CW is operated by Connecting Waters Charter Schools, Inc. and is located within the boundaries of Stanislaus County Office of Education (“SCOE” or County) sponsored by Waterford Unified School District. CW was in its first year of operation in 2002.

As of the 2025 CA Dashboard release, 776 students were enrolled. We serve students who reside in Alameda, Calaveras, Mariposa, Merced, San Joaquin, Santa Clara, Stanislaus, and Tuolumne counties.

When enrolling a child in CW, the parent assumes primary responsibility as the facilitator of the student's educational program. An Education Specialist (ES), who is a credentialed teacher, is assigned to each student. The school strives to develop a partnership to establish the distribution of responsibility between the parent and the ES in the following areas: creation of assignments, selection of materials, evaluation of curriculum, and arrangement of group educational activities, classes, internships and cooperative learning projects.

The administrators, educators, and families of Connecting Waters Charter School believe that the highest level of learning occurs by: assisting students and parents with educational guidance, individualizing curriculum to meet students’ needs, providing materials, resources and supportive instruction, allowing flexibility in both teaching and learning styles, promoting real-life context-based learning, challenging students to achieve mastery of state standards.

Due to this personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1,800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. The increased and improved services provided to high needs student groups outlined in this Plan includes services and materials above and beyond what their personalized EUs can provide. However, each student uniquely receives increased

and improved services due to the nature of our charter focus of personalized learning.

The CW LCAP addresses areas of additional needed support to help make progress toward the identified goals. Each goal and action item was formulated with the aim of fostering equity among unduplicated pupils in comparison to their non-unduplicated counterparts. Because families have a choice in selecting their student's learning model from year to year (students may enroll in classes, use Computer Aided Instruction, private tutors, outside vendors or work independently), it is often necessary to re-evaluate and adjust funding sources and action items identified for specific students using Supplemental Grant funding. Often, all of a student's needs can be met through the use of their EUs.

CW meets the state priorities in a unique way because our mission and structure revolve around Personalized Learning for each individual student:
Priority 1: appropriate teacher assignments: All students are assigned Effective Educators in each course of study as per state and federal law; sufficient instructional materials: teachers can work with parents and students to customize curriculum and instructional methodology to meet the student's academic needs and learning style using their Instructional Funding budgets; and have access to facilities in good repair: CW is an independent study, non-classroom based charter school. This structure is also known as a Flex Based School.
Priority 2: implementation of academic and performance standards including all state standards and ELD standards: all teachers are trained on how to effectively implement standards and monitor student progress in standards. All students use standards aligned materials and have the ability to supplement core curriculum with additional supports when needed to meet the needs of their instructional funding budgets.
Priority 3: parent involvement: our unique setting requires parents to be involved in their students' education as they assume much of the day to day instruction. CWCS offers ample parent training on methodology, implementation of standards, usage of curriculum, and various topics to help support them in their student's education.
Priority 4: pupil achievement: all students participate in state and/or schoolwide assessments to measure academic progress.
Priority 5: pupil engagement: our unique program offers flexibility for students, which drastically reduces chronic absenteeism and drop-out rates. Our wide range of course access allow for more student choice and keeps students engaged and on-track to graduate from high school.
Priority 6: school climate: since our students are primarily at home and interact with their peers via online classes and general educational activities, our expulsion and suspension rates remain low. Families often report safety as one of many reasons for attending CW.
Priority 7 & 8 : access to a broad course of study, especially programs and services developed for and provided to economically disadvantaged students, English Learners, Foster Youth and individuals with exceptional needs; and other pupil outcomes: CW prides itself on personalized learning, which means students not only have wide access to a broad course of study, they can choose how and where to complete courses (online, in-person, at a local college, independently) and they can customize electives to support their interests using instructional funding budgets for visual and performing arts instruction, health, physical education, and career and technical education, among all of their core subject areas of study. All students are monitored by an Effective Educator with subject matter expertise in each course of study to ensure student progress, rigor, content quality, and student success.

Reflections: Annual Performance

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

Upon reviewing the data from the California School Dashboard (Dashboard) and our local sources, it is evident that our school has made strides in some areas while facing challenges in others.

When examining the College Career Indicator (CCI), we see room for improvement. While 45.3% of our students graduated prepared, disaggregating the data reveals disparities. A significant portion of students met preparation criteria through college course completion. Due to two years of concentration, this year 17.2% percent of students who met preparation achieved readiness through CTE completion vs the prior years 3.6%. Similarly the numbers of students meeting UC/CSU requirements also increased from 7.1% to 31% of the students falling under the preparation met. The absence of students meeting preparation criteria through pre-apprenticeship or the State Seal of Biliteracy warrants attention, highlighting potential areas for program enhancement and student support.

Turning to academic performance, the data indicates challenges in English Language Arts and Mathematics. In English Language Arts, while some student groups are approaching proficiency, such as Asian students, others, particularly Students With Disabilities, English Learners, Hispanic and White students, and Socioeconomically Disadvantaged Students, continue to fall below standard. Similarly, in Mathematics, the majority of student groups are below standard, with particularly concerning disparities for Students With Disabilities, Hispanic students, and English Learner Students, who fell in the RED performance level.

These findings underscore the importance of targeted interventions to address the needs of specific student populations. Collaborative efforts are needed to implement strategies that support academic growth and ensure equitable opportunities for all students. Additionally, ongoing monitoring and adjustment of interventions are crucial to tracking progress and refining approaches.

While the data presents areas for improvement, it also serves as a foundation for informed decision-making and action planning. By leveraging these insights, we can continue to strive for excellence and advance our mission of providing a high-quality education for all Students.

To support our lowest-performing students, we implemented a requirement for a minimum of one hour of daily direct instruction. This targeted instruction focused on grade-level standards through Tier 1 core instruction, as well as individualized Tier 3 interventions. By incorporating consistent, standards-aligned teaching into the independent study model, we aimed to accelerate learning and close achievement gaps. After completing a year of this direct instruction positive feedback from students and parents has led to a clear decision to continue with the program. The data will continue to be monitored in the 2026-27 school year.

Learning Recovery Emergency Block Grant (LREBG) Funding:
As a supplement to our existing Goal 2, Action 1: Targeted Instruction for Lowest-Performing Students; we will be using the remaining unexpended LREBG funding for the 2025-26 year (until funds are expended).
Estimated grant funds available: $556,939.01

Explanation and Rationale:
This action will be funded in part with LREBG funds to provide a minimum of one hour per day of required direct instruction for our lowest-performing students enrolled in the independent study program. Instruction will focus on both Tier 1 core academic standards and Tier 3 individualized intervention,

ensuring students receive targeted support to accelerate learning. This action aligns with allowable uses of LREBG funds as defined in EC Section 32526(c)(2), specifically supporting accelerated learning strategies through additional instruction and academic services for students disproportionately impacted by the pandemic. The decision to implement daily direct instruction was informed by our needs assessment, which identified significant learning gaps and below-grade-level performance among a subset of our independent study student population. These students have shown limited progress with asynchronous or minimally guided instruction and require a structured, consistent instructional model to improve outcomes. By investing in targeted, standards-based instruction supported by credentialed educators, we are addressing the urgent need for learning
recovery and academic advancement among our most at-risk students, as required under EC Section 32526(d).

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Education Specialists (teachers), Class Instructors, Resource Center Staff, Administrators, SpED, Classified Staff, other school personnel, parents, and students	CWCS employed a comprehensive approach to engage educational partners in the development of the Local Control and Accountability Plan (LCAP). This process prioritized transparent communication and inclusive participation to ensure the voices of all stakeholders were heard and considered. Communication with students and families was facilitated through a diverse array of channels, including email, phone calls, online and in- person meetings, Learning Management Systems (LMS) software, social media, surveys, district-operated websites, resource center signs, ParentSquare, and Listserves. Direct communication from CWCS staff members, school counselors, and other school staff members further enhanced engagement efforts. To ensure accessibility for non-English speaking educational partners, translations of notifications and materials were provided, and translating services were made available for those wishing to provide feedback. This draft of the LCAP was developed in consultation with parents, students, educators, staff and key educational partners in leadership positions through a live meeting (October) and survey feedback (sent 3 times per year). This inclusive approach allowed for specific input and perspectives from various educational partners. Educational partners were encouraged to provide written comments on specific actions and expenditures proposed in the plan. Based on the feedback received, modifications were made to the plan to address concerns and incorporate suggestions. The plan was presented for additional public comment at a regularly scheduled board meeting. Educational partners were notified of this opportunity for input through the aforementioned communication channels. Following the public comment period, the finalized LCAP was formally adopted in a separate board meeting in June, as required, and subsequently submitted to the Charter Authorizer. This process ensured accountability and transparency in decision-making while prioritizing the input and engagement of educational partners throughout the development and approval stages of the LCAP.

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

Several goals, metrics, actions, and budgeted expenditures in the LCAP were directly influenced by or developed in response to the feedback received from educational partners:
Continued Inclusion Specialist Service:
Feedback: The need to enhance support for students with special needs.
Action: Creation of the role of Inclusion Specialist to provide targeted support and resources for students with special needs, ensuring they receive the necessary accommodations and interventions to thrive academically and socially.

Budgeted Expenditure: Allocation of funds to continue the role.

Continued Early Math Literacy Focus:
Feedback: There is a need to improve early math literacy and proficiency among young students as early as as 4th and 5th grade where data shows students begin to struggle and academically decline to ensure they do not fall behind their peers.
Action: Continued implementation of targeted interventions and instructional strategies to promote math literacy at an early age, thereby preventing students from falling behind in mathematics.
Budgeted Expenditure: Allocation of resources for professional development, instructional materials, and programs aimed at enhancing early math literacy instruction.

Continued Prioritization of Tutoring Services:
Feedback: The need to continue to improve student academic performance through targeted instructional supports to help increase in student academic achievement as evidenced by improved grades, assessment scores, and graduation rates.
Action: Expansion and enhancement of tutoring services to provide additional academic support to students in need.
Budgeted Expenditure: Increased funding allocated to tutoring programs, including the hiring of additional tutors, expansion of tutoring hours, and provision of resources for tutoring sessions.

Revised Response to Instruction Policy was revamped to ensure every student receives the right level of support at the right time whether they are performing at grade level, slightly below, or significantly below. By using consistent, research-based tools like iReady and CAASPP, we are able to monitor growth and provide tiered instructional support tailored to each student's unique needs.

This Policy has strength in:
Personalized Support: Students are placed into instructional tiers based on actual performance data, allowing educators and families to collaborate on the best pathway for success.
Targeted Interventions: The "Big Ideas", full-class (CMS) instruction, and Advisor approved plan options ensure students who are behind can close gaps faster through daily, standards-aligned support.
Flexibility and Choice: Parents and ESs help select the most appropriate tiered support, ensuring that learning plans reflect each student's individual situation.
Consistency Across K-12: This approach brings coherence to instruction and assessment practices across all grade levels, making progress easier to track and respond to.

This policy was shaped directly from feedback provided by parents, teachers, and administrators who voiced a need for: Clearer expectations for student support, more consistent use of iReady data, stronger intervention structures that fit the independent study model, more equitable access to credentialed instruction for students in need. By listening to our stakeholders, we've created a system that is both data-informed and flexible, supporting student achievement while respecting family choice and the diverse ways students learn in our program.These initiatives were developed based on a combination of anecdotal feedback from educational partners and data analysis, reflecting a collaborative effort to address identified needs and prioritize resources where they would have the greatest impact on student success. By responding to the feedback and insights provided by educational partners, the LCAP aims to create a more inclusive and supportive learning environment that meets the diverse needs of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase percent of students who are on track to graduate college and career ready	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal emerged from our commitment to ongoing improvement, aligning closely with the school's vision and mission statements. It was informed by extensive feedback from our Education Partners, derived from thorough analysis of schoolwide data and collaborative discussions. The coordinated actions and metrics outlined are designed to facilitate our students' preparation for college and/or career success upon graduation from Connecting Waters Charter School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1 College Career Indicator (CCI) - Dual Enrollment	1.1 College Career Indicator (CCI) 1.1(A) 44.7% Prepared 1.1(B) 92.1% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 37.3% Prepared 1.1(B) 82.1% of The Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1 (A) 45.3% Prepared 1.1 (B) 82.8% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 50% Prepared 1.1(B) 95% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1 (A) .6% up from baseline for Prepared 1.1 (B) 9.3% below baseline of the Prepared Met through College Course Completion

1.2	1.2 College Career Indicator (CCI) - CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 44.7% Prepared 1.2(B) 2.6% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 37.3% Prepared 1.2(B) 3.6% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2 (A) 45.3% Prepared 1.2 (B) 17.2% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 50% Prepared 1.2(B) 5% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2 (A) .6% up from baseline for Prepared 1.2 (B) 14.6% up from baseline of the Prepared Met through CTE Completion
1.3	1.3 College Career Indicator (CCI) - Prepared via Other Measure	1.3 College Career Indicator (CCI) 1.3(A) 44.7% Prepared 1.3(B) 0% of the Prepared Met through Pre-Apprenticeship 1.3(C) 0% Prepared Met through State Seal of Biliteracy 1.3(D) 23.7% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 37.3% Prepared 1.3(B) 0% of the Prepared Met through Pre-Apprenticeship 1.3(C) 0% Prepared Met through State Seal of Biliteracy 1.3(D) 7.1% Prepared Met through a-g Completion Requirements	1.3 College Career Indicator (CCI) 1.3 (A) 45.3% Prepared 1.3 (B) 0% of the Prepared Met through Pre-Apprenticeship 1.3 (C) 0% Prepared Met through State Seal of Biliteracy 1.3 (D) 31.0% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 50% Prepared 1.3(B) 3% of the Prepared Met through Pre-Apprenticeship 1.3(C) 1% Prepared Met through State Seal of Biliteracy 1.3(D) 25% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3 (A) .6% up from baseline for Prepared 1.3 (B) No difference 1.3 (C) No difference 1.3 (D) 7.3% up from baseline of Prepared Met through UC/CSU Requirements

1.4	1.4(A) Academic Indicator - ELA 1.4(B) Academic Indicator - Math Students with Disabilities (SWD) English Learners (EL) Hispanic (Hisp) Socioeconomically Disadvantaged (SED) White	1.4 Academic Indicator 2022-23 1.4 (A) ELA: All Students: 20.2 points below standard (ORANGE) SWD: 107.4 points below standard (RED) EL: 39.9 points below standard (YELLOW) Hisp: 23.4 points below standard (YELLOW) SED: 32.6 points below standard (YELLOW) White: 12.9 points below standard (YELLOW) 1.4 (B) Math: All Students: 74.6 points below standard (ORANGE) SWD: 151.6 points below standard (ORANGE)	1.4 Academic Indicator - 2023-24 1.4 (A) ELA: All Students: 15.7 points below standard (YELLOW) SWD: 31.9 points below standard (ORANGE) EL: 65.8 points below standard (ORANGE) Hisp: 37.3 points below standard (ORANGE) SED:31.9 points below standard (ORANGE) White: 14.8 points below standard (ORANGE) 1.4 (B) Math: All Students: 72.4 points below standard (ORANGE)	1.4 Academic Indicator - 2024-25 1.4 (A) ELA: All Students: 22.2 points below standard (ORANGE) SWD: 100.1 points below standard (RED) EL: 32.5 points below standard (YELLOW) Hisp: 35.7 points below standard (ORANGE) SED: 32.4 points below standard (ORANGE) White: 28.1 points below standard (ORANGE) 1.4 (B) Math: All Students: 82.1 points below standard (ORANGE) SWD: 161.4 points below standard (RED) EL: 100.9 points below standard (RED) Hisp: 107 points	1.4 Academic Indicator 1.4(A) ELA: All Students: 17 points below Standard SWD: 104 points below standard EL: 36 points below standard Hisp: 20 points below standard SED: 29 points below standard White: 10 points below standard 1.4(B) Math: All Students: 72 points below Standard SWD: 149 points below standard EL: 85 points below standard Hisp: 97 points below standard	1.4 Academic Indicator 1.4 (A) ELA: All Students: Color Status remains the same (ORANGE) SWD: Color Status remains the same (RED) EL: Color Status remains the same (YELLOW) Hisp: Student achievement decreased by 12.3 points and dropped from (YELLOW) to (ORANGE) SED: Student achievement decreased by .2 points and dropped from (YELLOW) to (ORANGE) White: Student achievement decreased by 15.2 points and dropped from (YELLOW) to (ORANGE)

		EL: 88.2 points below standard (YELLOW) Hisp: 100.2 points below standard (RED) SED: 98.8 points below standard (ORANGE) White: 56.3 points below standard (YELLOW	SWD: 157.4 points below standard (RED) EL: 99.7 points below standard (RED) Hisp: 100.8 points below standard (RED) SED: 91.2 points below standard (YELLOW) White: 75.3 points below standard (ORANGE)	below standard (RED) SED: 106.1 points below standard (RED) White: 84.5 points below standard (ORANGE)	SED: 96 points below standard White: 53 points below standard	1.4 (B) Math: All Students: Color Status remains the same (ORANGE) SWD: Student Achievement decreased by 10.2 points and dropped from (ORANGE) to (RED) EL: Student Achievement decreased by 12.7 points and dropped from (YELLOW) to (RED) Hisp: Color status remains the same (RED) SED: Student Achievement decreased by 7.3 points and dropped from (ORANGE) to (RED) White: Student Achievement decreased by 28.2 points and dropped from (YELLOW) to (ORANGE)

1.5	1.5 Graduation / Dropout Rate	1.5 Graduation Rate 2022-23 82.6% graduated	1.5 Graduation Rate 2023-24 85.7% graduated	1.5 Graduation Rate 2024-25 89.6% graduated	1.5 Graduation Rate 85% graduated	1.5 Graduation Rate: Increased by 7% from baseline
1.6	1.6 Access to a Broad Course of Study - Local Indicator	1.6 Access to a Broad Course of Study - Local Indicator 2022-23 MET	1.6 Access to a Broad Course of Study - Local Indicator 2023-24 MET	1.6 Access to a Broad Course of Study - Local Indicator 2024-25 MET	1.6 Access to a Broad Course of Study - Local Indicator MET	1.6 Access to a Broad Course of Study - Local Indicator Continues to maintain MET status
1.7	1.7 Parent and Family Engagement - Local Indicator	1.7 Parent and Family Engagement - Local Indicator 2022-23 MET	1.7 Parent and Family Engagement - Local Indicator 2023-24 MET	1.7 Parent and Family Engagement - Local Indicator 2024-25 MET	1.7 Parent and Family Engagement - Local Indicator MET	1.7 Parent and Family Engagement - Local Indicator Continues to maintain MET status
1.8	1.8 Local Climate Survey - Local Indicator	1.8 Local Climate Survey - Local Indicator 2022-23 MET	1.8 Local Climate Survey - Local Indicator 2023-24 MET	1.8 Local Climate Survey - Local Indicator 2024-25 MET	1.8 Local Climate Survey - Local Indicator MET	1.8 Local Climate Survey - Local Indicator Continues to maintain MET status
1.9	1.9 Implementation of Academic Standards - Local Indicator	1.9 Implementation of Academic Standards - Local Indicator 2022-23 MET	1.9 Implementation Of Academic Standards - Local Indicator 2023-24 MET	1.9 Implementation Of Academic Standards - Local Indicator 2024-25 MET	1.9 Implementation of Academic Standards - Local Indicator MET	1.9 Implementation Of Academic Standards - Local Indicator Continues to maintain MET status
1.10	1.10 Chronic Absenteeism	1.10 Chronic Absenteeism 2022-23 1.8% chronically absent	1.10 Chronic Absenteeism 2023-24 1.9% (BLUE) chronically absent	1.10 Chronic Absenteeism 2024-25 1.1% (BLUE) chronically absent	1.10 Chronic Absenteeism 1% chronically absent	1.10 Chronic Absenteeism has improved by .7% above baseline.

1.11	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 1.11(B) Standards Aligned Materials 1.11(C) Facilities in Good Repair	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2022-2023 99% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned Materials. 1.11(C) CW Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2023-24 99% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CW Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2024-25 99% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CW Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 100% of current staff held appropriate credential or Authorization 1.11(B) 100% students have access to standards aligned Materials. 1.11(C) CW Local Priority 1 MET	1.11 Conditions of Learning 1.11 (A) No change 1.11 (B) No change 1.11 (C) No change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

During the 2025-26 school year, implementation of all actions under Goal 1 continued with strong fidelity and produced several notable achievements.

The Community College Liaison position was fully staffed and active throughout the year, supporting students through the dual enrollment registration process and providing ongoing guidance to help them succeed in community college coursework. This was the first full year of the liaison operating at full capacity, and the impact on student navigation of college systems was evident.

Our CTE program entered an exciting new phase with the launch of the first full year of the Animal Science internship component. After establishing the pathway in the prior year, students were able to participate in real-world, career-aligned experiences that go well beyond classroom instruction. This milestone reflects the maturation of our CTE investment and the school's commitment to meaningful career preparation.

Teacher credentialing remained strong and stable, with 99% of current staff holding appropriate credentials or authorizations. The school continued to support advanced learning opportunities for teaching staff, reflecting the ongoing priority of maintaining a highly qualified educator workforce.

A Reengagement Team meeting structure was added this year as a proactive student support mechanism. When a student misses class sessions or falls behind, a Student Support Team meeting is convened to evaluate risk and develop a recovery plan. This structured response to disengagement represents a meaningful systems-level improvement that is already contributing to improved student follow-through and persistence.

There were no substantive deviations from the planned implementation of Goal 1 actions. The primary challenge continued to be the time required to fully operationalize the Virtual Career Center, which remained in active development and rollout. However, overall momentum heading into the 2026-27 school year is strong, and the infrastructure built over the past two years positions the school well for the final year of this LCAP cycle.

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.

Where differences existed between budgeted and actual expenditures for Goal 1 actions, they were primarily the result of timing adjustments and the use of other available grant funding prior to drawing on LCAP budgeted funds. As in prior years, grant resources were utilized first to support program implementation, which affected the draw-down sequence but did not result in any reduction in service delivery. Programs were fully staffed and operational as planned. Any remaining differences reflect the natural adjustment of actual costs against projections as programs matured into their second and third year of implementation.

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

The actions implemented under Goal 1 have been effective in building the infrastructure and support needed to increase college and career readiness across the student population.

The Community College Liaison has been especially effective in expanding access to dual enrollment. Students have reported increased confidence in navigating college systems, and the rate of students meeting CCI preparation criteria through college course completion remained strong at 82.8% of prepared students in 2024-25.

The CTE Expansion has produced the most dramatic measurable outcome under this goal. The percentage of prepared students meeting CCI criteria through CTE completion rose from 2.6% at baseline to 17.2% in 2024-25, representing a 14.6% increase above baseline and far exceeding the Year 3 target of 5%. The addition of the internship component in 2025-26 further deepens the quality of CTE experiences available to students.

The Virtual Career Center is still building toward its full intended impact and will be a primary focus for completion in 2026-27. Its integration with CCI tracking and counseling support is expected to strengthen outcomes for students who are not yet on a clear college or career path.

The Special Education Liaison position continues to improve communication and coordination between families, Education Specialists, and school staff. While Students with Disabilities remain in the RED performance band in ELA at 100.1 points below standard in 2024-25, the improved support infrastructure is necessary and appropriate given the complexity of this population's needs. This targeted support will continue.

The Reengagement Team structure is a promising new addition and will be monitored over the 2026-27 year for its impact on student attendance, credit completion, and graduation rates.

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

Based on the effectiveness of actions to date and the data reviewed, all actions under Goal 1 will be continued in 2026-27. The CTE program will sustain the Animal Science pathway with its internship component and the FCCLA Culinary pathway, with attention to deepening student participation and exploring additional pathway opportunities. The Virtual Career Center will continue its rollout with a focus on full implementation and student utilization. The Reengagement Team meeting structure will be maintained as a permanent component of student support. The Special Education Liaison focus on ELA for students with disabilities will be sustained given the persistent RED performance level for this group. No actions have been identified as ineffective after this two-year period, and all actions will continue with refinements informed by implementation experience.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community College Liaison	Hire / maintain a liaison position to help students register and succeed in Community College	$17,600.00	Yes
1.2	CTE Expansion	Market, recruit & hire additional necessary staff to grow the CTE program	$39,700.00	Yes
1.3	Virtual Career Center	Develop, recruit & implement a Virtual Career Center to support students in achieving CCI Prepared	$86,000.00	Yes
1.4	SpEd Liaison	Implement a Special Education Liaison Position to Support ESs and Families. Specific focus with targeted intervention to SpEd Students in English Language Arts to increase student outcomes who fell in Red Performance Indicator.	$39,624.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Close the achievement gap in the low performing students in English and Math.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal emerged from our ongoing commitment to continuous improvement, aligning closely with the school's overarching vision and mission. It stems from comprehensive analysis of schoolwide data and collaborative discussions with our Education Partners, whose invaluable feedback guided the development process. The identified actions and metrics are strategically grouped to facilitate the attainment of our goal: to empower students in bridging academic achievement gaps and accessing grade-level content equitably alongside their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2.1 Academic Indicator ELA & Math	2.1 Academic Indicator 2022-23 2.1(A) ELA: All Students: 20.2 points below standard (ORANGE) SWD: 107.4 points	2.1 2.1 Academic Indicator 2023-24 2.1(A) ELA: All Students: 15.7 points below Standard (YELLOW) SWD: 31.9 points below standard	2.1 Academic Indicator - 2024-25 1.4 (A) ELA: All Students: 22.2 points below standard (ORANGE) SWD: 100.1 points below standard (RED)	2.1 Academic Indicator 2.1(A) ELA: All Students: 17 points below standard SWD: 104 points below standard	2.1 Academic Indicator 2.1 (A) ELA: All Students: Color Status remains the same (ORANGE) SWD: Color Status remains the same (RED)

		below standard (RED) EL: 39.9 points below standard (YELLOW) Hisp: 23.4 points below standard (YELLOW) SED: 32.6 points below standard (YELLOW) White: 12.9 points below standard (YELLOW) 2.1(B) Math: All Students: 74.6 points below standard (ORANGE) SWD: 151.6 points below standard (ORANGE) EL: 88.2 points below standard (YELLOW) Hisp: 100.2 points below standard (RED) SED: 98.8 points below standard	(ORANGE) EL: 65.8 points below standard (ORANGE) Hisp: 37.3 points below standard (ORANGE) SED:31.9 points below standard (ORANGE) White: 14.8 points below standard (ORANGE) 2.1(B) Math: All Students: 72.4 points below standard (ORANGE) SWD: 157.4 points below standard (RED) EL: 99.7 points Below standard (RED) Hisp: 100.8 points below standard	EL: 32.5 points below standard (YELLOW) Hisp: 35.7 points below standard (ORANGE) SED: 32.4 points below standard (ORANGE) White: 28.1 points below standard (ORANGE) 2.1 (B) Math: All Students: 82.1 points below standard (ORANGE) SWD: 161.4 points below standard (RED) EL: 100.9 points below standard (RED) Hisp: 107 points below standard (RED) SED: 106.1 points below standard (RED)	EL: 36 points below standard Hisp: 20 points below standard SED: 29 points below standard White: 10 points below standard 2.1(B) Math: All Students: 72 points below standard SWD: 149 points below standard EL: 85 points below standard Hisp: 97 points below standard SED: 96 points below standard White: 53 points below standard	EL: Color Status remains the same (YELLOW) Hisp: Student achievement decreased by 12.3 points and dropped from (YELLOW) to (ORANGE) SED: Student achievement decreased by .2 points and dropped from (YELLOW) to (ORANGE) White: Student achievement decreased by 15.2 points and dropped from (YELLOW) to (ORANGE) 2.1 (B) Math: All Students: Color Status remains the same (ORANGE) SWD: Student Achievement decreased by 10.2 points and dropped from (ORANGE) to (RED)

		(ORANGE) White: 56.3 points below standard (YELLOW)	(RED) SED: 91.2 points Below standard (YELLOW) White: 75.3 points below standard (ORANGE)	White: 84.5 points below standard (ORANGE)		EL: Student Achievement decreased by 12.7 points and dropped from (YELLOW) to (RED) Hisp: Color status remains the same (RED) SED: Student Achievement decreased by 7.3 points and dropped from (ORANGE) to (RED) White: Student Achievement decreased by 28.2 points and dropped from (YELLOW) to (ORANGE)
2.2	2.2 iReady MATH Growth Scores (Local Data) - Early Grades	2.2 iReady Math Growth Scores (Local Data) 2022-23 Typical Growth: The average annual growth for a student at this grade and baseline placement Level.	2.2 iReady Math Growth Scores (Local Data) 2023-24 Typical Growth: The Average annual growth for a student at this Grade and baseline	2.2 iReady Math Growth Scores (Local Data) 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement Level.	2.2 iReady Math Growth Scores (Local Data) 2.2(A) Grade 4 90% 2.2(B) Grade 5 86% 2.2(C) Grade 6 80%	2.2 iReady Math Growth Scores (Local Data) Typical Growth: The average annual growth for a student at this grade and baseline placement Level.

		2.2(A) Grade 4 87% 2.2(B) Grade 5 83% 2.2(C) Grade 6 77%	Placement level. 2.2(A) Grade 4 - 68% 2.2(B) Grade 5 - 72% 2.2(C) Grade 6 - 85%	2.2(A) Grade 4 - 85% 2.2(B) Grade 5 - 60% 2.2(C) Grade 6 - 115%		2.2(A) Grade 4 showed a drop from baseline by 2% 2.2(B) Grade 5 showed a drop by 23% 2.2(C) Grade 6 showed an increase from baseline by 38%
2.3	2.3 iReady Growth Scores (Local Data) - All Students	2.3 Progress to Annual Typical Growth(Median) 2022-23 2.3(A) ELA: 86% 2.3(B) MATH: 78%	2.3 iReady Growth Scores (Local Data) - All Students 2.3 Progress to Annual Typical Growth (Median) 2023-24 2.3(A) ELA: 82% 2.3(B) MATH: 73%	2.3 Progress to Annual Typical Growth(Median) 2024-25 2.3(A) ELA: 96% 2.3(B) MATH: 81%	2.3 Progress to Annual Typical Growth (Median) 2.3(A) ELA: 89% 2.3(B) MATH: 81%	2.3 Progress to Annual Typical Growth(Median) 2024-25 2.3(A) ELA: showed an increase of 10% 2.3(B) MATH: showed an increase of 3%
2.4	2.4 Graduation / Dropout Rate	2.4 Graduation /Dropout Rate 2022-23 82.6% graduated	2.4 Graduation /Dropout Rate 2023-24 85.7% graduated	2.4 Graduation /Dropout Rate 2024-25 89.6% graduated	2.4 Graduation / Dropout Rate 85% graduated	2.4 Graduation/Dropout Rate: Increased by 7% from baseline
2.5	2.5 Parent and Family Engagement - Local Indicator	2.5 Parent and Family Engagement - Local Indicator 2022-23 MET	2.5 Parent and Family Engagement - Local Indicator 2023-24 MET	2.5 Parent and Family Engagement - Local Indicator 2024-25 MET	2.5 Parent and Family Engagement - Local Indicator MET	2.5 Parent and Family Engagement - Local Indicator Continues to maintain MET status

2.6	2.6 Local Climate Survey - Local Indicator	2.6 Local Climate Survey - Local Indicator 2022-23 MET	2.6 Local Climate Survey - Local Indicator 2023-24 MET	2.6 Local Climate Survey - Local Indicator 2024-25 MET	2.6 Local Climate Survey - Local Indicator MET	2.6 Local Climate Survey - Local Indicator Continues to maintain MET status
2.7	2.7 Implementation of Academic Standards - Local Indicator	2.7 Implementation of Academic Standards - Local Indicator 2022-23 MET	2.7 Implementation Of Academic Standards - Local Indicator 2023-24 MET	2.7 Implementation Of Academic Standards - Local Indicator 2024-25 MET	2.7 Implementation of Academic Standards - Local Indicator MET	2.7 Implementation Of Academic Standards - Local Indicator Continues to maintain MET status
2.8	2.8 Chronic Absenteeism	2.8 Chronic Absenteeism 2022-23 1.8% chronically absent	2.8 Chronic Absenteeism 2023-24 1.9% (BLUE) chronically absent	2.8 Chronic Absenteeism 2024-25 1.1% (BLUE) chronically absent	2.8 Chronic Absenteeism 1% chronically absent	2.8 Chronic Absenteeism has improved by .7% above baseline.
2.9	2.9 Student Engagement / Climate	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 98.2%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance Rate 98.1%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance Rate 98.9%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 98.2%	2.9 Student Engagement / Climate 2.9(A) No change 2.9(B) No change 2.9(C) Positive increase by .7%

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, implementation of Goal 2 actions was strong and continued to expand in scope and structure. The Tiger Time direct instruction program, which was conceptualized and created as a product of this LCAP, became firmly established as a central component of the school's instructional model.

Tiger Time was delivered four days per week for students in grades K-8, with two sessions focused on ELA and two focused on Math. Socio-emotional learning (SEL) was incorporated on Fridays as part of overall student support, recognizing that academic progress is best sustained when students' social and emotional needs are also addressed. For high school students, the program operated through advisory periods, study skills and test-taking strategy classes, open sessions with credentialed teachers for individualized academic support, and skills application classes.

An additional math study hall was created for middle school students to provide supplemental math support during a grade span where our iReady data has consistently identified declining typical growth. This addition reflects the school's responsiveness to local data in refining its intervention model.

Students in the high school Tiger Time program who did not attend received follow-up phone calls and outreach from staff to promote continued participation. This attendance monitoring and re-engagement practice ensured that students were not simply allowed to disengage from their required instructional support.

The Education Specialist role was formally restructured to incorporate Tiger Time facilitation as part of the standard job responsibilities, rather than treating it as a supplemental duty. This structural change reflects the school's commitment to institutionalizing the direct instruction model within the existing staffing framework, and the costs associated with this transition were offset through LCAP funding.

The LREBG-supported daily direct instruction component continued to provide standards-based, credentialed instruction for the lowest-performing students. This action aligns with EC Section 32526(c)(2) and addresses the needs identified in the school's needs assessment related to significant learning gaps and below-grade-level performance among students in the independent study setting.

Grant funds were used prior to drawing on LCAP-budgeted funds, so differences between budgeted and actual expenditure amounts reflect funding source decisions rather than any reduction in services.

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.

Upon review of the school's upcoming 26-27 budget, it was decided that LREBG funding would be best utilized over the course of the 26-27 and 27-28 Fiscal years, due to the school's current financial standing there is not need to exhaust these funds within the 25-26 school year as planned. All funds that were proportioned to the LREBG have since been encumbered by LCFF or unrestricted funding.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 2 have been effective in building a structured, multi-tiered system of support for students performing below grade level in English and Math.

The Tiger Time program has been the centerpiece of this goal and has demonstrated clear value over two years of implementation. Student and family feedback has been consistently positive, and the school's decision to continue and expand the program reflects this evidence base. While 2024-25 CAASPP data shows that several student groups, particularly Students with Disabilities, English Learners, Hispanic students, and Socioeconomically Disadvantaged Students, remain in the RED performance band in Math, the intervention infrastructure that has been built is the appropriate and necessary response to these persistent gaps. The 2026-27 school year will be critical for tracking whether the consistent instructional model translates into measurable gains on state assessments.

The Early Math Literacy supports for grades 4 and 5 have been effective in targeting the grade span where local iReady data first identified declining typical math growth. The Early Math Specialist position has strengthened foundational skills instruction and created stronger connections between diagnostic data and instructional response.

Concepts and Skills Review programs continued to support student access to grade-level content, particularly in preparation for state assessments. The integration of review support into broader intervention structures has made this work more efficient. Materials, supplies, and equipment procured under Action 2.4 supported differentiated instruction and ensured that both students and instructors had the resources needed for high-quality intervention delivery.

The revised Response to Instruction policy, which was shaped directly by feedback from parents, teachers, and administrators, has provided a consistent and data-informed framework for placing students into the appropriate tier of support across K-12. This policy continues to bring coherence to instructional and assessment practices and will be monitored closely in the final year of this LCAP cycle.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

All actions under Goal 2 will be continued in 2026-27. The Tiger Time model will be sustained with the structural improvements made in 2025-26, including the integration of SEL on Fridays, the middle school math study hall, and the attendance monitoring and outreach system for students who miss sessions. We are expanding support classes to further aid with the instruction provided in Tiger Time, especially for math. Online and in person study halls are also being initiated and encouraged to offer further student support.The Early Math Literacy focus in grades 4 and 5 will continue, informed by iReady diagnostic data. Targeted interventions for Students with Disabilities, English Learners, Hispanic students, and Socioeconomically Disadvantaged Students in Math will remain a specific focus given the persistent RED performance levels documented in 2024-25 CAASPP data. The LREBG-funded daily direct instruction component will continue until grant funds are fully expended, as required. No actions have been identified as ineffective; rather, this goal reflects a model that continues to deepen in quality and consistency with each year of implementation.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Interventions	Tier 2&3 Support in Math and Reading (including High School Intensive, Reading Specialist, Tutoring Support): Specific focus with targeted intervention to Hispanic Students in Math to increase student outcomes who fell in Red Performance Indicator. LREBG: Introduce targeted, standards-based daily instruction led by credentialed educators, to provide the academic scaffolding necessary to support learning recovery and long-term success. Metrics 2.1-2.3; $556,939 per year through 2026-27.	$1,035,877.00	Yes
2.2	Early Math Literacy	Develop and Implement Early Math Literacy Supports (Grades 4-5)	$83,820.00	Yes
2.3	Concepts & Skills Review	Implement effective Concepts & Skills Review Programs & Support for Students to Access Grade Level Concepts	$69,520.00	Yes
2.4	Materials/Supplies	Curriculum, Materials & Equipment to support achievement in goal	$77,082.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the percentage of English Language Learner (EL) students who achieve proficiency in English Language Arts and Math.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While we are proud of the progress our English Learners (EL) have made, we acknowledge the ongoing journey ahead. Delving deeper into our local and state data, we've identified a concerning trend: the percentage of EL students meeting or exceeding math standards falls below that of their non-EL counterparts. Similarly, in mastering ELA standards, our EL students lag behind their peers. This underscores the imperative for sustained, targeted support tailored to the unique needs of our EL students. Additionally, we understand the importance of providing ongoing assistance even after their reclassification.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3.1 English Learner Progress	3.1 English Learner Progress: 2022-23 46.5% making progress towards English language proficiency	3.1 English Learner Progress: 2023-24 42.2% making progress towards English language proficiency	3.1 English Learner Progress: 2024-25 46.8% making progress towards English language proficiency	3.1 English Learner Progress: 50% making progress towards English language proficiency	3.1 Increased by .3% from baseline

3.2	3.2 Implementation of Academic Standards - Local Indicator	3.2 Implementation of Academic Standards - Local Indicator 2022-23 MET	3.2 Implementation of Academic Standards - Local Indicator 2023-24 MET	3.2 Implementation of Academic Standards - Local Indicator 2024-25 MET	3.2 Implementation of Academic Standards - Local Indicator MET	3.2 Implementation of Academic Standards - Local Indicator continues to maintain MET status
3.3	3.3 Academic Indicator ELA	3.3 Academic Indicator ELA: 2022-23 3.3(A) Current English Learners 71.6 points below Standard 3.3(B) Recently Reclassified English Learners 29.4 points above Standard English Only (For Comparison Only): 24.3 points below standard	3.3 Academic Indicator ELA: 2023-24 3.3(A) Current English Learners 114.5 points below standard 3.3(B) Recently Reclassified English Learners 0.8 points above standard English Only (For Comparison Only): 16.9 points below standard	3.3 Academic Indicator ELA: 2024-25 3.3(A) Current English Learners 91.8 points below standard 3.3(B) Recently Reclassified English Learners 16.3 points above standard English Only (For Comparison Only): 25.7 points below standard	3.3 Academic Indicator ELA: 3.3(A) Current English Learners 69 points below standard 3.3(B) Recently Reclassified English Learners 26 points above standard	3.3 Academic Indicator ELA 3.3(A) Current English Learners are currently 20 points lower than the baseline year 3.3(B) Recently Reclassified English Learners are currently 13 points lower than the baseline year
3.4	3.4 Academic Indicator MATH	3.4 Academic Indicator MATH: 2022-23 3.4(A) Current English Learners 115.2 points below standard 3.4(B) Recently Reclassified English	3.4 Academic Indicator MATH: 2023-24 3.4(A) Current English Learners 155.5 points below Standard 3.4(B) Recently Reclassified English Learners	3.4 Academic Indicator MATH: 2024-25 3.4(A) Current English Learners 153.8 points below standard 3.4(B) Recently Reclassified English	3.4 Academic Indicator MATH: 3.4(A) Current English Learners 112 points below Standard 3.4(B) Recently Reclassified English Learners 26 points below	3.4 Academic Indicator MATH: 3.4(A) Current English Learners are performing below baseline measurements 3.4(B) Recently Reclassified

		Learners 29.3 points below standard English Only (For Comparison Only): 78.1 points below standard	23.3 points below standard English Only (For Comparison Only): 73 points below standard	Learners 53.6 points below standard English Only (For Comparison Only): 82.8 points below standard	standard	English Learners are performing below baseline measurements

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The 2025-26 school year was an exceptional year of growth and achievement within the EL Department, and all planned actions were implemented with strong fidelity. There were no substantive deviations from the original plan.

Core English instruction and Designated English Language Development (DELD) were provided through both virtual and in-person formats, with students engaging with English-speaking instructors three to six class sessions per week.

EL students were required to be enrolled in the Tiger Time intervention program, which provided a reliable and consistent rhythm of personalized, just-in-time academic support. The Level Up EL tutoring program, which utilized in-house tutors, proved highly effective, with an admirable attendance rate and virtually no student no-shows. This level of student engagement reflects both the quality of the program and the strong relationships built between tutors and students.

The ELPAC testing and progress monitoring systems were fully implemented. The school continued to use Ellevation to track EL student progress, and a collaborative attendance monitoring system was in place where teachers flagged absences to the EL Coordinator for immediate, supportive family outreach. This proactive communication structure kept students connected and reduced extended gaps in instructional time. A decrease in extended family travel requests this year also contributed to more uninterrupted learning.

The CWCS teaching team demonstrated strong dedication to student success by focusing intentionally on both Integrated and Designated ELD standards, while also preparing students to navigate the ELPAC testing format. Professional development in ELD standards was provided to instructional staff, and educators reported increased confidence in integrating language development into their content instruction. One ongoing challenge was scheduling professional development to address the needs of both new and experienced staff, which was managed through flexible delivery options and follow-up sessions.

The EL Coordinator provided pivotal leadership throughout the year, including ongoing staff encouragement, regular data updates, and structural support that helped maintain alignment and momentum across the department.

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.

As in the prior year, actual expenditures for Goal 3 actions were lower than budgeted for some line items, primarily due to the availability of internal capacity to manage ELPAC monitoring and professional development without incurring all projected external costs. The core English and DELD instruction action (Action 3.1) was fully funded and implemented as planned. No reduction in services occurred as a result of the spending variation. The overall effectiveness of the program, as reflected in ELPAC outcomes, confirms that services were delivered at a high level of quality regardless of the spending differences. Professional development was provided through the use of Educator Effectiveness Grant funds.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 3 have been highly effective in 2025-26, producing the strongest measurable outcomes in the school's recent history for English Learner students.

The most significant result was the 2025-26 Summative ELPAC outcomes. Twenty-four percent of EL students achieved a Level 4, more than doubling the approximately 10% proficiency rate from the prior year. An additional 40% of students scored at Level 3, meaning 64% of the EL population achieved a Level 3 or 4 overall. The school also nearly doubled the number of students scoring a 4 on ELPAC-related assessments compared to the prior year. These results are directly attributable to the combined effect of increased instructional minutes with English-speaking instructors, the Tiger Time and Level Up tutoring programs, intentional preparation for the ELPAC testing format, and the strong instructional leadership provided by the EL Coordinator.

Core English and DELD instruction (Action 3.1) has been the foundation of these gains. The consistent access to designated ELD, particularly for Newcomer and Long-Term English Learner students, has accelerated language acquisition at a pace that is reflected in state assessment results. ELPAC testing and progress monitoring (Action 3.2) continued to provide timely, accurate data that informed instructional decisions and ensured that students were appropriately identified, placed, and supported. Professional development in ELD standards (Action 3.3) enhanced educator capacity and contributed to more consistent and effective language scaffolding across content areas.

While the academic indicator data from the 2024-25 CAASPP shows that Current English Learners remain significantly below standard in both ELA (91.8 points below standard) and Math (153.8 points below standard), the strength of the ELPAC growth is a meaningful leading indicator. Research consistently supports that accelerating English language proficiency is a prerequisite to academic content achievement for English Learners, and the foundation being built through these actions is the appropriate path forward.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the exceptional outcomes observed in 2025-26, all actions under Goal 3 will be continued in 2026-27 with a focus on sustaining and building on the gains achieved. The Level Up tutoring program, Tiger Time participation requirement for EL students, and the EL Coordinator attendance monitoring structure have proven their effectiveness and will be maintained. Professional development in ELD standards will continue, with attention to deepening

teacher integration of Integrated and Designated ELD across all content areas. The school will continue to monitor ELPAC performance levels, the EL Progress Indicator, and academic indicator data for both Current and Recently Reclassified English Learners to ensure that the language proficiency gains documented this year translate into improved academic content achievement over time. The EL Department remains energized and committed to expanding these achievements in the 2026-27 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Language Development	Provide Core English and Designated English Language Development (DELD) Instruction for English Learners	$96,444.00	Yes
3.2	ELPAC Proctoring	Implement Effective ELPAC Testing & EL Progress Monitoring	$21,456.00	Yes
3.3	Professional Development	Implement Effective Professional Development in EL Standards for all Educators	$18,234.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$955,131	$0.00

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
10.384%	0.0%	$0.00	10.384%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1	**Action:** Community College Liaison **Need:** Access to Resources: High-needs students often face barriers to accessing higher education resources and support systems. 2022-23 SED Students show only 38.7% prepared compared to All Students 44.7% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show 41.8% prepared compared to All Students 37.3% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide	Providing a community college liaison to our students offers several benefits, particularly for high-needs students, and extending this support on a schoolwide basis can further amplify these advantages. A community college liaison serves as a bridge, connecting students with vital resources such as academic advising, financial aid assistance, and career counseling. By facilitating access to these resources, high-needs students can receive the guidance and support necessary to navigate the college application process successfully. Personalized Support: High-needs students may require additional guidance and support to navigate the complexities of post- secondary education. High-needs students may face higher rates of attrition in college due to various factors such as financial constraints, lack of academic preparedness, or inadequate support systems. By fostering a supportive environment and addressing barriers to success, the liaison helps ensure that all students, regardless of their	Metric 1.1(B) College and Career Percentage of Students Graduating Prepared through dual enrollment

		background or circumstances, have the opportunity to thrive in higher education.	
1.2	**Action:** CTE Expansion **Need:** For high-needs students who may face challenges in traditional academic settings, CTE provides a tangible connection between their education and future employment opportunities. By engaging in relevant coursework aligned with their interests and career goals, high-needs students are more likely to stay motivated and engaged in their Education. 2022-23 SED Students show only 38.7% prepared compared to All Students 44.7% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show 41.8% prepared compared to All Students 37.3% prepared EL / Foster data not available due to <11 students. 2024-25 **Scope:** Schoolwide	Providing Career Technical Education (CTE) to students, particularly high-needs students, offers numerous benefits, and extending it on a schoolwide basis can further enhance these advantages, including real-world relevance, skill development, access to career pathways, equity and access, and college and career readiness. By offering CTE programs universally, schools can empower all students to succeed academically and professionally, regardless of their background or circumstances.	Metric 1.2(B) College and Career Percentage of Students Graduating Prepared through CTE completion

1.3	**Action:** Virtual Career Center **Need:** High-needs students may require additional support and guidance to navigate career pathways and make informed decisions about their future. A virtual platform allows for personalized interactions with career counselors and advisors, ensuring that high-needs students receive the individualized support they need to succeed. 2022-23 SED Students show only 38.7% prepared compared to All Students 44.7% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show 41.8% prepared compared to All Students 37.3% prepared EL / Foster data not available due to <11 Students **Scope:** Schoolwide	Providing a virtual career center to students, particularly high-needs students, offers several advantages, and extending it on a schoolwide basis can further enhance these benefits, accessibility, flexibility, personalized support, resource accessibility, and equity and inclusion. By extending virtual career services universally, schools can empower all students to explore career options, plan for their future, and achieve their career goals, regardless of their background or circumstances.	Metrics 1.3(A), 1.3(B), 1.3(C) College and Career Percentage of Students Graduating Prepared through other measures
2.1	**Action:** Interventions **Need:** Our data shows the students who are struggling the most with academics includes our unduplicated pupils. 2022-23 SED students scored 32.6 points below standard in ELA compared to All Students	Providing academic interventions to students, especially high-needs students, yields numerous benefits, and extending these interventions on a schoolwide basis can further enhance these advantages such as targeted support, closing achievement gaps, preventing academic failure,	Metrics 2.1(A), 2.1(B), 2.2(A), 2.2(B), 2.2(C), 2.3(A), 2.3(B) Academic Indicator ELA & Math / Local Measures

	20.2 points below standard Current English Learners scored 71.6 points below standard compared to English Only Learners who scored 24.3 points below standard in ELA SED students scored 98.8 points below standard in Math compared to All Students 74.6 points below standard; Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below standard in Math 2023-24 SED students scored 31.9 points below standard in ELA compared to All Students 15.7 points below standard Current English Learners scored 65.8 points below standard compared to English Only Learners who scored 16.9 points below standard in ELA SED students scored 91.2 points below standard in Math compared to All Students 72.4 points below standard; Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math 2024-25 SED students scored 32.4 points below standard in ELA compared to All Students 22.2 points below standard. Current English Learners scored 32.5 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 106.1 points below standard in Math compared to All Students 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8	building confidence and motivation, and promoting equity and inclusion. By extending academic interventions universally, schools can empower all students to reach their full academic potential and achieve success, regardless of their individual needs or challenges.	

	points below standard in Math. **Scope:** Schoolwide		
2.2	**Action:** Early Math Literacy **Need:** Research indicates that achievement gaps in math often emerge early in a child's education and tend to persist over time. Early math intervention helps prevent the widening of achievement gaps by addressing academic challenges before they become more significant barriers to learning. By providing targeted support to socioeconomically disadvantaged students and second language learners early on, schools can help narrow achievement gaps and promote equitable academic outcomes. Our data shows students in our school begin to struggle with math around Grade 4. 2022-23 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 87%; Grade 5 83%; Grade 6 77% Math: SED students who 98.8 points below standard compared to All Students who scored 74.6 points below standard Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below standard in Math 2023-24 Typical Growth: The average annual growth for a student at this grade and baseline	Math skills acquired in early childhood serve as the foundation for later academic success. Early intervention helps build a strong math foundation, setting students on a trajectory for future academic achievement. For socioeconomically disadvantaged students and second language learners who may lack access to resources or face language barriers, early math intervention is essential in ensuring they acquire the fundamental skills needed for academic success. While early math intervention is particularly important for socioeconomically disadvantaged students and second language learners, it is also valuable for all students, regardless of need, for several reasons. All students can benefit from early intervention to address potential learning gaps and prevent academic struggles before they escalate. By providing interventions to all students universally, schools can identify and address academic challenges early on, promoting academic success	Metrics 2.2(A), 2.2(B), 2.2(C) iReady MATH Growth Scores (Local Data) -Early Grades

	placement level was less than 100% (1 year). iReady Math: Grade 4 87%; Grade 5 83%; Grade 6 77% Math: SED students who 91.2 points below standard compared to All Students who scored 72.4 points below standard Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 58%; Grade 5 54%; Grade 6 65%. Math: SED students scored 106.1 points below standard compared to All Students who scored 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8 points below standard in Math. **Scope:** Schoolwide	for all students.	

2.3	**Action:** Concepts & Skills Review **Need:** High-needs students may have gaps in their foundational knowledge due to various factors such as academic challenges, language barriers, or limited access to resources. Concepts and skills review help identify and address these learning gaps by providing targeted support and reinforcement in areas where students may be struggling. By systematically reviewing and revisiting essential concepts and skills, high-needs students can fill in learning gaps and build a solid academic foundation. Research suggests that spaced repetition and regular review are effective strategies for promoting long-term retention of information. Concepts and skills review ensure that high-needs students have multiple opportunities to revisit and reinforce previously learned material, increasing the likelihood of retention over time. 2022-23 ELA: SED students scored 32.6 points below standard compared to All Students who scored 20.2 points below standard Current English Learners scored 71.6 points below standard compared to English Only Learners who scored 24.3 points below standard in ELA Math: SED students who 98.8 points below standard compared to All Students who scored 74.6 points below standard Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below	High-needs students may require additional time and support to internalize and retain new concepts and skills. Concepts and skills review provide opportunities for reinforcement and consolidation of learning, helping high-needs students solidify their understanding and mastery of key concepts. This is particularly important when students are using a variety of curriculum options, as review ensures that learning is not fragmented and that students can make meaningful connections between different instructional materials. Providing concepts and skills review is important for high- needs students to reinforce learning, address learning gaps, build confidence, and promote long- term retention. This practice should extend to all students, regardless of need, to support diverse learners, prevent learning loss, and promote equity and inclusion in education	Metrics 2.3(A), 2.3(B) iReady Growth Scores (Local Data) - All Students

	standard in Math 2023-24 ELA: SED students scored 31.9 points below standard compared to All Students who scored 15.7 points below standard Current English Learners scored 114.5 points below standard compared to English Only Learners who scored 16.9 points below standard in ELA Math: SED students who 91.2 points below standard compared to All Students who scored 72.4 points below standard Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math 2024-25 SED students scored 32.4 points below standard in ELA compared to All Students 22.2 points below standard. Current English Learners scored 32.5 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 106.1 points below standard in Math compared to All Students 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8 points below standard in Math. **Scope:** Schoolwide		

2.4	**Action:** Materials/Supplies **Need:** Some students may come from families facing financial constraints or economic hardship. These students may be unable to afford basic school supplies or may have limited access to resources at home. Providing additional supplies ensures that all students have access to the materials they need to succeed academically and participate fully in educational activities, regardless of their financial situation. 2022-23 ELA: SED students scored 32.6 points below standard compared to All Students who scored 20.2 points below standard Current English Learners scored 71.6 points below standard compared to English Only Learners who scored 24.3 points below standard in ELA Math: SED students who 98.8 points below standard compared to All Students who scored 74.6 points below standard Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below standard in Math 2023-24 ELA: SED students scored 31.9 points below standard compared to All Students who scored 15.7 points below standard Current English Learners scored 114.5 points below standard compared to English Only Learners who scored 16.9 points below	Materials and supplies needed to support the development of adequate implementation of above actions above and beyond what all students are provided in their Education Specialist's Instructional Funding budget.	Metrics 2.3(A), 2.3(B) Academic Indicator ELA & Math and / or iReady Growth Scores (Local Data) - All Students

	standard in ELA Math: SED students who 91.2 points below standard compared to All Students who scored 72.4 points below standard Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math. 2024-25 SED students scored 32.4 points below standard in ELA compared to All Students 22.2 points below standard. Current English Learners scored 32.5 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 106.1 points below standard in Math compared to All Students 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8 points below standard in Math. **Scope:** Schoolwide		
3.1	**Action:** English Language Development **Need:** Direct instruction in ELA provides second language learners with structured opportunities to develop their English language skills, including vocabulary, grammar, reading comprehension, and writing proficiency. By explicitly teaching language concepts and providing guided practice, direct instruction helps second language learners acquire and reinforce essential language skills necessary for academic success. 2022-23	Direct instruction in ELA is important for second language learners to develop English language proficiency and academic literacy skills. Extending this instruction to all students promotes language development, cultural awareness, academic excellence, and an inclusive learning environment where students from diverse backgrounds can learn and grow together.	Metric 3.1 English Learner Progress Indicator

	ELA: SED students scored 32.6 points below standard compared to All Students who scored 20.2 points below standard Current English Learners scored 71.6 points below standard compared to English Only Learners who scored 24.3 points below standard in ELA Math: SED students who 98.8 points below standard compared to All Students who scored 74.6 points below standard Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below standard in Math Only 46.5% making progress towards English language proficiency 2023-24 ELA: SED students scored 31.9 points below standard compared to All Students who scored 15.7 points below standard Current English Learners scored 114.5 points below standard compared to English Only Learners who scored 16.9 points below standard in ELA Math: SED students who 91.2 points below standard compared to All Students who scored 72.4 points below standard Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math Only 42.2% making progress towards English language proficiency 2024-25 ELA: SED students scored 32.4 points below standard compared to All Students who scored 22.2 points below		

	standard. Current English Learners scored 32.5 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. Math: SED students scored 106.1 points below standard compared to All Students who scored 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8 points below standard in Math. 46.8% of EL students making progress toward English language proficiency. Current English Learners scored 91.8 points below standard in ELA and 153.8 points below standard in Math. **Scope:** Schoolwide		
3.2	**Action:** ELPAC Proctoring **Need:** Valid interpretation of assessment results relies on consistent and accurate scoring practices. When educators are properly trained to calibrate and score ELPAC assessments, they can confidently interpret students' scores and make informed decisions about their English language development needs. Valid interpretations of assessment results support effective instructional planning and targeted interventions for English learners. 2022-23 ELA: SED students scored 32.6 points below standard compared to All Students who scored 20.2 points below standard Current English Learners scored 71.6 points below standard compared to English Only Learners who scored 24.3 points below standard in ELA Math: SED students who 98.8 points below	Training educators to effectively calibrate and score ELPAC assessments is essential for ensuring consistency, reliability, validity, accountability, fairness, and professional development in English language proficiency assessment practices. By adhering to standardized scoring procedures and criteria, educators can provide accurate and meaningful assessment results that inform instructional decision-making and support English learners' academic success. All qualifying students will participate in the required ELPAC to determine their Language Aquisition Status.	Metric 3.1 English Learner Progress Indicator

	standard compared to All Students who scored 74.6 points below standard Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below standard in Math Only 46.5% making progress towards English language proficiency 2023-24 ELA: SED students scored 31.9 points below standard compared to All Students who scored 15.7 points below standard Current English Learners scored 114.5 points below standard compared to English Only Learners who scored 16.9 points below standard in ELA Math: SED students who 91.2 points below standard compared to All Students who scored 72.4 points below standard Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math Only 42.2% making progress towards English language proficiency 2024-25 ELA: SED students scored 32.4 points below standard compared to All Students who scored 22.2 points below standard. Current English Learners scored 32.5 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. Math: SED students scored 106.1 points below standard compared to All Students who scored 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8 points below standard in Math. 46.8% of EL students making progress toward English language proficiency. Current English Learners scored 91.8		

	points below standard in ELA and 153.8 points below standard in Math. **Scope:** Schoolwide		
3.3	**Action:** Professional Development **Need:** Professional development in English development standards is essential for equipping educators with the knowledge, skills, and strategies needed to support the academic success of English learners and promote equitable learning opportunities for all Students. 2022-23 ELA: SED students scored 32.6 points below standard compared to All Students who scored 20.2 points below standard Current English Learners scored 71.6 points below standard compared to English Only Learners who scored 24.3 points below standard in ELA Math: SED students who 98.8 points below standard compared to All Students who scored 74.6 points below standard Current English Learners scored 115.2 points below standard compared to English Only Learners who scored 78.1 points below standard in Math Only 46.5% making progress towards English language proficiency and Current English Learners scored 71.6 2023-24 ELA: SED students scored 31.9 points below	Professional development ensures that educators are familiar with English development standards and understand how they align with curriculum goals and objectives. This alignment helps educators effectively integrate language development into content instruction, ensuring that English learners have access to grade-level content while simultaneously building their English language proficiency. All staff can benefit from professional development in English development standards, regardless of their English language proficiency level or background. When educators receive training in effective language instruction and support, all students benefit from: enhanced access to grade-level content; increased opportunities for language development; improved academic achievement and language proficiency; culturally responsive and inclusive learning environments; differentiated instruction that meets	Metric 3.1 English Learner Progress Indicator

	standard compared to All Students who scored 15.7 points below standard Current English Learners scored 114.5 points below standard compared to English Only Learners who scored 16.9 points below standard in ELA Math:SED students who 91.2 points below standard compared to All Students who scored 72.4 points below standard Current English Learners scored 155.5 points below standard compared to English Only Learners who scored 73 points below standard in Math Only 42.2% making progress towards English language proficiency and Current English Learners scored 114.5 2024-25 ELA: SED students scored 32.4 points below standard compared to All Students who scored 22.2 points below standard. Current English Learners scored 32.5 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. Math: SED students scored 106.1 points below standard compared to All Students who scored 82.1 points below standard. Current English Learners scored 100.9 points below standard compared to English Only Learners who scored 82.8 points below standard in Math. 46.8% of EL students making progress toward English language proficiency. Current English Learners scored 91.8 points below standard in ELA and 153.8 points below standard in Math. **Scope:** Schoolwide	diverse learning needs; and collaborative teaching practices that support student success.	

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding was used to increase direct academic support for English Learners (ELs) by expanding targeted tutoring services at schools with a high concentration (above 55%) of English learners, foster youth, and low-income students. Specifically, the funding was allocated to hire additional bilingual tutors and instructional aides trained in designated and integrated English Language Development (ELD) strategies. The tutors provided small-group and one-on-one support aligned with each EL student's English Language Proficiency Assessments for California (ELPAC) data, English Language Development goals, and academic needs. The tutoring occurred during and after school hours, focusing on foundational literacy, academic vocabulary, and language acquisition across content areas. Staff collaborated with ELD coordinators and classroom teachers to ensure tutoring is aligned with core instruction and supports language development goals. The expanded tutoring team allowed for more frequent and individualized support, accelerating language proficiency and academic growth for English Learners. By increasing the number of staff providing direct services, this plan directly addresses the needs of unduplicated student groups and is designed to close opportunity and achievement gaps in schools most impacted by poverty and language barriers.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:26	
Staff-to-student ratio of certificated staff providing direct services to students	1:15	

26-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
26-27	$ 9,197,970	$ 955,131	10.384%	0.000%	10.384%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,028,418	$ 345,878	$ -	$ -	$ 1,359,987.00	$ 1,280,114	$ 79,873

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community College Liaison	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 20,221.00	$ -	$ 20,221	$ -	$ -	$ -	$ 20,221	0.000%
1	1.2	CTE Expansion	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 45,612.00	$ -	$ 45,612.00	$ -	$ -	$ -	$ 45,612	0.000%
1	1.3	Virtual Career Center	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 91,914.00	$ -	$ 91,914	$ -	$ -	$ -	$ 91,914	0.000%
1	1.4	SpEd Liaison	Students with Disabilities	No			All Schools	2024-2027	$ 45,525.00	$ -	$ 45,525	$ -	$ -	$ -	$ 45,525	0.000%
2	2.1	Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 744,261.00	$ -	$ 398,383	$ 345,878	$ -	$ -	$ 744,261	0.000%
2	2.2	Early Math Literacy	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 96,302.00	$ -	$ 96,302	$ -	$ -	$ -	$ 96,302	0.000%
2	2.3	Concepts & Skills Review	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 79,873.00	$ -	$ 79,873	$ -	$ -	$ -	$ 79,873	0.000%
2	2.4	Materials/Supplies	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ -	$ 79,873.00	$ 79,873	$ -	$ -	$ -	$ 79,873	0.000%
3	3.1	English Language Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 110,806.00	$ -	$ 110,806	$ -	$ -	$ -	$ 110,806	0.000%
3	3.2	ELPAC Proctoring	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 24,651.00	$ -	$ 24,651	$ -	$ -	$ -	$ 24,651	0.000%
3	3.3	Professional Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 20,949.00	$ -	$ 20,949	$ -	$ -	$ -	$ 20,949	0.000%

26-27 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
$ 9,197,970	$ 955,131	10.384%	0.000%	10.384%	$ 968,584	0.000%	10.530%	Total:	$ 968,584
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 968,584

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	1.1	Community College Liaison	Yes	Schoolwide	All	All Schools	$ 20,221	0.000%
1	1.2	CTE Expansion	Yes	Schoolwide	All	All Schools	$ 45,612	0.000%
1	1.3	Virtual Career Center	Yes	Schoolwide	All	All Schools	$ 91,914	0.000%
2	2.1	Interventions	Yes	Schoolwide	All	All Schools	$ 398,383	0.000%
2	2.2	Early Math Literacy	Yes	Schoolwide	All	All Schools	$ 96,302	0.000%
2	2.3	Concepts & Skills Review	Yes	Schoolwide	All	All Schools	$ 79,873	0.000%
2	2.4	Materials/Supplies	Yes	Schoolwide	All	All Schools	$ 79,873	0.000%
3	3.1	English Language Development	Yes	Schoolwide	All	All Schools	$ 110,806	0.000%
3	3.2	ELPAC Proctoring	Yes	Schoolwide	All	All Schools	$ 24,651	0.000%
3	3.3	Professional Development	Yes	Schoolwide	All	All Schools	$ 20,949	0.000%

25-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,545,733.00	$ 1,107,993.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Community College Liaison	Yes	$ 17,600	$ 38,074
1	1.2	CTE Expansion	Yes	$ 39,700	$ 26,702
1	1.3	Virtual Career Center	Yes	$ 86,000	$ 56,171
2	2.1	Interventions	Yes	$ 1,035,877	$ 825,097
2	2.2	Early Math Literacy	Yes	$ 83,820	$ 43,064
2	2.3	Concepts & Skills Review	Yes	$ 69,520	$ 39,768
2	2.4	Materials/Supplies	Yes	$ 77,082	$ 38,798
3	3.1	English Language Development	Yes	$ 96,444	$ 19,577
3	3.2	ELPAC Proctoring	Yes	$ 21,456	$ 20,742
3	3.3	Professional Development	Yes	$ 18,234	$ -

25-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 913,317	$ 988,794	$ 1,107,993	$ (119,199)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.1	Community College Liaison	Yes	$ 17,600	$ 38,074	0.000%	0.000%
1	1.2	CTE Expansion	Yes	$ 39,700	$ 26,702	0.000%	0.000%
1	1.3	Virtual Career Center	Yes	$ 86,000	$ 56,171	0.000%	0.000%
2	2.1	Interventions	Yes	$ 478,938	$ 825,097	0.000%	0.000%
2	2.2	Early Math Literacy	Yes	$ 83,820	$ 43,064	0.000%	0.000%
2	2.3	Concepts & Skills Review	Yes	$ 69,520	$ 39,768	0.000%	0.000%
2	2.4	Materials/Supplies	Yes	$ 77,082	$ 38,798	0.000%	0.000%
3	3.1	English Language Development	Yes	$ 96,444	$ 19,577	0.000%	0.000%
3	3.2	ELPAC Proctoring	Yes	$ 21,456	$ 20,742	0.000%	0.000%
3	3.3	Professional Development	Yes	$ 18,234	$ -	0.000%	

25-26 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)
$ 8,109,078	$ 913,317	0.000%	11.263%	$ 1,107,993	0.000%	13.664%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

- If the LEA has unexpended LREBG funds the LEA must provide the following:
  - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
  - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
    - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
    - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
      - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students

- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    - *o* As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

    - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Approval of the Connecting Waters Charter School, East Bay LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

Section: XI. Items Scheduled for Consideration and/or Action
Item: B. Approval of the Connecting Waters Charter School, East Bay LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions
Purpose:
Submitted by:
Related Material: 2026-27 LCAPandLCFF CWEB Combined Doc.pdf

BACKGROUND:

Approval of the Connecting Waters Charter School, East Bay LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Connecting Waters - East Bay

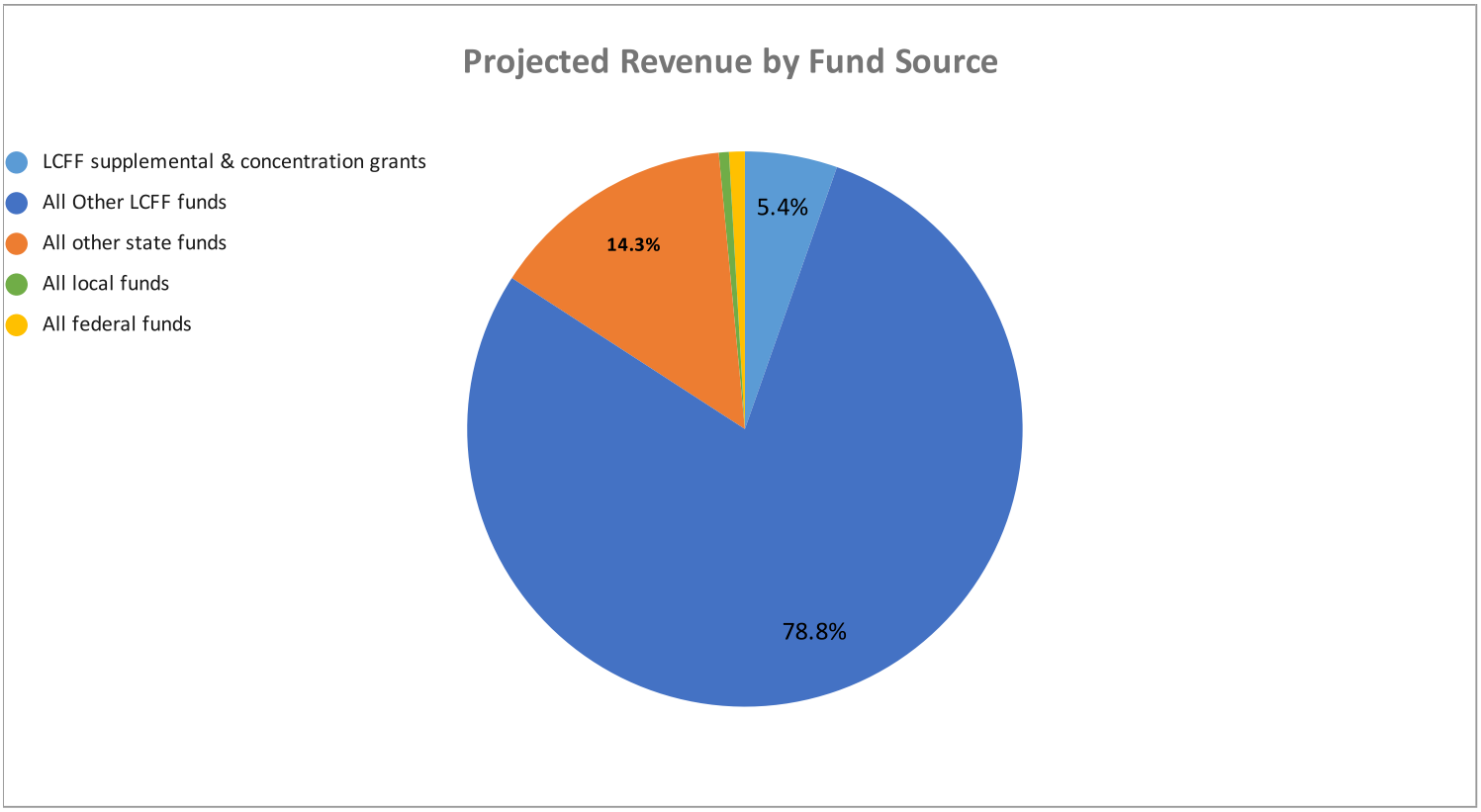
CDS Code: 01 10017 0136101

School Year: 2026-27

LEA contact information: Tammy Hushaw, Acting Executive Director
thushaw@cwcharter.org, (209) 874-1119

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 2026-27 School Year

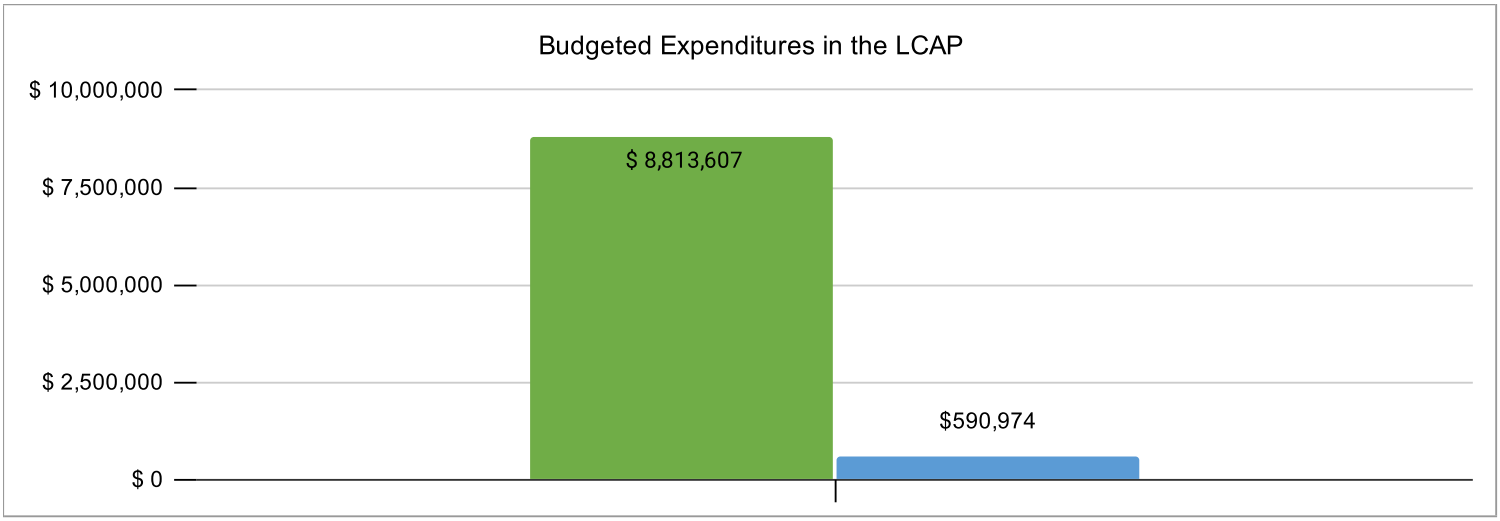


This chart shows the total general purpose revenue Connecting Waters - East Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Connecting Waters - East Bay is $8,942,226.00, of which $7,525,210.00 is Local Control Funding Formula (LCFF), $1,282,552.00 is other state funds, $52,500.00 is local funds, and $81,964.00 is federal funds. Of the $7,525,210.00 in LCFF Funds, $480,912.00 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.



This chart provides a quick summary of how much Connecting Waters - East Bay plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

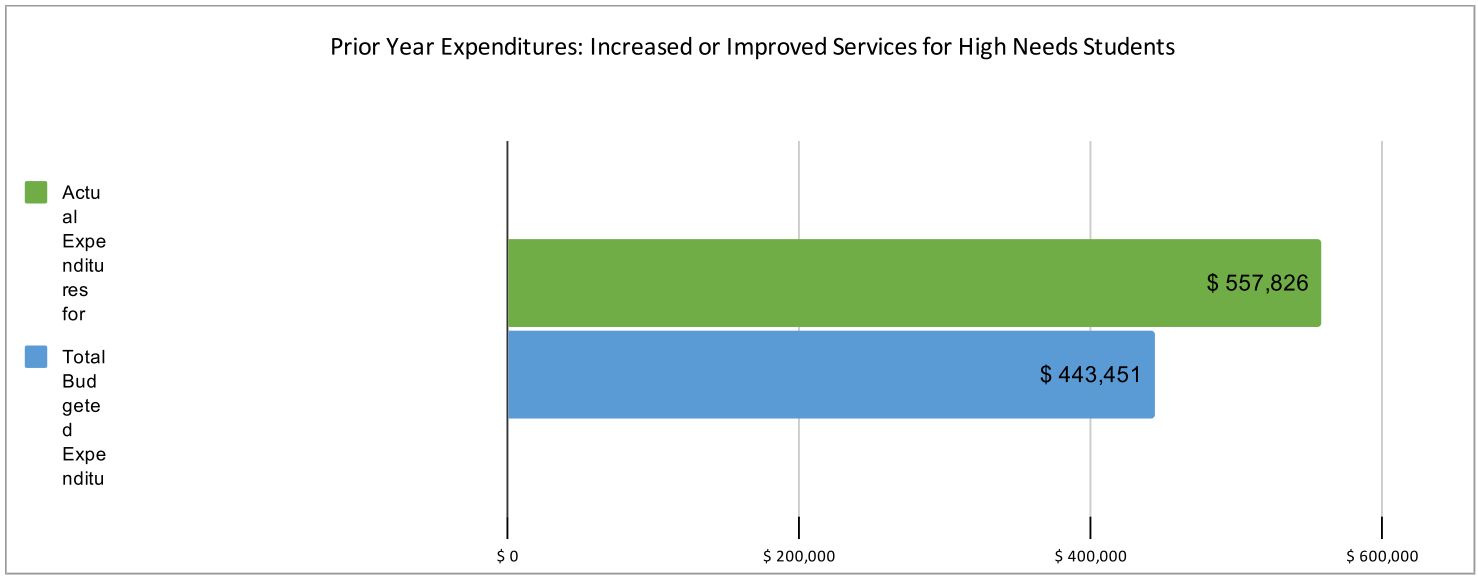
The text description of the above chart is as follows: Connecting Waters - East Bay plans to spend $8,813,607.00 for the 2026-27 school year. Of that amount, $590,974.00 is tied to actions/services in the LCAP and $8,222,633.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Due to Connecting Waters' personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. Other expenses covered by school funding include approximately: Certificated salaries- 44%; Non- Certificated salaries-10%; Employee Benefits- 20%; Books/Supplies/Materials- 8%; Services & Operation (including facilities)- 18%. Supplemental Grant funds are budgeted for planned actions and services to meet the goals of
the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Connecting Waters - East Bay is projecting it will receive $480,912.00 based on the enrollment of foster youth, English learner, and low-income students. Connecting Waters - East Bay must describe how it intends to increase or improve services for high needs students in the LCAP. Connecting Waters - East Bay plans to spend $503,803.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Connecting Waters - East Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Connecting Waters - East 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 2025-26, Connecting Waters - East Bay's LCAP budgeted $443,451.00 for planned actions to increase or improve services for high needs students. Connecting Waters - East Bay actually spent $557,826.00 for actions to increase or improve services for high needs students in 2025-26.

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
Connecting Waters Charter School, East Bay	Tammy Hushaw-Acting Executive Director	thushaw@cwcharter.org/209-874-1119X6

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Connecting Waters Charter School, East Bay (hereafter “CWEB”) a non-classroom based "personalized learning school" that serves students in transitional-kindergarten through twelfth grade who are seeking a non-traditional, personalized, alternative educational setting. CWEB is operated by Connecting Waters Charter Schools, Inc. and is located within the boundaries of Alameda County Office of Education (“ACOE” or County) sponsored by New Haven School District. CWEB was in its first year of operation as of the 2017-18 school year.

As of the 2025 Dashboard release 540 students were enrolled with the following enrollment numbers: EL (23), SED (164), and FY(1). Foster Youth count is currently less than 15 students, and therefore is not significant to qualify as a subgroup. Additionally, CWEB services 61 students with Special Needs. CWEB serves students who reside in Alameda, Contra Costa, San Joaquin, Stanislaus, Santa Clara, San Mateo, and San Francisco counties.

When enrolling a child in CWEB, the parent assumes primary responsibility as the facilitator of the student's educational program. An Education Specialist (ES), who is a credentialed teacher, is assigned to each student. The school strives to develop a partnership to establish the distribution of responsibility between the parent and the ES in the following areas: creation of assignments, selection of materials, evaluation of curriculum, and arrangement of group educational activities, classes, internships and cooperative learning projects.

The administrators, educators, and families of Connecting Waters Charter School, East Bay believe that the highest level of learning occurs by: assisting students and parents with educational guidance, individualizing curriculum to meet students’ needs, providing materials, resources and supportive instruction, allowing flexibility in both teaching and learning styles, promoting real-life context-based learning, challenging students to achieve mastery of state standards.

Due to this personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1,800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. The increased and improved services provided to high needs student groups outlined in this Plan includes services and materials above and beyond what their personalized EUs can provide. However, each student uniquely receives increased

and improved services due to the nature of our charter focus of personalized learning.

The CWEB LCAP addresses areas of additional needed supports to help make progress toward the identified goals. Each goal and action item was formulated with the aim of fostering equity among unduplicated pupils in comparison to their non-unduplicated counterparts. Because families have a choice in selecting their student's learning model from year to year (students may enroll in classes, use Computer Aided Instruction, private tutors, outside vendors or work independently), it is often necessary to re-evaluate and adjust funding sources and action items identified for specific students using Supplemental Grant funding. Often, all of a student's needs can be met through the use of their EUs.

CWEB meets the state priorities in a unique way because our mission and structure revolve around Personalized Learning for each individual student:
Priority 1: appropriate teacher assignments: All students are assigned Effective Educators in each course of study as per state and federal law; sufficient instructional materials: teachers can work with parents and students to customize curriculum and instructional methodology to meet the student's academic needs and learning style using their Instructional Funding budgets; and have access to facilities in good repair: CWEB is an independent study, non-classroom based charter school. This structure is also known as a Flex Based School.
Priority 2: implementation of academic and performance standards including all state standards and ELD standards: all teachers are trained on how to effectively implement standards and monitor student progress in standards. All students use standards aligned materials and have the ability to supplement core curriculum with additional supports when needed to meet the needs of their instructional funding budgets.
Priority 3: parent involvement: our unique setting requires parents to be involved in their students' education as they assume much of the day to day instruction. CWEB offers ample parent training on methodology, implementation of standards, usage of curriculum, and various topics to help support them in their student's education.
Priority 4: pupil achievement: all students participate in state and/or schoolwide assessments to measure academic progress.
Priority 5: pupil engagement: our unique program offers flexibility for students, which drastically reduces chronic absenteeism and drop-out rates. Our wide range of course access allows for more student choice and keeps students engaged and on-track to graduate from high school.
Priority 6: school climate: since our students are primarily at home and interact with their peers via online classes and general educational activities, our expulsion and suspension rates remain low. Families often report safety as one of many reasons for attending CWEB.
Priority 7 & 8: access to a broad course of study, especially programs and services developed for and provided to economically disadvantaged students, English Learners, Foster Youth and individuals with exceptional needs; and other pupil outcomes: CWEB prides itself on personalized learning, which means students not only have wide access to a broad course of study, they can choose how and where to complete courses (online, in-person, at a local college, independently) and they can customize electives to support their interests using instructional funding budgets for visual and performing arts instruction, health, physical education, and career and technical education, among all of their core subject areas of study. All students are monitored by an Effective Educator with subject matter expertise in each course of study to ensure student progress, rigor, content quality, and student success.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Upon reviewing the data from the California School Dashboard (Dashboard) and our local sources, it is evident that our school has made strides in some areas while facing challenges in others.

Our graduation rate of 93.5% is a testament to the dedication and hard work of our students, staff, and community.
When examining the College Career Indicator (CCI) we see room for improvement. While 74.2% of our students graduated prepared, disaggregating the

data reveals disparities and a slight decline. Notably, the socioeconomically disadvantaged student group shows only 64.3% graduating prepared with a decline of 7.1%, A significant portion of students met preparation criteria through college course completion, but only a small percentage achieved readiness through CTE completion or meeting UC/CSU requirements. The absence of students meeting preparation criteria through pre-apprenticeship or the State Seal of Biliteracy warrants attention, highlighting potential areas for program enhancement and student support.

Turning to academic performance, the data indicates challenges in English Language Arts and Mathematics. In English Language Arts, while some student groups are showing proficiency scoring above standard on average, such as White, Asian and Socioeconomically Disadvantaged students. Notably, Hispanic students showed great improvement this year moving from falling below standard to above standard. Others, particularly Students With Disabilities and English Learners students, continue to fall below standard. Similarly, in Mathematics, the majority of student groups are below standard, with particularly concerning disparities for Students With Disabilities, Hispanic students, English Learners and Socioeconomically Disadvantaged Students.

These findings underscore the importance of targeted interventions to address the needs of specific student populations. Collaborative efforts are needed to implement strategies that support academic growth and ensure equitable opportunities for all students. Additionally, ongoing monitoring and adjustment of interventions are crucial to tracking progress and refining approaches.

While the data presents areas for improvement, it also serves as a foundation for informed decision-making and action planning. By leveraging these insights, we can continue to strive for excellence and advance our mission of providing a high-quality education for all students.

To support our lowest-performing students, we are implementing a requirement for a minimum of one hour of daily direct instruction. This targeted instruction will focus on grade-level standards through Tier 1 core instruction, as well as individualized Tier 3 interventions. By incorporating consistent, standards-aligned teaching into the independent study model, we aim to accelerate learning and close achievement gaps.

Learning Recovery Emergency Block Grant (LREBG) Funding:
As a supplement to our existing Goal 2, Action 1: Targeted Instruction for Lowest-Performing Students; we will be using the remaining unexpended LREBG funding for the 2025-26 year (until funds are expended).
Estimated grant funds available: $44,572.71

Explanation and Rationale:
This action will be funded in part with LREBG funds to provide a minimum of one hour per day of required direct instruction for our lowest performing students enrolled in the independent study program. Instruction will focus on both Tier 1 core academic standards and Tier 3 individualized intervention, ensuring students receive targeted support to accelerate learning. This action aligns with allowable uses of LREBG funds as defined in EC Section 32526(c)(2), specifically supporting accelerated learning strategies through additional instruction and academic services for students disproportionately impacted by the pandemic. The decision to implement daily direct instruction was informed by our needs assessment, which identified significant learning gaps and below-grade-level performance among a subset of our independent study student population. These students have shown limited progress with asynchronous or minimally guided instruction and require structured, consistent instructional model to improve outcomes. By investing in targeted, standards-based instruction supported by credentialed educators, we are addressing the urgent need for learning recovery and academic advancement among our most at-risk students, as required under EC Section 32526(d).

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

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.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Education Specialists (teachers), Class Instructors, Resource Center Staff, Administrators, SpED, Classified Staff, other school personnel, parents, and students	CWEB employed a comprehensive approach to engage educational partners in the development of the Local Control and Accountability Plan (LCAP). This process prioritized transparent communication and inclusive participation to ensure the voices of all stakeholders were heard and considered. Communication with students and families was facilitated through a diverse array of channels, including email, phone calls, online and in- person meetings, Learning Management Systems (LMS) software, social media, surveys, district-operated websites, resource center signs, ParentSquare, and Listserves. Direct communication from CWEB staff members, school counselors, and other school staff members further enhanced engagement efforts. To ensure accessibility for non-English speaking educational partners, translations of notifications and materials were provided, and translating services were made available for those wishing to provide feedback. This draft of the LCAP was developed in consultation with parents, students, educators, staff and key educational partners in leadership positions through a live meeting (October) and survey feedback (sent 3 times per year). This inclusive approach allowed for specific input and perspectives from various educational partners. Educational partners were encouraged to provide written comments on specific actions and expenditures proposed in the plan. Based on the feedback received, modifications were made to the plan to address concerns and incorporate suggestions. The plan was presented for additional public comment at a regularly scheduled board meeting. Educational partners were notified of this opportunity for input through the aforementioned communication channels. Following the public comment period, the finalized LCAP was formally adopted in a separate board meeting in June, as required, and subsequently submitted to the Charter Authorizer. This process ensured accountability and transparency in decision-making while prioritizing the input and engagement of educational partners throughout the development and approval stages of the LCAP.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Several goals, metrics, actions, and budgeted expenditures in the LCAP were directly influenced by or developed in response to the feedback received from educational partners:

Continued Inclusion Specialist Service:
Feedback: The need to enhance support for students with special needs.

Action: Creation of the role of Inclusion Specialist to provide targeted support and resources for students with special needs, ensuring they receive the necessary accommodations and interventions to thrive academically and socially.
Budgeted Expenditure: Allocation of funds to hire and support the Inclusion Specialist position, including salary, training, and resources.

Continued Early Math Literacy Focus:
Feedback: There is a need to improve early math literacy and proficiency among young students as early as as 4th and 5th grade where data shows students begin to struggle and academically decline to ensure they do not fall behind their peers.
Action: Implementation of targeted interventions and instructional strategies to promote math literacy at an early age, thereby preventing students from falling behind in mathematics.
Budgeted Expenditure: Allocation of resources for professional development, instructional materials, and programs aimed at enhancing early math literacy instruction.

Continued Prioritization of Tutoring Services:
Feedback: The need to continue to improve student academic performance through targeted instructional supports to help increase in student academic achievement as evidenced by improved grades, assessment scores, and graduation rates.
Action: Expansion and enhancement of tutoring services to provide additional academic support to students in need.
Budgeted Expenditure: Increased funding allocated to tutoring programs, including the hiring of additional tutors, expansion of tutoring hours, and provision of resources for tutoring sessions.

Revised Response to Instruction Policy was revamped to ensure every student receives the right level of support at the right time—whether they are performing at grade level, slightly below, or significantly below. By using consistent, research-based tools like iReady and CAASPP, we're able to monitor growth and provide tiered instructional support tailored to each student's unique needs.

This Policy has strength in:
Personalized Support: Students are placed into instructional tiers based on actual performance data, allowing educators and families to collaborate on the best pathway for success.
Targeted Interventions: The "Big Ideas", full-class (CMS) instruction, and Advisor approved plan options ensure students who are behind can close gaps faster through daily, standards-aligned support.
Flexibility and Choice: Parents and ESs help select the most appropriate tiered support, ensuring that learning plans reflect each student's individual situation.
Consistency Across TK-12: This approach brings coherence to instruction and assessment practices across all grade levels, making progress easier to track and respond to.

This policy was shaped directly from feedback provided by parents, teachers, and administrators who voiced a need for: Clearer expectations for student support, more consistent use of iReady data, stronger intervention structures that fit the independent study model, and more equitable access to credentialed instruction for students in need. By listening to our stakeholders, we've created a system that is both data-informed and flexible, supporting student achievement while respecting family choice and the diverse ways students learn in our program. These initiatives were developed based on a combination of anecdotal feedback from educational partners and data analysis, reflecting a collaborative effort to address identified needs and prioritize resources where they would have the greatest impact on student success. By responding to the feedback and insights provided by educational partners, the LCAP aims to create a more inclusive and supportive learning environment that meets the diverse needs of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase percent of students who are on track to graduate college and career ready	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal emerged from our commitment to ongoing improvement, aligning closely with the school's vision and mission statements. It was informed by extensive feedback from our Education Partners, derived from thorough analysis of schoolwide data and collaborative discussions. The coordinated actions and metrics outlined are designed to facilitate our students' preparation for college and/or career success upon graduation from Connecting Waters Charter School, East Bay.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1 College Career Indicator (CCI) - Dual Enrollment	1.1 College Career Indicator (CCI) 1.1(A) 77.4% Prepared 1.1(B) 95.8% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 74.2% Prepared 1.1(B) 78.3% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 75% Prepared 1.1(B) 81.8% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 79% Prepared 1.1(B) 97% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) down 2% from baseline for Prepared 1.1(B) decreased from baseline but improved from previous year

1.2	1.2 College Career Indicator (CCI) - CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 77.4% Prepared 1.2(B) 16.7% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 74.2% Prepared 1.2(B) 17.4% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 75% Prepared 1.2(B) 18.2% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 79% Prepared 1.2(B) 19% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 2% down from baseline 1.2(B) up 1% from baseline. Steady improvement
1.3	1.3 College Career Indicator (CCI) - Prepared via Other Measure	1.3 College Career Indicator (CCI) 1.3(A) 77.4% Prepared 1.3(B) 0% of the Prepared Met through PreApprenticeship; 1.3(C) 0% Prepared Met through State Seal of Biliteracy; 1.3(D) 54.2% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 74.2% Prepared 1.3 (B) 0% of the Prepared Met through Pre Apprenticeship; 1.3(C) 4.3% Prepared Met through State Seal of Biliteracy; 1.3(D) 32.3% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 75% Prepared 1.3 (B)0% of the Prepared Met through Pre Apprenticeship; 1.3(C) 12.1% Prepared Met through State Seal of Biliteracy; 1.3(D) 63.6% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 79% Prepared 3% of the Prepared Met through PreApprenticeship; 1.3(B) 1% Prepared Met through State Seal of Biliteracy; 1.3(C) 57% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 2% down from baseline 1.3 (B) no change 1.3(C) 12.1% Increased from baseline 1.3(D) 9% increased from baseline

1.4	1.4(A) Academic Indicator - ELA 1.4(B) Academic Indicator - Math Students with Disabilities (SWD) English Learners (EL) Hispanic (Hisp) Socioeconomically Disadvantaged (SED) White NO PERFORMANCE COLOR (NPC)	1.4 Academic Indicator 1.4(A) ELA: All Students performance indicator = 41.1 points above standard (GREEN) Socioeconomically Disadvantaged performance indicator = 11 points above standard (GREEN) Students with Disability performance indicator = 53.8 points below standard(NPC) White performance indicator= 35.8 points above standard (GREEN) English Learner performance indicator= 34.8 points below standard (NPC) Hispanic performance indicator = 18.8 points below standard	1.4 Academic Indicator 1.4 (A) ELA: All Students: 47.6 points above standard (BLUE) SED: 11.9 points above standard (GREEN) SWD: 17.5 points below standard (NPC) White: 39.9 points above standard (GREEN) EL: 30 points below standard (NPC) Hisp: 12.8 points above standard (NPC) Asian: 57.8 points above standard (GREEN) Two + Races: 57.8 points above	1.4 Academic Indicator 1.4 (A) ELA: All Students: 46.8 points above standard (BLUE) SED: 39.2 points above standard (BLUE) SWD: 20.1 points below standard (NPC) White: 36 points above standard (GREEN) EL: 13.6 points below standard (NPC) Hisp: 9.9 points above standard (NPC) Asian: 71.3 points above standard (BLUE) Two + Races: 41.8 points above standard (GREEN) 1.4(B) Academic Indicator - Math	1.4(A) ELA: All Students performance indicator = 44 points above standard Socioeconomically Disadvantaged performance indicator = 14 points above standard Students with Disability performance indicator = 50 points below standard White performance indicator= 38 points above standard English Learner performance indicator= 32 points below standard Hispanic performance indicator = 16 Points below standard	1.4 Academic Indicator 1.4 (A) ELA: All Students: improved 5 points over baseline SED: Improved 28 points above baseline SWD: Improved33 points above baseline White: no change EL: Improved 21 points above baseline Hisp: Moved from below standard to above standard. No color change due to small sample size, but large gains academically being made. Asian: 10 point improvement made over baseline.

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		(ORANGE) Asian = 61.8 points above standard (GREEN) Two+ Races = 70.9 points above standard (BLUE) 1.4(B) Math: All Students performance indicator =5.6 points above standard (GREEN) Students with Disability performance indicator = 76.4 points below standard (NPC) Socioeconomically Disadvantaged performance indicator = 30.6 points below standard (YELLOW) White performance indicator= 3.6 points below standard (YELLOW)	standard (GREEN) 1.4(B) Academic Indicator - Math 1.4(B) Math: All Students: 3.9 points above standard (GREEN) SWD: 62.5 points below standard (NPC) SED: 50.4 points below standard (ORANGE) White: 0.1 points above standard (GREEN) EL: 47.2 points below standard (NPC) Hisp:41.8 points below standard (NPC) Asian: 18.7 points above standard (GREEN) Two + Races: 18.6 points Above standard (GREEN)	1.4(B) Math: All Students: 6.6 points above standard (GREEN) SWD: 61.7 points below standard (NPC) SED: 21.7 points below standard (GREEN) White: 36.3 points below standard (ORANGE) EL: 35.4 points below standard (NPC) Hisp: 13.3 points below standard (NPC) Asian: 42.7 points above standard (BLUE) Two + Races: 9.3 points above standard (GREEN)	Asian = 65 points above standard Two+ Races = 74 points above standard 1.4(B) Math: All Students performance indicator =8 points above standard Students with Disability performance indicator = 73 points below standard Socioeconomically Disadvantaged performance indicator = 27 points below standard White performance indicator= 1 points below standard English Learner performance indicator= 55 points below standard	Two + Races: decreased by 30 points and changed from BLUE to GREEN. 1.4(B) Academic Indicator - Math 1.4(B) Math: All Students: no change SWD: improved 10 points over baseline SED: improved 9 points over baseline White: significant drop from baseline resulting in a change from YELLOW to ORANGE EL: 23 point improvement over baseline Hisp: 45 point improvement over baseline Asian: 10 point improvement over baseline

		English Learner performance indicator= 58.1 points below standard (NPC) Hispanic performance indicator = 58.3 points below standard (ORANGE) Asian= 32 points above standard (GREEN) 2+ Races= 28.4 points above standard (GREEN)			Hispanic performance indicator = 55 points below standard Asian= 35 points above standard 2+ Races= 31 points above standard	Two + Races: 9 point decrease from baseline but no color change
1.5	1.5 Graduation / Dropout Rate	1.5 Graduation / Dropout Rate 2022- 23 96.8% graduated	1.5 Graduation Rate 2023-24 93.5% graduated	1.5 Graduation Rate 2024-25 90.9% graduated	1.5 Graduation / Dropout Rate 98% graduated	1.5 Graduation Rate 5% lower than baseline metrics
1.6	1.6 Access to a Broad Course of Study - Local Indicator	1.6 Access to a Broad Course of Study - Local Indicator 2022-23 MET	1.6 Access to a Broad Course of Study - Local Indicator 2023-24 MET	1.6 Access to a Broad Course of Study - Local Indicator 2024-25 MET	1.6 Access to a Broad Course of Study - Local Indicator MET	1.6 Access to a Broad Course of Study - Local Indicator maintained MET
1.7	1.7 Parent and Family Engagement - Local Indicator	1.7 Parent and Family Engagement - Local Indicator 2022-23 MET	1.7 Parent and Family Engagement - Local Indicator 2023-24 MET	1.7 Parent and Family Engagement - Local Indicator 2024-25 MET	1.7 Parent and Family Engagement - Local Indicator MET	1.7 Parent and Family Engagement - Local Indicator maintained MET
1.8	1.8 Local Climate Survey - Local Indicator	1.8 Local Climate Survey - Local Indicator 2022-23 MET	1.8 Local Climate Survey - Local Indicator 2023-24 MET	1.8 Local Climate Survey - Local Indicator 2024-25 MET	1.8 Local Climate Survey - Local Indicator MET	1.8 Local Climate Survey - Local Indicator maintained MET

1.9	1.9 Implementation of Academic Standards - Local Indicator	1.9 Implementation of Academic Standards - Local Indicator 2022-23 MET	1.9 Implementation of Academic Standards - Local Indicator 2023-24 MET	1.9 Implementation of Academic Standards - Local Indicator 2024-25 MET	1.9 Implementation of Academic Standards - Local Indicator MET	1.9 Implementation of Academic Standards - Local Indicator maintained MET
1.10	1.10 Chronic Absenteeism	1.10 Chronic Absenteeism 2022-23 0.8% chronically absent	1.10 Chronic Absenteeism 2023-24 0.3% (BLUE) chronically absent	1.10 Chronic Absenteeism 2024-25 1.1% (GREEN) chronically absent	1.10 Chronic Absenteeism 0.5% chronically absent	1.10 Chronic Absenteeism .2% increase over baseline which moved the group from BLUE to GREEN
1.11	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 1.11(B) Standards Aligned Materials 1.11(C) Facilities in Good Repair	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2022-2023 100% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CWEB Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2023-24 99% of current staff held appropriate credential or authorization 1.11(B) Standards Aligned Materials 1.11(C) Facilities in Good Repair	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2024-25 100% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CWEB Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 100% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CWEB Local Priority 1 MET	1.11 Conditions of Learning 1.11(A)no change 1.11(B) no change 1.11(C) no change

Goal Analysis for [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, all planned actions under Goal 1 were implemented as intended, with continued growth in key college and career readiness initiatives. The Community College Liaison position entered its second full year of operation, deepening its impact through more established relationships with community college partners and more consistent outreach to students and families. Dual enrollment participation remained a significant pathway through which students achieved CCI-prepared status.

The CTE program continued to expand, with the Animal Science pathway completing its first full year including the internship component. This represented a meaningful milestone, as students moved from coursework into applied learning experiences that strengthen CTE completion as a pathway to the CCI. Staffing for CTE remained stable and planning is underway to sustain and grow participation.

The Virtual Career Center continued its development and was made more broadly accessible to students during this year. As the platform matures, it is becoming a more consistent resource for college and career planning, particularly for high-needs students who benefit from flexible, accessible guidance.

The SpEd Liaison position continued to support Education Specialists and families of students with disabilities, with a focus on improved communication around IEP goals and access to academic supports. A Reengagement Team meeting structure was also revised this year, creating a systematic response for students who miss sessions or appointments, fall behind, or disengage. This team-based approach allows for earlier identification of students at risk of not completing their coursework and supports timely intervention and follow-up.

Teacher credentialing remained strong, with 100% of staff holding appropriate credentials or authorizations. No substantive differences between planned and actual implementation were identified for this goal.

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.

Where differences existed between budgeted and actual expenditures for Goal 1 actions, they were primarily the result of timing adjustments and the use of other available grant funding prior to drawing on LCAP budgeted funds. As in prior years, grant resources were utilized first to support program implementation, which affected the draw-down sequence but did not result in any reduction in service delivery. Programs were fully staffed and operational as planned. Any remaining differences reflect the natural adjustment of actual costs against projections as programs matured into their second and third year of implementation.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions under Goal 1 have collectively contributed to a sustained infrastructure for college and career readiness, with several indicators showing meaningful forward movement over the three-year cycle.

The Community College Liaison has proven consistently effective. Dual enrollment continues to be the primary pathway through which students meet

CCI-prepared criteria, and the presence of a dedicated liaison has supported both access and completion. The CCI overall prepared rate showed movement from the Year 1 outcome of 74.2% to 75% in Year 2, with a target of 79% for Year 3. While progress has been incremental, the structural supports now in place provide a stronger foundation for continued growth.

The CTE expansion has produced steady growth in the percentage of prepared students meeting that pathway, moving from 16.7% at baseline to 17.4% in Year 1 and 18.2% in Year 2. The addition of the internship component in Animal Science strengthens the depth of the CTE experience and is expected to support continued improvement in CTE completion rates.

The Virtual Career Center remains an area of ongoing development. While its full impact is not yet fully measurable, student access to career planning resources has increased, and it is expected to contribute to improvement in UC/CSU completion and other CCI measures as it becomes more fully integrated into student advising practices.

The State Seal of Biliteracy rate improved from 0% at baseline to 4.3% in Year 1 and 12.1% in Year 2, reflecting meaningful growth. UC/CSU completion as a pathway also showed improvement, recovering from the Year 1 dip to 32.3% up to 63.6% in Year 2, well above the baseline of 54.2%.

Graduation rates declined over the three-year period, from 96.8% at baseline to 93.5% in Year 1 and 90.9% in Year 2. This trend is being actively addressed through the Reengagement Team structure and the continued strengthening of student support systems. This area requires continued attention in the coming year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection and review of three-year trend data, all actions under this goal will be continued into the coming year. The foundational structures of the Community College Liaison, CTE expansion, and Virtual Career Center have demonstrated sustained value and continued investment is warranted. The SpEd Liaison function will continue, with an increased emphasis on coordination with the Reengagement Team to ensure students with disabilities receive timely support before disengagement escalates.

The decline in graduation rate is the most pressing concern identified through this review. Future planning will prioritize earlier identification of students at risk of not graduating, with more intentional coordination between the Reengagement Team, Education Specialists, and college and career support staff. All ninth graders will be assigned a guidance counselor upon entering HS. This more structured approach of having specific counselors assigned to each Advisor/ES team will provide clearer paths for students to access assistance. The Community College Liaison and Virtual Career Center responsibilities will be shared across the Guidance Counselors to more evenly distribute opportunities for all students. No changes to metrics or target outcomes are proposed, but implementation emphasis will shift to strengthen the connection between student engagement supports and on-time graduation.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community College Liaison	Hire / maintain a liaison position to help students register and succeed in Community College	$6,000.00	Yes
1.2	CTE Expansion	Market, recruit & hire additional necessary staff to grow the CTE program	$15,650.00	Yes
1.3	Virtual Career Center	Virtual Career Center Develop, recruit & implement a Virtual Career Center to support students in achieving CCI Prepared	$42,500.00	Yes
1.4	SpEd Liaison	Implement a Special Education Liaison Position to Support ESs and Families.	$26,416.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Close the achievement gap in the low performing students in English and Math.	Board Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal emerged from our ongoing commitment to continuous improvement, aligning closely with the school's overarching vision and mission. It stems from comprehensive analysis of schoolwide data and collaborative discussions with our Education Partners, whose invaluable feedback guided the development process. The identified actions and metrics are strategically grouped to facilitate the attainment of our goal: to empower students in bridging academic achievement gaps and accessing grade-level content equitably alongside their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2.1(A) Academic Indicator ELA 2.1(B) Academic Indicator Math	2.1 Academic Indicator 2023 2.1(A) ELA: All Students performance indicator = 41.1 points above standard (GREEN)	2.1 Academic Indicator 2023-24 2.1(A) ELA: All Students: 47.6 points above standard (BLUE)	2.1 Academic Indicator 2.1 (A) ELA: All Students: 46.8 points above standard (BLUE)	2.1 Academic Indicator 2.1(A) ELA: All Students performance indicator = 44 points above standard	2.1 Academic Indicator 2.1 (A) ELA: All Students: improved 5 points over baseline SED: Improved 28 points above baseline

		Socioeconomically Disadvantaged performance indicator = 11 points above standard (GREEN) Students with Disability performance indicator = 53.8 points below standard(NPC) White performance indicator= 35.8 points above standard (GREEN) English Learner performance indicator= 34.8 points below standard (NPC) Hispanic performance indicator = 18.8 points below standard (ORANGE) Asian = 61.8 points above standard (GREEN) Two+ Races = 70.9 points above standard (BLUE)	SED: 11.9 points above standard (GREEN) SWD: 17.5 points below standard (NPC) White: 39.9 points above standard (GREEN) EL: 30 points below standard (NPC) Hisp: 12.8 points above standard (NPC) Asian: 57.8 points above standard (GREEN) Two + Races: 57.8 points above standard (GREEN) 2.1(B) Math: All Students: 3.9 points above standard (GREEN) SWD: 62.5 points below standard (NPC) SED: 50.4 points below standard (ORANGE)	SED: 39.2 points above standard (BLUE) SWD: 20.1 points below standard (NPC) White: 36 points above standard (GREEN) EL: 13.6 points below standard (NPC) Hisp: 9.9 points above standard (NPC) Asian: 71.3 points above standard (BLUE) Two + Races: 41.8 points above standard (GREEN) 2.1 (B) Academic Indicator - Math 1.4(B) Math: All Students: 6.6 points above standard (GREEN) SWD: 61.7 points below standard (NPC)	Socioeconomically Disadvantaged performance indicator = 14 points above standard Students with Disability performance indicator = 50 points below standard White performance indicator= 38 points above standard English Learner performance indicator= 32 points below standard Hispanic performance indicator = 16 points below standard Asian = 65 points above standard Two+ Races = 74 points above Standard 2.1(B) Math:	SWD: Improved 33 points above baseline White: no change EL: Improved 21 points above baseline Hisp: Moved from below standard to above standard. No color change due to small sample size, but large gains academically being made. Asian: 10 point improvement made over baseline. Two + Races: decreased by 30 points and changed from BLUE to GREEN. 2.1(B) Academic Indicator - Math 2.1 (B) Math: All Students: no change

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		2.1(B) Math: All Students performance indicator =5.6 points above standard (GREEN) Students with Disability performance indicator = 76.4 points below standard (NPC) Socioeconomically Disadvantaged performance indicator = 30.6 points below standard (YELLOW) White performance indicator= 3.6 points below standard (YELLOW) English Learner performance indicator= 58.1 points below standard (NPC) Hispanic performance indicator = 58.3 points below	White: 0.1 points above standard (GREEN) EL: 47.2 points below standard (NPC) Hisp:41.8 points below standard (NPC) Asian: 18.7 points above standard (GREEN) Two + Races: 18.6 points above standard (GREEN)	SED: 21.7 points below standard (GREEN) White: 36.3 points below standard (ORANGE) EL: 35.4 points below standard (NPC) Hisp: 13.3 points below standard (NPC) Asian: 42.7 points above standard (BLUE) Two + Races: 9.3 points above standard (GREEN)	All Students performance indicator =8 points above standard Students with Disability performance indicator = 73 points below standard Socioeconomically Disadvantaged performance indicator = 27 points below standard White performance indicator= 1 points below standard English Learner performance indicator= 55 points below standard Hispanic performance indicator = 55 points below standard Asian= 35 points above standard	SWD: improved 10 points over baseline SED: improved 9 points over baseline White: significant drop from baseline resulting in a change from YELLOW to ORANGE EL: 23 point improvement over baseline Hisp: 45 point improvement over baseline Asian: 10 point improvement over baseline Two + Races: 9 point decrease from baseline but no color change

		standard (ORANGE) Asian= 32 points above standard (GREEN) 2+ Races= 28.4 points above standard (GREEN)			2+ Races= 31 points above standard	
2.2	2.2 iReady MATH Growth Scores (Local Data) - Early Grades	2.2 iReady Math Growth Scores (Local Data 2022-23 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 63% 2.2(B) Grade 5 104% 2.2(C) Grade 6 100%	2.2 iReady MATH Growth Scores (Local Data) - Early Grades 2023-24 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - 79% 2.2(B) Grade 5 - 94% 2.2(C) Grade 6 - 79%	2.2 iReady MATH Growth Scores (Local Data) - Early Grades 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - 67% 2.2(B) Grade 5 - 113% 2.2(C) Grade 6 - 93%	2.2 iReady Math Growth Scores 2.2(A) Grade 4 66% 2.2(B) Grade 5 100% 2.2(C) Grade 6 100%	2.2 iReady MATH Growth Scores (Local Data) - Early Grades Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - increased by 4% from baseline 2.2(B) Grade 5 - increased by 9% from baseline 2.2(C) Grade 6 - decreased 7% from baseline

2.3	2.3 iReady Growth Scores (Local Data) - All Students	2.3 Progress to Annual Typical Growth(Median) 2022-23 2.3(A) ELA: 108% 2.3(B) MATH: 100%	2.3 iReady Growth Scores (Local Data) - All Students 2023-24 2.3(A) ELA: 123% 2.3(B) MATH: 94%	2.3 iReady Growth Scores (Local Data) - All Students 2024-25 2.3(A) ELA: 106% 2.3(B) MATH: 140%	2.3 Progress to Annual Typical Growth (Median) 2.3(A) ELA: 100% 2.3(B) MATH: 100%	2.3 iReady Growth Scores (Local Data) - All Students 2.3(A) ELA: decreased by 2% from baseline 2.3(B) MATH: increased by 40% from baseline
2.4	2.4 Graduation / Dropout Rate	2.4 Graduation / Dropout Rate 2022-23 96.8% graduated	2.4 Graduation /Dropout Rate 2023-24 93.5% graduated	2.4 Graduation Rate 2024-25 90.9% graduated	2.4 Graduation / Dropout Rate 98% graduated	2.4Graduation Rate 5% lower than baseline metrics
2.5	2.5 Parent and Family Engagement - Local Indicator	2.5 Parent and Family Engagement - Local Indicator 2022-23 MET	2.5 Parent and Family Engagement - Local Indicator 2023-24 MET	2.5 Parent and Family Engagement - Local Indicator 2024-25 MET	2.5 Parent and Family Engagement - Local Indicator MET	2.5 Parent and Family Engagement - Local Indicator maintained MET
2.6	2.6 Local Climate Survey - Local Indicator	2.6 Local Climate Survey - Local Indicator 2022-23 MET	2.6 Local Climate Survey - Local Indicator 2023-24 MET	2.6 Local Climate Survey - Local Indicator 2024-25 MET	2.6 Local Climate Survey - Local Indicator	2.6 Local Climate Survey - Local Indicator maintained MET
2.7	2.7 Implementation of Academic Standards - Local Indicator	2.7 Implementation of Academic Standards - Local Indicator 2022-23 MET	2.7 Implementation of Academic Standards - Local Indicator 2023-24 MET	2.7 Implementation of Academic Standards - Local Indicator 2024-25 MET	2.7 Implementation of Academic Standards - Local Indicator MET	2.7 Implementation of Academic Standards - Local Indicator maintained MET

2.8	2.8 Chronic Absenteeism	2.8 Chronic Absenteeism 2022-23 0.8% chronically absent	2.8 Chronic Absenteeism 2023-24 0.3% (BLUE) chronically absent	2.8 Chronic Absenteeism 2024-25 1.1% (GREEN) chronically absent	2.8 Chronic Absenteeism 0.5% chronically absent	1.10 Chronic Absenteeism .2% increase over baseline which moved the group from BLUE to GREEN
2.9	2.9 Student Engagement / Climate	2.9 Student Engagement / Climate 2023 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 99.2%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 99.7%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 98.9%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 99.2%	2.9 Student Engagement / Climate 2.9(A) no change 2.9(B) no change 2.9(C) no change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, all actions under Goal 2 were implemented as planned. The Tiger Time direct instruction program, which was conceptualized in the prior LCAP cycle and launched in this school year, was fully operational this year across TK-12. Elementary and middle school students participated in Tiger Time four days per week, with two sessions dedicated to ELA and two to Math. High school students participated in advisory and skills-based support sessions, with an open session staffed by a credentialed teacher providing individualized academic help.

The Early Math Specialist continued to provide targeted foundational math support in grades 4 and 5, building on the curriculum revamp initiated in 2024-25. The specialist also coordinated family engagement events focused on math skill reinforcement at home, with participation increasing compared to the prior year as staff developed stronger relationships with families.

Concepts and Skills Review programming was sustained and refined based on student performance data from iReady and CAASPP. Materials and supplies to support intervention delivery were allocated across the school year, ensuring instructors and students had access to the tools needed to support differentiated instruction.

The LREBG-funded daily direct instruction requirement for lowest-performing students continued to be implemented, with a focus on Tier 1 core standards and Tier 3 individualized intervention. Students who did not attend Tiger Time or advisory sessions received follow-up phone calls and emails from staff, and the Reengagement Team was activated for students showing repeated absences from these sessions. An SEL component was also embedded on Fridays as part of the broader student support model, supporting whole-student wellness alongside academic intervention.

No substantive differences between planned and actual implementation were identified for this goal.

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.

Upon review of the school's upcoming 26-27 budget, it was decided that LREBG funding would be best utilized over the course of the 26-27 and 27-28 Fiscal years, due to the school's current financial standing there is not need to exhaust these funds within the 25-26 school year as planned. All funds that were proportioned to the LREBG have since been encumbered by LCFF or unrestricted funding.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions under Goal 2 have produced meaningful and in some cases substantial gains over the three-year cycle, particularly in ELA.

In ELA, All Students improved from 41.1 points above standard at baseline to 46.8 points above standard in Year 2, a gain of approximately 5 points. Socioeconomically Disadvantaged students showed the most significant improvement, moving from 11 points above standard at baseline to 39.2 points above standard in Year 2, a gain of 28 points. Students with Disabilities improved from 53.8 points below standard at baseline to 20.1 points below standard in Year 2, a gain of 33 points. English Learners improved from 34.8 points below standard at baseline to 13.6 points below standard in Year 2, a gain of 21 points. Hispanic students moved from 18.8 points below standard at baseline to 9.9 points above standard in Year 2, a gain of approximately 29 points, representing a change in direction from below to above standard.

In Math, overall gains were more modest. All Students held relatively steady, moving from 5.6 points above standard at baseline to 6.6 points above standard in Year 2. Students with Disabilities improved from 76.4 points below standard at baseline to 61.7 points below standard in Year 2, a gain of approximately 15 points. Socioeconomically Disadvantaged students improved from 30.6 points below standard at baseline to 21.7 points below standard in Year 2, a gain of 9 points. English Learners improved from 58.1 points below standard at baseline to 35.4 points below standard in Year 2, a gain of approximately 23 points. Hispanic students improved from 58.3 points below standard at baseline to 13.3 points below standard in Year 2, a gain of 45 points. White students showed a significant decline, moving from 3.6 points below standard at baseline to 36.3 points below standard in Year 2, a change that warrants attention in the coming year.

iReady growth data for early grades showed mixed results. In Grade 5, typical growth exceeded 100% in both Year 1 and Year 2. Grade 4 and Grade 6 showed variability across years. Overall iReady Math growth for all students increased substantially, from 100% of typical growth at baseline to 140% of typical growth in Year 2. The Early Math Literacy and Concepts and Skills Review actions have been particularly effective in supporting younger students

and those requiring intervention. The Tiger Time structure has created a consistent, school-wide instructional rhythm that supports both Tier 1 and Tier 3 needs.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

All four actions under Goal 2 will be continued into the coming year. The strong gains in ELA across multiple subgroups confirm that the current approach is effective and should be sustained. Math gains are progressing but the gap remains significant for several student groups, particularly Students with Disabilities and Socioeconomically Disadvantaged students, and continued targeted intervention is warranted. We are expanding support classes to further aid with the instruction provided in Tiger Time, especially for math. Online and in person study halls are also being initiated and encouraged to offer further student support.

The decline in White student Math performance is an area of focus that will be addressed through the ongoing Concepts and Skills Review programming and monitoring through iReady data. No changes to metrics or target outcomes are proposed at this time, though implementation emphasis in Math will continue to be strengthened, particularly at the middle and high school levels.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Interventions	Tier 2&3 Support in Math and Reading (including High School Intensive, Reading Specialist, Tutoring Support) Tier 2&3 Support in Math and Reading (including High School Intensive, Reading Specialist, Tutoring Support): Specific focus with targeted intervention to Hispanic Students in Math to increase student outcomes who fell in the Red Performance Indicator. LREBG: Introduce targeted, standards-based daily instruction led by credentialed educators, to provide the academic scaffolding necessary to support learning recovery and long-term success. Metrics 2.1-2.3; $44,572.71 through 2026-27.	$213,682.00	Yes
2.2	Early Math Literacy	Develop and Implement Early Math Literacy Supports (Grades 4-5)	$28,575.00	Yes
2.3	Concepts & Skills Review	Implement effective Concepts & Skills Review Programs & Support for Students to Access Grade Level Concepts	$23,700.00	Yes
2.4	Materials/Supplies	Curriculum, Materials & Equipment to support achievement in goal	$44,428.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the percentage of English Language Learner (EL) students who achieve proficiency in English Language Arts and Math.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While we are proud of the progress our English Learners (EL) have made, we acknowledge the ongoing journey ahead. Delving deeper into our local and state data, we've identified a concerning trend: the percentage of EL students meeting or exceeding math standards falls below that of their non-EL counterparts. Similarly, in mastering ELA standards, our EL students lag behind their peers. This underscores the imperative for sustained, targeted support tailored to the unique needs of our EL students. Additionally, we understand the importance of providing ongoing assistance even after their reclassification.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3.1 English Learner Progress	3.1 English Learner Progress: 2022-23 42.9% making progress towards English language proficiency	3.1 English Learner Progress: 2023-24 52.6% making progress towards English Language proficiency	3.1 English Learner Progress: 2024-25 40% making progress towards English Language proficiency	3.1 English Learner Progress: 46% making progress towards English language proficiency	3.1 English Learner Progress: Down 2% from baseline

3.2	3.2 Implementation of Academic Standards - Local Indicator	3.2 Implementation of Academic Standards - Local Indicator 2022-23 MET	3.2 Implementation of Academic Standards - Local Indicator 2023-24 MET	3.2 Implementation of Academic Standards - Local Indicator 2024-25 MET	3.2 Implementation of Academic Standards - Local Indicator MET	3.2 Implementation of Academic Standards - Local Indicator maintained MET
3.3	3.3 Academic Indicator ELA	3.3 Academic Indicator ELA: 2022-23 3.3(A) Current English Learners 89.2 points below standard 3.3(B) Recently Reclassified English Learners 19.6 points above standard English Only (For Comparison Only): 43.3 points above standard	3.3 Academic Indicator ELA: 2023-24 3.3(A) Current English Learners - fewer than 11 students - data not displayed 3.3(B) Recently Reclassified English Learners 39.8 points above standard English Only (For Comparison Only): 52.2 points above standard	3.3 Academic Indicator ELA: 2024-25 3.3(A) Current English Learners: fewer than 11 students - data not displayed 3.3(B) Recently Reclassified English Learner: 41.9 points above standard English Only (For Comparison Only): 48 points above standard	3.3 Academic Indicator ELA: 3.3(A) Current English Learners 86 points below standard 3.3(B) Recently Reclassified English Learners 22 points above standard	3.3 Academic Indicator ELA: 3.3(A) Current English Learners: no applicable comparison can be made 3.3(B) Recently Reclassified English Learners: 22.3 points above baseline. English Only (For Comparison Only): 5 points above baseline

3.4	3.4 Academic Indicator MATH	3.4 Academic Indicator MATH: 2022-23 3.4(A) Current English Learners 118.1 points below standard 3.4(B) Recently Reclassified English Learners 1.9 points above standard English Only (For Comparison Only): 9.2 points above standard	3.4 Academic Indicator MATH: 2023-24 3.4(A) Current English Learners - fewer than 11 students - data not displayed 3.4(B) Recently Reclassified English Learners 12 points above standard English Only (For Comparison Only): 9.4 points above standard	3.4 Academic Indicator MATH: 2024-25 3.4(A) Current English Learners - fewer than 11 students - data not displayed 3.4(B) Recently Reclassified English Learners: 26.5 points above standard English Only (For Comparison Only): 5.9 points above standard	3.4 Academic Indicator MATH: 3.4(A) Current English Learners 115 points below standard 3.4(B) Recently Reclassified English Learners 5 points above standard	3.4 Academic Indicator MATH: 2024-25 3.4(A) Current English Learners - no applicable comparison 3.4(B) Recently Reclassified English Learners: increased by 14 points from baseline English Only (For Comparison Only): decreased by 3 points from baseline

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, all three actions under Goal 3 were implemented as planned, with notable enhancements driven by increased staffing capacity and intentional instructional focus. This was an exceptional year of growth for the EL Department.

Core English and Designated English Language Development instruction was provided to all identified English Learner students, with students engaging with an English-speaking instructor in three to six classes per week. The increased instructional minutes represented a meaningful expansion compared to prior years and contributed directly to accelerated language acquisition. Long-Term English Learner classes received additional dedicated support, and the Tiger Time and Level Up EL tutoring program provided students with a consistent, personalized rhythm of just-in-time academic support. In-house tutors were utilized for these sessions and attendance was strong, with virtually no student no-shows.

ELPAC testing and EL progress monitoring were fully implemented. A collaborative attendance monitoring system was established in which teachers flagged absences to the EL Coordinator for immediate family outreach. This structure reduced gaps in participation and supported more consistent progress monitoring across the student roster. A decrease in extended family travel requests this year also contributed to more uninterrupted learning. The department managed an average roster of approximately 113 EL students, 173 RFEP students, 16 LTEL students, and 21 dually identified students. The dually identified

population doubled compared to the prior year, requiring additional coordination between the EL and Special Education departments.

Professional development for all instructional staff continued, with a focus on both Integrated and Designated ELD standards. The EL Coordinator provided ongoing staff encouragement, regular data updates, and structural support throughout the year, and this leadership was a key contributor to the overall quality of EL services.

There were no substantive differences between planned and actual implementation of Goal 3 actions.

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.

As in the prior year, actual expenditures for Goal 3 actions were lower than budgeted for some line items, primarily due to the availability of internal capacity to manage ELPAC monitoring and professional development without incurring all projected external costs. The core English and DELD instruction action (Action 3.1) was fully funded and implemented as planned. No reduction in services occurred as a result of the spending variation. The overall effectiveness of the program, as reflected in ELPAC outcomes, confirms that services were delivered at a high level of quality regardless of the spending differences. Professional development was provided through the use of Educator Effectiveness Grant funds.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions under Goal 3 have produced the most dramatic results of any goal over the three-year cycle, with ELPAC proficiency data reflecting significant progress in student language acquisition.

Most notably, 24% of EL students achieved a Level 4 on the Summative ELPAC in 2025-26, compared to 10% the prior year. Approximately 40% of students scored at Level 3, meaning that 64% of the EL population achieved a Level 3 or higher overall. This represents a substantial and meaningful improvement that can be directly attributed to the increased instructional minutes, the targeted Tiger Time and Level Up tutoring program, the consistent use of Integrated and Designated ELD standards in instruction, and the coordinated attendance and progress monitoring system implemented this year.

English Learner progress toward English language proficiency on the state indicator was 40% in 2024-25, a slight decrease from 52.6% in Year 1. Recently Reclassified English Learners continued to perform above standard in both ELA and Math, with RFEP ELA performance at 41.9 points above standard and RFEP Math performance at 26.5 points above standard in 2024-25. Both represent meaningful improvement over the baseline.

ELPAC testing and progress monitoring through the Ellevation system continued to support timely identification and instructional response. The efficiency of internal capacity in managing this function held costs below budget while maintaining quality.

Professional development in ELD standards continued to strengthen teacher confidence and classroom-level practice across all content areas. The impact of this ongoing learning was visible in more consistent integration of language scaffolding strategies across grade levels and subject areas.

Overall, the actions under Goal 3 are effective and the EL Department has built a strong, sustainable system for supporting English Learner success. The sharp improvement in ELPAC proficiency levels reflects the cumulative impact of three years of focused investment in these strategies.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

All three actions under Goal 3 will be continued into the coming year. The outcomes of this year validate the current approach and the department is energized to build on this momentum. Particular attention will be paid to the state EL Progress Indicator, which showed a slight decline in 2024-25 even as ELPAC proficiency levels improved substantially. This data will be examined closely to ensure that instructional and monitoring systems are capturing and supporting all dimensions of student language growth.

The doubling of the dually identified student population will require continued coordination and may inform staffing and service delivery planning in the coming year. No changes to the goal, metrics, or target outcomes are proposed at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Language Development	Provide Core English and Designated English Language Development (DELD) Instruction for English Learners	$28,969.00	Yes
3.2	ELPAC Proctoring	Implement Effective ELPAC Testing & EL Progress Monitoring	$7,315.00	Yes
3.3	Professional Development	Implement Effective Professional Development in EL Standards for all Educators	$6,216.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$480,912	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.827%	0.0%	$0.00	6.827%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Community College Liaison **Need:** Access to Resources: High-needs students often face barriers to accessing higher education resources and support systems. 2022-23 SED Students show only 71.4% prepared compared to All Students 77.4% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 64.3% prepared compared to All Students 74.2% prepared EL / Foster data not	Providing a community college liaison to our students offers several benefits, particularly for high-needs students, and extending this support on a schoolwide basis can further amplify these advantages. A community college liaison serves as a bridge, connecting students with vital resources such as academic advising, financial aid assistance, and career counseling. By facilitating access to these resources, high-needs students can receive the guidance and support necessary to navigate the college application process successfully. Personalized Support: High-needs students may require additional guidance and support to navigate the complexities of post secondary education. High-needs students may face higher rates of attrition in college due to various factors such as financial constraints, lack of academic preparedness, or inadequate support systems. By	College and Career Percentage of Students Graduating Prepared through dual enrollment

	available due to <11 students **Scope:** Schoolwide	fostering a supportive environment and addressing barriers to success, the liaison helps ensure that all students, regardless of their background or circumstances, have the opportunity to thrive in higher education.	
1.2	**Action:** CTE Expansion **Need:** For high-needs students who may face challenges in traditional academic settings, CTE provides a tangible connection between their education and future employment opportunities. By engaging in relevant coursework aligned with their interests and career goals, high-needs students are more likely to stay motivated and engaged in their education. 2022-23 SED Students show only 71.4% prepared compared to All Students 77.4% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 64.3% prepared compared to All Students 74.2% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide	Providing Career Technical Education (CTE) to students, particularly high-needs students, offers numerous benefits, and extending it on a schoolwide basis can further enhance these advantages, including real-world relevance, skill development, access to career pathways, equity and access, and college and career readiness. By offering CTE programs universally, schools can empower all students to succeed academically and professionally, regardless of their background or circumstances.	College and Career Percentage of Students Graduating Prepared through CTE completion
1.3	**Action:** Virtual Career Center **Need:** High-needs students may require additional support and guidance to navigate career pathways and make informed decisions about their future. A virtual platform allows for personalized interactions with career counselors and advisors, ensuring that high needs students receive the individualized support they	Providing a virtual career center to students, particularly high-needs students, offers several advantages, and extending it on a schoolwide basis can further enhance these benefits, accessibility, flexibility, personalized support, resource accessibility, and equity and inclusion. By extending virtual career services universally, schools can empower all students to explore career options, plan for their future, and achieve their career goals, regardless of their background or circumstances.	College and Career Percentage of Students Graduating Prepared through other measures

	need to succeed. 2022-23 SED Students show only 71.4% prepared compared to All Students 77.4% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 64.3% prepared compared to All Students 74.2% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide		
2.1	**Action:** Interventions **Need:** Our data shows the students who are struggling the most with academics include our unduplicated pupils. 2022-23 SED students scored 11 points above standard in ELA compared to All Students 41.1 points above standard Current English Learners scored 89.2 points below standard compared to English Only Learners who scored 43.3 points above standard in ELA SED students scored 30.6 points below standard in Math compared to All Students 5.6 points above standard; Current English Learners scored 118.1 points below standard compared to English Only Learners who scored 9.2 points above standard in Math	Providing academic interventions to students, especially high-needs students, yields numerous benefits, and extending these interventions on a schoolwide basis can further enhance these advantages such as targeted support, closing achievement gaps, preventing academic failure, building confidence and motivation, and promoting equity and inclusion. By extending academic interventions universally, schools can empower all students to reach their full academic potential and achieve success, regardless of their individual needs or challenges.	Academic Indicator ELA & Math

	2023-24 ELA: SED students scored 11.9 points above standard in ELA compared to All Students 47.6 points above standard Current English Learners scored 30 points below standard compared to English Only Learners who scored 52.2 points above standard in ELA Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who scored 9.4 points above standard in Math 2024-25 ELA: SED students scored 39.2 points above standard in ELA compared to All Students 46.8 points above standard. Current English Learners scored 13.6 points below standard compared to English Only Learners who scored 48 points above standard in ELA. Math: SED students scored 21.7 points below standard in Math compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. **Scope:** Schoolwide		
2.2	**Action:** Early Math Literacy **Need:**	Math skills acquired in early childhood serve as the foundation for later academic success. Early intervention helps build a strong math foundation, setting students on a trajectory for future academic achievement. For	iReady MATH Growth Scores (Local

	Research indicates that achievement gaps in math often emerge early in a child's education and tend to persist over time. Early math intervention helps prevent the widening of achievement gaps by addressing academic challenges before they become more significant barriers to learning. By providing targeted support to socioeconomically disadvantaged students and second language learners early on, schools can help narrow achievement gaps and promote equitable academic outcomes. Our data shows students in our school begin to struggle with math around Grade 4. 2022-23 SED students scored 30.6 points below standard in Math compared to All Students 5.6 points above standard; Current English Learners scored 118.1 points below standard compared to English Only Learners who scored 9.2 points above standard in Math 2023-24 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 87%; Grade 5 83%; Grade 6 77% Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who scored 9.4 points above standard in Math 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement level. iReady Math: Grade 4 67%; Grade 5 113%; Grade 6 93%. Math: SED students scored 21.7 points below	socioeconomically disadvantaged students and second language learners who may lack access to resources or face language barriers, early math intervention is essential in ensuring they acquire the fundamental skills needed for academic success. While early math intervention is particularly important for socioeconomically disadvantaged students and second language learners, it is also valuable for all students, regardless of need, for several reasons. All students can benefit from early intervention to address potential learning gaps and prevent academic struggles before they escalate. By providing interventions to all students universally, schools can identify and address academic challenges early on, promoting academic	Data) - Early Grades

	standard compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. **Scope:** Schoolwide		
2.3	**Action:** Concepts & Skills Review **Need:** High-needs students may have gaps in their foundational knowledge due to various factors such as academic challenges, language barriers, or limited access to resources. Concepts and skills review help identify and address these learning gaps by providing targeted support and reinforcement in areas where students may be struggling. By systematically reviewing and revisiting essential concepts and skills, high-needs students can fill in learning gaps and build a solid academic foundation. Research suggests that spaced repetition and regular review are effective strategies for promoting long-term retention of information. Concepts and skills review ensure that high-needs students have multiple opportunities to revisit and reinforce previously learned material, increasing the likelihood of retention over time. 2022-23 SED students scored 11 points above standard in ELA compared to All Students 41.1 points above standard Current English Learners scored 89.2 points below standard compared to English Only Learners who scored 43.3 points above standard in ELA SED students scored 30.6 points below standard in	High-needs students may require additional time and support to internalize and retain new concepts and skills. Concepts and skills review provide opportunities for reinforcement and consolidation of learning, helping high-needs students solidify their understanding and mastery of key concepts. This is particularly important when students are using a variety of curriculum options, as review ensures that learning is not fragmented and that students can make meaningful connections between different instructional materials. Providing concepts and skills review is important for high needs students to reinforce learning, address learning gaps, build confidence, and promote long term retention. This practice should extend to all students, regardless of need, to support diverse learners, prevent learning loss, and promote equity and inclusion in education.	iReady Growth Scores (Local Data) - All Students

	Math compared to All Students 5.6 points above standard; Current English Learners scored 118.1 points below standard compared to English Only Learners who scored 9.2 points above standard in Math 2023-24 ELA: SED students scored 11.9 points above standard in ELA compared to All Students 47.6 points above standard Current English Learners scored 30 points below standard compared to English Only Learners who scored 52.2 points above standard in ELA Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who scored 9.4 points above standard in Math 2024-25 ELA: SED students scored 39.2 points above standard in ELA compared to All Students 46.8 points above standard. Current English Learners scored 13.6 points below standard compared to English Only Learners who scored 48 points above standard in ELA. Math: SED students scored 21.7 points below standard in Math compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. **Scope:** Schoolwide		

2.4	**Action:** Materials/Supplies **Need:** Some students may come from families facing financial constraints or economic hardship. These students may be unable to afford basic school supplies or may have limited access to resources at home. Providing additional supplies ensures that all students have access to the materials they need to succeed academically and participate fully in educational activities, regardless of their financial situation. 2022-23 SED students scored 11 points above standard in ELA compared to All Students 41.1 points above standard Current English Learners scored 89.2 points below standard compared to English Only Learners who scored 43.3 points above standard in ELA SED students scored 30.6 points below standard in Math compared to All Students 5.6 points above standard; Current English Learners scored 118.1 points below standard compared to English Only Learners who scored 9.2 points above standard in Math 2023-24 ELA: SED students scored 11.9 points above standard in ELA compared to All Students 47.6 points above standard Current English Learners scored 30 points below standard compared to English Only Learners who scored 52.2 points above standard in ELA	Materials and supplies needed to support the development of adequate implementation of above actions above and beyond what all students are provided in their Education Specialist's Instructional Funding budget,	Academic Indicator ELA & Math and / or iReady Growth Scores (Local Data) - All Students

	Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who scored 9.4 points above standard in Math 2024-25 ELA: SED students scored 39.2 points above standard in ELA compared to All Students 46.8 points above standard. Current English Learners scored 13.6 points below standard compared to English Only Learners who scored 48 points above standard in ELA. Math: SED students scored 21.7 points below standard in Math compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. **Scope:** Schoolwide		
3.1	**Action:** English Language Development **Need:** Direct instruction in ELA provides second language learners with structured opportunities to develop their English language skills, including vocabulary, grammar, reading comprehension, and writing proficiency. By explicitly teaching language concepts and providing guided practice, direct instruction helps second language learners acquire and reinforce essential language skills necessary for academic success.	Direct instruction in ELA is important for second language learners to develop English language proficiency and academic literacy skills. Extending this instruction to all students promotes language development, cultural awareness, academic excellence, and an inclusive learning environment where students from diverse backgrounds can learn and grow together.	English Learner Progress Indicator

	2022-23 SED students scored 11 points above standard in ELA compared to All Students 41.1 points above standard Current English Learners scored 89.2 points below standard compared to English Only Learners who scored 43.3 points above standard in ELA Only 42.9% of our English Learners are making progress towards English language proficiency 2023-24 ELA: SED students scored 11.9 points above standard in ELA compared to All Students 47.6 points above standard Current English Learners scored 30 points below standard compared to English Only Learners who scored 52.2 points above standard in ELA Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who scored 9.4 points above standard in Math. Only 52.6% are making progress towards English language proficiency 2024-25 ELA: SED students scored 39.2 points above standard in ELA compared to All Students 46.8 points above standard. Current English Learners scored 13.6 points below standard compared to English Only Learners who scored 48 points above standard in ELA. Math: SED students scored 21.7 points below		

	standard in Math compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. 40% of EL students were making progress toward English language proficiency. 24% of EL students achieved a Level 4 on the Summative ELPAC, up from 10% the prior year, and approximately 64% of the EL population scored at Level 3 or 4 overall. **Scope:** Schoolwide		
3.2	**Action:** ELPAC Proctoring **Need:** Valid interpretation of assessment results relies on consistent and accurate scoring practices. When educators are properly trained to calibrate and score ELPAC assessments, they can confidently interpret students' scores and make informed decisions about their English language development needs. Valid interpretations of assessment results support effective instructional planning and targeted interventions for English learners. 2022-23 SED students scored 11 points above standard in ELA compared to All Students 41.1 points above standard Current English Learners scored 89.2 points below standard compared to English Only Learners who scored 43.3 points above standard in ELA Only 42.9% of our English Learners are making progress towards English language proficiency 2023-24 ELA: SED students scored 11.9 points above standard	Training educators to effectively calibrate and score ELPAC assessments is essential for ensuring consistency, reliability, validity, accountability, fairness, and professional development in English language proficiency assessment practices. By adhering to standardized scoring procedures and criteria, educators can provide accurate and meaningful assessment results that inform instructional decision-making and support English learners' academic success. All qualifying students will participate in the required ELPAC to determine their Language Acquisition Status.	English Learner Progress Indicator

	in ELA compared to All Students 47.6 points above standard Current English Learners scored 30 points below standard compared to English Only Learners who scored 52.2 points above standard in ELA Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who scored 9.4 points above standard in Math Only 52.6% are making progress towards English language proficiency 2024-25 ELA: SED students scored 39.2 points above standard in ELA compared to All Students 46.8 points above standard. Current English Learners scored 13.6 points below standard compared to English Only Learners who scored 48 points above standard in ELA. Math: SED students scored 21.7 points below standard in Math compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. 40% of EL students were making progress toward English language proficiency. 24% of EL students achieved a Level 4 on the Summative ELPAC, up from 10% the prior year, and approximately 64% of the EL population scored at Level 3 or 4 overall.		

	Scope: Schoolwide		
3.3	**Action:** Professional Development **Need:** Professional development in English development standards is essential for equipping educators with the knowledge, skills, and strategies needed to support the academic success of English learners and promote equitable learning opportunities for all students. 2022-23 SED students scored 11 points above standard in ELA compared to All Students 41.1 points above standard Current English Learners scored 89.2 points below standard compared to English Only Learners who scored 43.3 points above standard in ELA Only 42.9% of our English Learners are making progress towards English language proficiency 2023-24 ELA: SED students scored 11.9 points above standard in ELA compared to All Students 47.6 points above standard Current English Learners scored 30 points below standard compared to English Only Learners who scored 52.2 points above standard in ELA Math: SED students scored 50.4 points below standard in Math compared to All Students 3.9 points above standard; Current English Learners scored 47.2 points below standard compared to English Only Learners who	Professional development ensures that educators are familiar with English development standards and understand how they align with curriculum goals and objectives. This alignment helps educators effectively integrate language development into content instruction, ensuring that English learners have access to grade-level content while simultaneously building their English language proficiency. All staff can benefit from professional development in English development standards, regardless of their English language proficiency level or background. When educators receive training in effective language instruction and support, all students benefit from: enhanced access to grade-level content; increased opportunities for language development; improved academic achievement and language proficiency; culturally responsive and inclusive learning environments; differentiated instruction that meets diverse learning needs; and collaborative teaching practices that support student success.	English Learner Progress Indicator

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	scored 9.4 points above standard in Math Only 52.6% are making progress towards English language proficiency 2024-25 ELA: SED students scored 39.2 points above standard in ELA compared to All Students 46.8 points above standard. Current English Learners scored 13.6 points below standard compared to English Only Learners who scored 48 points above standard in ELA. Math: SED students scored 21.7 points below standard in Math compared to All Students 6.6 points above standard. Current English Learners scored 35.4 points below standard compared to English Only Learners who scored 5.9 points above standard in Math. 40% of EL students were making progress toward English language proficiency. 24% of EL students achieved a Level 4 on the Summative ELPAC, up from 10% the prior year, and approximately 64% of the EL population scored at Level 3 or 4 overall. **Scope:** Schoolwide		

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not 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	1:13	
Staff-to-student ratio of certificated staff providing direct services to students	1:7	

26-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
26-27	$ 7,044,298	$ 480,912	6.827%	0.000%	6.827%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 539,204	$ 51,770	$ -	$ -	$ 590,974.00	$ 531,396	$ 49,428

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community College Liaison	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 8,041	$ -	$ 8,041	$ -	$ -	$ -	$ 8,041	0.000%
1	1.2	CTE Expansion	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 20,973	$ -	$ 20,973	$ -	$ -	$ -	$ 20,973	0.000%
1	1.3	Virtual Career Center	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 53,606	$ 5,000	$ 58,606	$ -	$ -	$ -	$ 58,606	0.000%
1	1.4	SpEd Liaison	Students with Disabilities	No			All Schools	2024-2027	$ 35,401	$ -	$ 35,401	$ -	$ -	$ -	$ 35,401	0.000%
2	2.1	Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 286,364	$ -	$ 234,594	$ 51,770		$ -	$ 286,364	0.000%
2	2.2	Early Math Literacy	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 38,294	$ -	$ 38,294	$ -	$ -	$ -	$ 38,294	0.000%
2	2.3	Concepts & Skills Review	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 31,761	$ -	$ 31,761	$ -	$ -	$ -	$ 31,761	0.000%
2	2.4	Materials/Supplies	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ -	$ 44,428	$ 54,578	$ -	$ -	$ -	$ 54,578	0.000%
3	3.1	English Language Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 38,823	$ -	$ 38,823	$ -	$ -	$ -	$ 38,823	0.000%
3	3.2	ELPAC Proctoring	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 9,803	$ -	$ 9,803	$ -	$ -	$ -	$ 9,803	0.000%
3	3.3	Professional Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 8,330	$ -	$ 8,330	$ -	$ -	$ -	$ 8,330	0.000%

26-27 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
$ 7,044,298	$ 480,912	6.827%	0.000%	6.827%	$ 503,803	0.000%	7.152%	Total:	$ 503,803
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 503,803

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	1.1	Community College Liaison	Yes	Schoolwide	All	All Schools	$ 8,041	0.000%
1	1.2	CTE Expansion	Yes	Schoolwide	All	All Schools	$ 20,973	0.000%
1	1.3	Virtual Career Center	Yes	Schoolwide	All	All Schools	$ 58,606	0.000%
1	1.4	SpEd Liaison	No			All Schools	$ -	0.000%
2	2.1	Interventions	Yes	Schoolwide	All	All Schools	$ 234,594	0.000%
2	2.2	Early Math Literacy	Yes	Schoolwide	All	All Schools	$ 38,294	0.000%
2	2.3	Concepts & Skills Review	Yes	Schoolwide	All	All Schools	$ 31,761	0.000%
2	2.4	Materials/Supplies	Yes	Schoolwide	All	All Schools	$ 54,578	0.000%
3	3.1	English Language Development	Yes	Schoolwide	All	All Schools	$ 38,823	0.000%
3	3.2	ELPAC Proctoring	Yes	Schoolwide	All	All Schools	$ 9,803	0.000%
3	3.3	Professional Development	Yes	Schoolwide	All	All Schools	$ 8,330	0.000%

25-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 443,451.00	$ 557,825.75

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Community College Liaison	Yes	$ 6,000	$ 548
1	1.2	CTE Expansion	Yes	$ 15,650	$ 7,146
1	1.3	Virtual Career Center	Yes	$ 42,500	$ 24,207
1	1.4	SpEd Liaison	No	$ 26,416	$ 3,508
2	2.1	Interventions	Yes	$ 213,682	$ 462,422
2	2.2	Early Math Literacy	Yes	$ 28,575	$ 14,948
2	2.3	Concepts & Skills Review	Yes	$ 23,700	$ 13,213
2	2.4	Materials/Supplies	Yes	$ 44,428	$ 16,087
3	3.1	English Language Development	Yes	$ 28,969	$ 6,678
3	3.2	ELPAC Proctoring	Yes	$ 7,315	$ 9,068
3	3.3	Professional Development	Yes	$ 6,216	$ -

25-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 371,776	$ 372,462	$ 554,318	$ (181,856)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.1	Community College Liaison	Yes	$ 6,000	$ 548.00	0.000%	0.000%
1	1.2	CTE Expansion	Yes	$ 15,650	$ 7,146.00	0.000%	0.000%
1	1.3	Virtual Career Center	Yes	$ 42,500	$ 24,207.00	0.000%	0.000%
1	1.4	SpEd Liaison	No	$ -	$ -	0.000%	0.000%
2	2.1	Interventions	Yes	$ 169,109	$ 462,422.10	0.000%	0.000%
2	2.2	Early Math Literacy	Yes	$ 28,575	$ 14,947.69	0.000%	0.000%
2	2.3	Concepts & Skills Review	Yes	$ 23,700	$ 13,213.43	0.000%	0.000%
2	2.4	Materials/Supplies	Yes	$ 44,428	$ 16,086.93	0.000%	0.000%
3	3.1	English Language Development	Yes	$ 28,969	$ 6,678.06	0.000%	0.000%
3	3.2	ELPAC Proctoring	Yes	$ 7,315	$ 9,068.33	0.000%	0.000%
3	3.3	Professional Development	Yes	$ 6,216	$ -	0.000%	

25-26 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)
$ 6,039,671	$ 371,776	0.000%	6.156%	$ 554,318	0.000%	9.178%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics

- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:

- The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.*

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:*
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

- Identify the action as an LREBG action;
- Include an explanation of how research supports the selected action;
- Identify the metric(s) being used to monitor the impact of the action; and
- Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site

principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific

Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost

would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Approval of the Connecting Waters Charter School, Central Valley LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

Section: XI. Items Scheduled for Consideration and/or Action
Item: C. Approval of the Connecting Waters Charter School, Central Valley LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions
Purpose:
Submitted by:
Related Material: 2026-27 CWCV LCAPandLCFF Overview Doc .pdf

BACKGROUND:

Approval of the Connecting Waters Charter School, Central Valley LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Connecting Waters - Central Valley

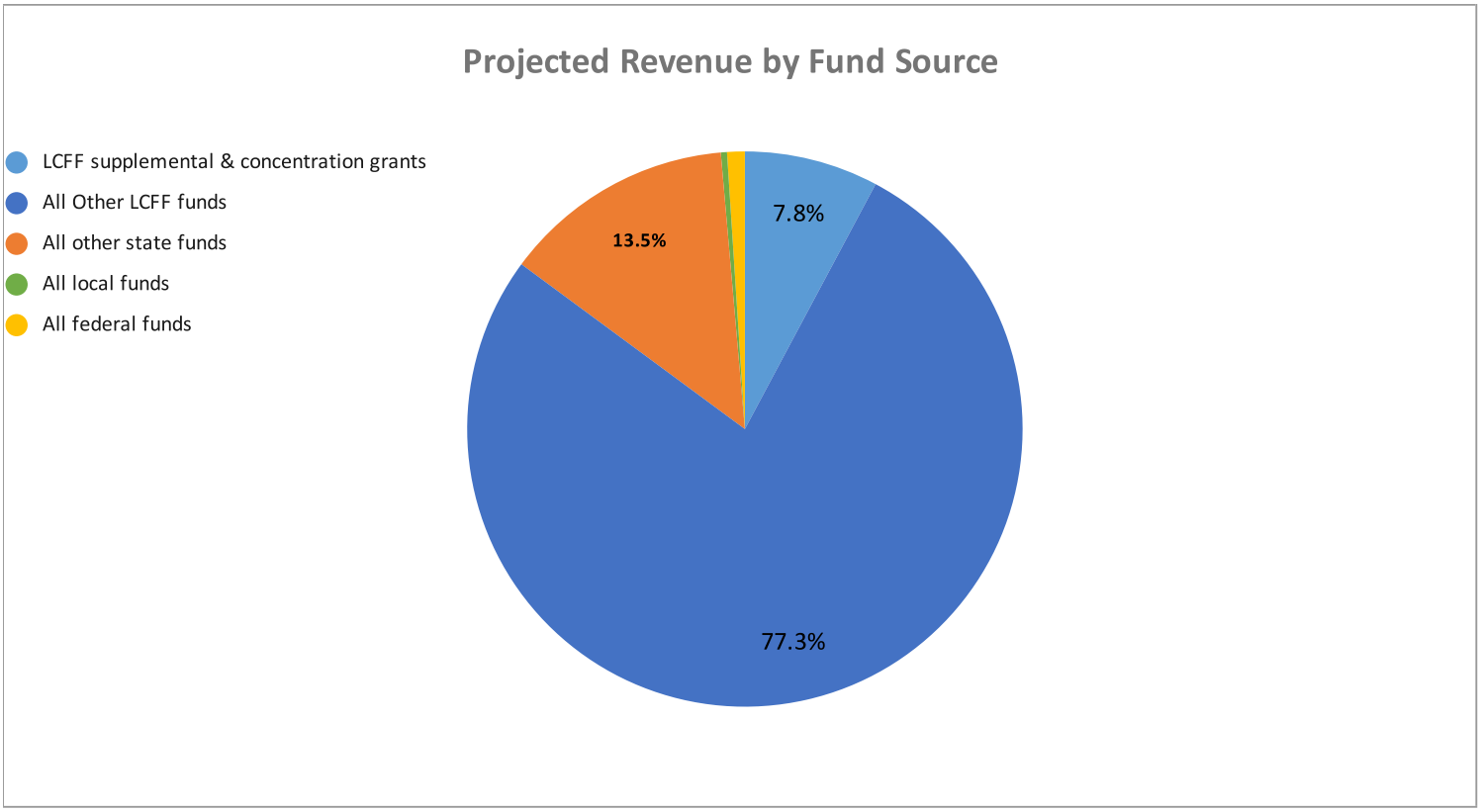
CDS Code: 50 71167 0138057

School Year: 2026-27

LEA contact information: Tammy Hushaw, Acting Executive Director
thushaw@cwcharter.org, (209) 874-1119

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 2026-27 School Year

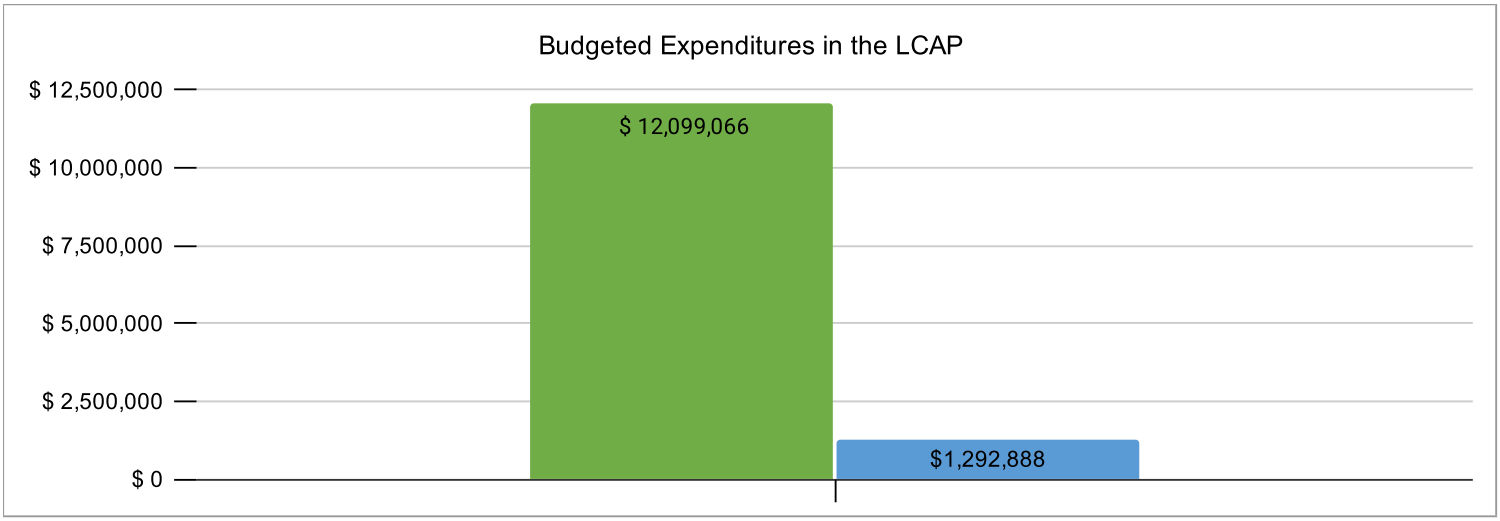


This chart shows the total general purpose revenue Connecting Waters - Central Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Connecting Waters - Central Valley is $12,224,776.00, of which $10,405,144.00 is Local Control Funding Formula (LCFF), $1,650,247.00 is other state funds, $43,750.00 is local funds, and $125,635.00 is federal funds. Of the $10,405,144.00 in LCFF Funds, $953,974.00 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.



This chart provides a quick summary of how much Connecting Waters - Central Valley plans to spend for 2026-27. 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: Connecting Waters - Central Valley plans to spend $12,099,066.00 for the 2026-27 school year. Of that amount, $1,292,888.00 is tied to actions/services in the LCAP and $10,806,178.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

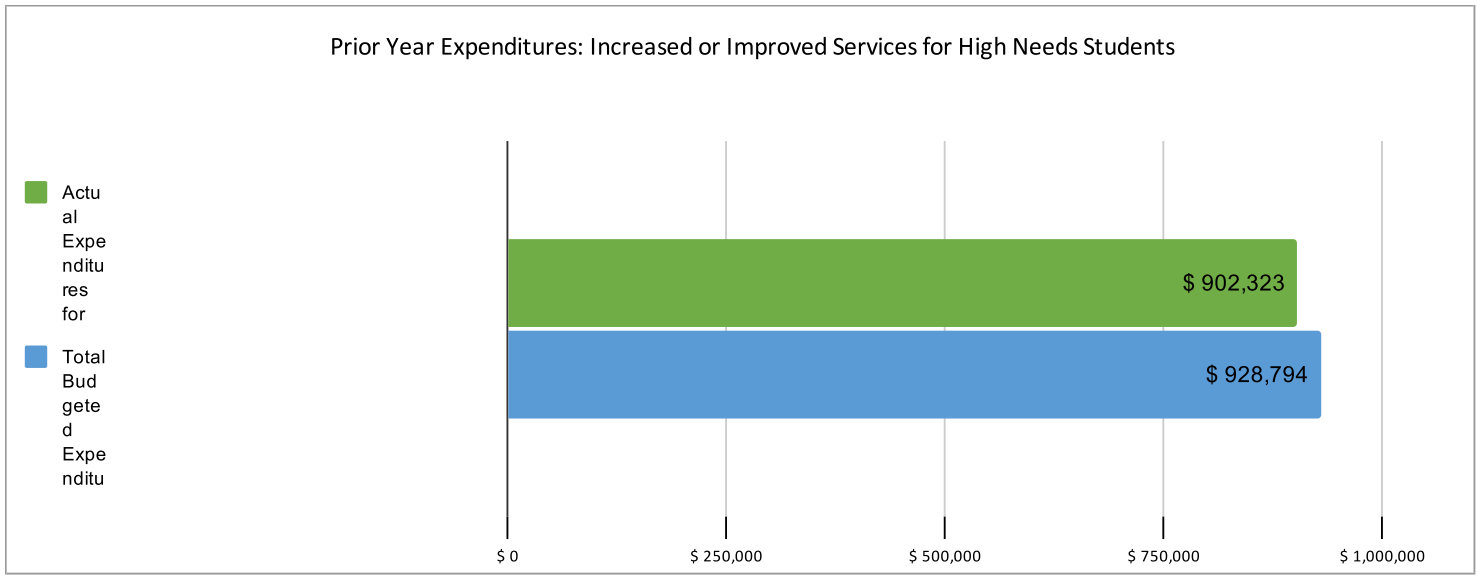
Due to Connecting Waters' personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. Other expenses covered by school funding include approximately: Certificated salaries- 44%; Non- Certificated salaries-10%; Employee Benefits- 20%; Books/Supplies/Materials- 8%; Services & Operation (including facilities)- 18%. Supplemental Grant funds are budgeted for planned actions and services to meet the goals of
the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Connecting Waters - Central Valley is projecting it will receive $953,974.00 based on the enrollment of foster youth, English learner, and low-income students. Connecting Waters - Central Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Connecting Waters - Central Valley plans to spend $1,034,323.00 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 2025-26



This chart compares what Connecting Waters - 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 Connecting Waters - 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 2025-26, Connecting Waters - Central Valley's LCAP budgeted $928,794.00 for planned actions to increase or improve services for high needs students. Connecting Waters - Central Valley actually spent $902,323.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $26,471.00 had the following impact on Connecting Waters - Central Valley's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Connecting Waters Charter School - Central Valley	Tammy Hushaw, Acting Executive Director	thushaw@cwcharter.org/209-874-1119x6

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Connecting Waters Charter School, Central Valley (hereafter “CWCV” or "CV") a non-classroom based "personalized learning school" that serves students in transitional-kindergarten through twelfth grade who are seeking a non-traditional, personalized, alternative educational setting. CWCV is operated by Connecting Waters Charter Schools, Inc. and is located within the boundaries of Stanislaus County Office of Education (“SCOE” or County) sponsored by Modesto City School District. CWCV was in its first year of operation as of the 2018-19 school year.

As of the 2025 California Dashboard reporting, a total of 776 students were enrolled with the following unduplicated pupils enrolled: SED (415), EL (48), FY (0)). Additionally, CWCV services 101 students with Special Needs. CWCV serves students who reside in Alameda, Calaveras, Mariposa, Merced, San Joaquin, Santa Clara, Stanislaus, and Tuolumne counties.

When enrolling a child in CWCV, the parent assumes primary responsibility as the facilitator of the student's educational program. An Education Specialist (ES), who is a credentialed teacher, is assigned to each student. The school strives to develop a partnership to establish the distribution of responsibility between the parent and the ES in the following areas: creation of assignments, selection of materials, evaluation of curriculum, and arrangement of group educational activities, classes, internships and cooperative learning projects.

The administrators, educators, and families of Connecting Waters Charter School, Central Valley believe that the highest level of learning occurs by: assisting students and parents with educational guidance, individualizing curriculum to meet students’ needs, providing materials, resources and supportive instruction, allowing flexibility in both teaching and learning styles, promoting real-life context-based learning, challenging students to achieve mastery of state standards.

Due to this personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1,800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. The increased and improved services provided to high needs student groups outlined in this Plan includes services and materials above and beyond what their personalized EUs can provide. However, each student uniquely receives increased

and improved services due to the nature of our charter focus of personalized learning.

The CV LCAP addresses areas of additional needed supports to help make progress toward the identified goals. Each goal and action item was formulated with the aim of fostering equity among unduplicated pupils in comparison to their non-unduplicated counterparts. Because families have a choice in selecting their student's learning model from year to year (students may enroll in classes, use Computer Aided Instruction, private tutors, outside vendors or work independently), it is often necessary to re-evaluate and adjust funding sources and action items identified for specific students using Supplemental Grant funding. Often, all of a student's needs can be met through the use of their EUs.

CV meets the state priorities in a unique way because our mission and structure revolve around Personalized Learning for each individual student:
Priority 1: appropriate teacher assignments: All students are assigned Effective Educators in each course of study as per state and federal law; sufficient instructional materials: teachers can work with parents and students to customize curriculum and instructional methodology to meet the student's academic needs and learning style using their Instructional Funding budgets; and have access to facilities in good repair: CV is an independent study, non-classroom based charter school. This structure is also known as a Flex Based School.
Priority 2: implementation of academic and performance standards including all state standards and ELD standards: all teachers are trained on how to effectively implement standards and monitor student progress in standards. All students use standards aligned materials and have the ability to supplement core curriculum with additional supports when needed to meet the needs of their instructional funding budgets.
Priority 3: parent involvement: our unique setting requires parents to be involved in their students' education as they assume much of the day to day instruction. CV offers ample parent training on methodology, implementation of standards, usage of curriculum, and various topics to help support them in their student's education.
Priority 4: pupil achievement: all students participate in state and/or schoolwide assessments to measure academic progress.
Priority 5: pupil engagement: our unique program offers flexibility for students, which drastically reduces chronic absenteeism and drop-out rates. Our wide range of course access allows for more student choice and keeps students engaged and on-track to graduate from high school.
Priority 6: school climate: since our students are primarily at home and interact with their peers via online classes and general educational activities, our expulsion and suspension rates remain low. Families often report safety as one of many reasons for attending CV.
Priority 7 & 8 : access to a broad course of study, especially programs and services developed for and provided to economically disadvantaged students, English Learners, Foster Youth and individuals with exceptional needs; and other pupil outcomes: CV prides itself on personalized learning, which means students not only have wide access to a broad course of study, they can choose how and where to complete courses (online, in-person, at a local college, independently) and they can customize electives to support their interests using instructional funding budgets for visual and performing arts instruction, health, physical education, and career and technical education, among all of their core subject areas of study. All students are monitored by an Effective Educator with subject matter expertise in each course of study to ensure student progress, rigor, content quality, and student success.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Upon reviewing the data from the California School Dashboard (Dashboard) and our local sources, it is evident that our school has made strides in some areas while facing challenges in others.

When examining the College Career Indicator (CCI) we see room for improvement. While 53.4% of our students graduated prepared, disaggregating the data reveals disparities. Notably, a significant portion of students met preparation criteria through college course completion, but only a small percentage

achieved readiness through meeting UC/CSU requirements. The absence of students meeting preparation criteria through pre-apprenticeship or the State Seal of Biliteracy warrants attention, highlighting potential areas for program enhancement and student support.

Turning to academic performance, the data indicates challenges in English Language Arts and Mathematics. In English Language Arts, while some student groups are approaching proficiency, such as 2+ Race students, others, particularly Students With Disabilities, English Learners, Hispanic and White students, and Socioeconomically Disadvantaged Students, continue to fall below standard.
Similarly, in Mathematics, the majority of student groups are below standard, with particularly concerning disparities for Students With Disabilities, Hispanic students, and Socioeconomically Disadvantaged Students, who fell in the RED performance level.

These findings underscore the importance of targeted interventions to address the needs of specific student populations. Collaborative efforts are needed to implement strategies that support academic growth and ensure equitable opportunities for all students. Additionally, ongoing monitoring and adjustment of interventions are crucial to tracking progress and refining approaches.

While the data presents areas for improvement, it also serves as a foundation for informed decision-making and action planning. By leveraging these insights, we can continue to strive for excellence and advance our mission of providing a high-quality education for all students.

To support our lowest-performing students, we are implementing a requirement for a minimum of one hour of daily direct instruction. This targeted instruction will focus on grade-level standards through Tier 1 core instruction, as well as individualized Tier 3 interventions. By incorporating consistent, standards-aligned teaching into the independent study model, we aim to accelerate learning and close achievement gaps.

Learning Recovery Emergency Block Grant (LREBG) Funding:
As a supplement to our existing Goal 2, Action 1: Targeted Instruction for Lowest-Performing Students; we will be using the remaining unexpended LREBG funding for the 2025-26 year (until funds are expended).
Estimated grant funds available: $285,509.41
Explanation and Rationale:

This action will be funded in part with LREBG funds to provide a minimum of one hour per day of required direct instruction for our lowest performing students enrolled in the independent study program. Instruction will focus on both Tier 1 core academic standards and Tier 3 individualized intervention, ensuring students receive targeted support to accelerate learning.

This action aligns with allowable uses of LREBG funds as defined in EC Section 32526(c)(2), specifically supporting accelerated learning strategies through additional instruction and academic services for students disproportionately impacted by the pandemic. The decision to implement daily direct instruction was informed by our needs assessment, which identified significant learning gaps and below-grade-level performance among a subset of our independent study student population. These students have shown limited progress with asynchronous or minimally guided instruction and require a structured, consistent instructional model to improve outcomes.

By investing in targeted, standards-based instruction supported by credentialed educators, we are addressing the urgent need for learning recovery and academic advancement among our most at-risk students, as required under EC Section 32526(d).

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

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.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Education Specialists (teachers), Class Instructors, Resource Center Staff, Administrators, SpED, Classified Staff, other school personnel, parents, and students	CWCV employed a comprehensive approach to engage educational partners in the development of the Local Control and Accountability Plan (LCAP). This process prioritized transparent communication and inclusive participation to ensure the voices of all stakeholders were heard and considered. Communication with students and families was facilitated through a diverse array of channels, including email, phone calls, online and in- person meetings, Learning Management Systems (LMS) software, social media, surveys, district-operated websites, resource center signs, ParentSquare, and Listserves. Direct communication from CWCV staff members, school counselors, and other school staff members further enhanced engagement efforts. To ensure accessibility for non-English speaking educational partners, translations of notifications and materials were provided, and translating services were made available for those wishing to provide feedback. This draft of the LCAP was developed in consultation with parents, students, educators, staff and key educational partners in leadership positions through a live meeting (October) and survey feedback (sent 3 times per year). This inclusive approach allowed for specific input and perspectives from various educational partners. Educational partners were encouraged to provide written comments on specific actions and expenditures proposed in the plan. Based on the feedback received, modifications were made to the plan to address concerns and incorporate suggestions. The plan was presented for additional public comment at a regularly scheduled board meeting. Educational partners were notified of this opportunity for input through the aforementioned communication channels. Following the public comment period, the finalized LCAP was formally adopted in a separate board meeting in June, as required, and subsequently submitted to the Charter Authorizer. This process ensured accountability and transparency in decision-making while prioritizing the input and engagement of educational partners throughout the development and approval stages of the LCAP.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Several goals, metrics, actions, and budgeted expenditures in the LCAP were directly influenced by or developed in response to the feedback received from educational partners:

Continued Inclusion Specialist Service:
Feedback: The need to enhance support for students with special needs.

Action: Creation of the role of Inclusion Specialist to provide targeted support and resources for students with special needs, ensuring they receive the necessary accommodations and interventions to thrive academically and socially.
Budgeted Expenditure: Allocation of funds to hire and support the Inclusion Specialist position, including salary, training, and resources.

Continued Early Math Literacy Focus:
Feedback: There is a need to improve early math literacy and proficiency among young students as early as as 4th and 5th grade where data shows students begin to struggle and academically decline to ensure they do not fall behind their peers.
Action: Implementation of targeted interventions and instructional strategies to promote math literacy at an early age, thereby preventing students from falling behind in mathematics.
Budgeted Expenditure: Allocation of resources for professional development, instructional materials, and programs aimed at enhancing early math literacy instruction.

Continued Prioritization of Tutoring Services:
Feedback: The need to continue to improve student academic performance through targeted instructional supports to help increase in student academic achievement as evidenced by improved grades, assessment scores, and graduation rates. Action: Expansion and enhancement of tutoring services to provide additional academic support to students in need. Budgeted Expenditure: Increased funding allocated to tutoring programs, including the hiring of additional tutors, expansion of tutoring hours, and provision of resources for tutoring sessions.

Revised Response to Instruction Policy was revamped to ensure every student receives the right level of support at the right time whether they are performing at grade level, slightly below, or significantly below. By using consistent, research-based tools like iReady and CAASPP, we're able to monitor growth and provide tiered instructional support tailored to each student's unique needs.

This Policy has strength in:
Personalized Support: Students are placed into instructional tiers based on actual performance data, allowing educators and families to collaborate on the best pathway for success.
Targeted Interventions: The "Big Ideas", full-class (CMS) instruction, and Advisor approved plan options ensure students who are behind can close gaps faster through daily, standards-aligned support.
Flexibility and Choice: Parents and ESs help select the most appropriate tiered support, ensuring that learning plans reflect each student's individual situation.
Consistency Across TK-12: This approach brings coherence to instruction and assessment practices across all grade levels, making progress easier to track and respond to.

This policy was shaped directly from feedback provided by parents, teachers, and administrators who voiced a need for: Clearer expectations for student support, more consistent use of iReady data, stronger intervention structures that fit the independent study model, and more equitable access to credentialed instruction for students in need. By listening to our stakeholders, we've created a system that is both data-informed and flexible, supporting student achievement while respecting family choice and the diverse ways students learn in our program. These initiatives were developed based on a combination of anecdotal feedback from educational partners and data analysis, reflecting a collaborative effort to address identified needs and prioritize resources where they would have the greatest impact on student success. By responding to the feedback and insights provided by educational partners, the LCAP aims to create a more inclusive and supportive learning environment that meets the diverse needs of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase percent of students who are on track to graduate college and career ready	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal emerged from our commitment to ongoing improvement, aligning closely with the school's vision and mission statements. It was informed by extensive feedback from our Education Partners, derived from thorough analysis of schoolwide data and collaborative discussions. The coordinated actions and metrics outlined are designed to facilitate our students' preparation for college and/or career success upon graduation from Connecting Waters.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1 College Career Indicator (CCI) - Dual Enrollment	1.1 College Career Indicator (CCI) 1.1(A) 57.1% Prepared 1.1(B) 97.7% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 60.9% Prepared 1.1(B) 82.1% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 53.4% Prepared 1.1(B) 87.1% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 60% Prepared 1.1(B) 98% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 3% decline in the number of students Prepared 1.1(B) .3% increase in number of students in the Prepared Met through College Course Completion

1.2	1.2 College Career Indicator (CCI) - CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 57.1% Prepared 1.2(B) 4.5% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 60.9% Prepared 1.2(B) 14.3% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 53.4% Prepared 1.2(B) 6.5% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 60% Prepared 1.2(B) 8% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 3% decline in the number of students Prepared 1.2(B) 2% increase in the number of students in the Prepared Met through CTE Completion
1.3	1.3 College Career Indicator (CCI) - Prepared via Other Measure	1.3 College Career Indicator (CCI) 1.3(A) 57.1% Prepared 1.3(B) 0% of the Prepared Met through Pre-Apprenticeship; 1.3(C) 0% Prepared Met through State Seal of Biliteracy; 1.3(D) 22.7% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 60.9% Prepared 1.3(B) 0% of the Prepared Met through Pre Apprenticeship; 1.3(C) 0% Prepared Met through State Seal of Biliteracy; 1.3(D) 20.4% Prepared Met through UC/CSU Requirements (2023-2024)	1.3 College Career Indicator (CCI) 1.3(A) 53.4% Prepared 1.3(B) 0% of the Prepared Met through Pre Apprenticeship; 1.3(C) 0% Prepared Met through State Seal of Biliteracy; 1.3(D) 12.9% Prepared Met through UC/CSU Requirements (2024-2025)	1.3 College Career Indicator (CCI) 1.3(A) 60% Prepared 1.3(B) 3% of the Prepared Met through Pre Apprenticeship; 1.3(C) 1% Prepared Met through State Seal of Biliteracy; 1.3(D) 25% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 3% decline in the number of students Prepared 1.3(B) no change 1.3(C) no change 1.3(D) 9% decrease in Prepared Met through UC/CSU Requirements (2024-2025)

1.4	1.4(A) Academic Indicator - ELA 1.4(B) Academic Indicator - Math Students with Disabilities (SWD) English Learners (EL) Hispanic (Hisp) Socioeconomically Disadvantaged (SED) White No Performance Color (NPC)	1.4 Academic Indicator 1.4(A) ELA: All Students: 23.3 points below standard (ORANGE) SWD: 94.3 points below standard (RED) EL: 54.7 points below standard (NPC) Hisp: 31.4 points below standard (YELLOW) SED: 39.4 points below standard (ORANGE) White: 25.9 points below standard (ORANGE) 1.4 (B) Math: All Students: 76.4 points below standard (ORANGE) SWD: 134.1 points below standard (ORANGE)	1.4 Academic Indicator 2023-24 1.4 (A) ELA: All Students: 25.6 points below standard (ORANGE) SWD: 82.5 points below standard (ORANGE) EL: 49.4 points below standard (NPC) Hisp: 33.4 points below standard (ORANGE) SED:38.2 points below standard (ORANGE) White: 22.8 points below standard (YELLOW) 1.4 (B) Math: All Students: 85.9 points below standard (ORANGE) SWD: 140.2 points below standard (RED)	1.4 Academic Indicator 2024-25 1.4 (A) ELA: All Students: 25 points below standard (ORANGE) SWD: 96.7 points below standard (RED) EL: 63.3 points below standard (ORANGE) Hisp: 35.3 points below standard (ORANGE) SED: 39.5 points below standard (ORANGE) White: 23.9 points below standard (ORANGE) 1.4 (B) Math: All Students: 77 points below standard (YELLOW) SWD: 137.4 points below standard (RED)	Academic Indicator 1.4(A) ELA: All Students: 20 points below Standard SWD: 91 points below standard EL: 51 points below standard Hisp: 28 points below standard SED: 36 points below standard White: 23 points below standard 1.4 (B) Math: All Students: 73 points below standard SWD: 131 points below standard EL:110 points below standard Hisp: 85 points below standard SED: 96 points below standard White: 54 points below standard	1.4 Academic Indicator Difference 1.4 (A) ELA: All Students: No color status change has occurred SWD: No color status change has occurred. EL: 9 points lower than baseline and classified (ORANGE) Hisp: 4 points improvement but no color status change SED: no change White: 2 points improvement no color status change 1.4 (B) Math: All Students: no change SWD: 3 point decline from baseline and dropped to (RED)

		EL:113 points below standard (NPC) Hisp: 87.8 points below standard (YELLOW) SED: 98.9 points below standard (RED) White: 57 points below standard (YELLOW)	EL: 153.8 points below standard (NPC) Hisp: 105 points below standard (RED) SED: 108 points below standard (RED) White: 58.9 points below standard (ORANGE)	EL: 136.9 points below standard (ORANGE) Hisp: 90.8 points below standard (YELLOW) SED: 102 points below standard (ORANGE) White: 71.8 points below standard (ORANGE)		EL: 23.9 points declined from baseline. Classified (ORANGE) now Hisp: 3 points declined from baseline no color change SED: Moved from (RED) to (ORANGE) White: 13 point decline from baseline dropped from (YELLOW) to (ORANGE)
1.5	1.5 Graduation / Dropout Rate	1.5 Graduation / Dropout Rate 2022-23 89.7% graduated	1.5 Graduation Rate 2023-24 91.8% graduated	1.5 Graduation Rate 2024-25 95% graduated	1.5 Graduation / Dropout Rate 92% graduated	1.5 Graduation Rate: Increased by 5% above baseline
1.6	1.6 Access to a Broad Course of Study - Local Indicator	1.6 Access to a Broad Course of Study - Local Indicator 2022-23 MET	1.6 Access to a Broad Course of Study - Local Indicator 2023-24 MET	1.6 Access to a Broad Course of Study - Local Indicator 2024-25 MET	1.6 Access to a Broad Course of Study - Local Indicator MET	1.6 Access to a Broad Course of Study - Local Indicator remains MET
1.7	1.7 Parent and Family Engagement - Local Indicator	1.7 Parent and Family Engagement - Local Indicator 2022-23 MET	1.7 Parent and Family Engagement - Local Indicator 2023-24 MET	1.7 Parent and Family Engagement - Local Indicator 2024-25 MET	1.7 Parent and Family Engagement - Local Indicator MET	1.7 Parent and Family Engagement - Local Indicator remains MET
1.8	1.8 Local Climate Survey - Local Indicator	1.8 Local Climate Survey - Local Indicator 2022-23 MET	1.8 Local Climate Survey - Local Indicator 2023-24 MET	1.8 Local Climate Survey - Local Indicator 2024-25 MET	1.8 Local Climate Survey - Local Indicator MET	1.8 Local Climate Survey - Local Indicator remains MET

1.9	1.9 Implementation of Academic Standards - Local Indicator	1.9 Implementation of Academic Standards - Local Indicator 2022-23 MET	1.9 Implementation of Academic Standards - Local Indicator 2023-24 MET	1.9 Implementation of Academic Standards - Local Indicator 2024-25 MET	1.9 Implementation of Academic Standards - Local Indicator MET	1.9 Implementation of Academic Standards - Local Indicator remains MET
1.10	1.10 Chronic Absenteeism	1.10 Chronic Absenteeism 2022-23 1.1% chronically absent	1.10 Chronic Absenteeism 2023-24 0.2% (BLUE) chronically absent	1.10 Chronic Absenteeism 2024-25 0.4% (BLUE) chronically absent	1.10 Chronic Absenteeism 0.5% chronically absent	1.10 Chronic Absenteeism Improved by 1.3%
1.11	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 1.11(B) Standards Aligned Materials 1.11(C) Facilities in Good Repair	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2022- 2023 96% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CV Local Priority 1 MET	1.11(A) Teacher Credentialing 2023-24 99% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CV Local Priority 1 MET	1.11(A) Teacher Credentialing 2024-25 99% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CV Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 100% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials	1.11(A) Teacher Credentialing for current staff has improved by 3% over baseline 1.11(B) no change 1.11(C) no change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, implementation of Goal 1 actions continued to mature and build on the foundation established in prior years. The Community College Liaison position was maintained and fully operational throughout the year, providing students with direct support in navigating dual enrollment registration, financial aid, and the community college experience. This was the second full year with this position in place, and the accumulated relationships

with college partners and improved onboarding processes allowed the liaison to serve more students more effectively than in Year 1.

The CTE program continued to expand. Our Animal Science pathway completed its first full year inclusive of a student internship experience, a significant milestone that deepened career-connected learning for participating students. FCCLA and other CTE elective courses continued to grow in enrollment, and transportation supports were maintained to ensure student access to competitions and community events. Staff hiring and training efforts continued to keep the program adequately resourced.

Development and launch of the Virtual Career Center continued, with the platform designed to serve as a centralized hub for college and career planning tools, resources, and counseling access. This resource is being refined based on student and family feedback to ensure it meets the unique needs of our non-classroom-based learners.

The Special Education Liaison positions established in the prior year remained in place and provided ongoing targeted intervention support to students with disabilities in English Language Arts. The Reengagement Team meeting structure, added as a Student Support Team protocol, continued to operate when students missed class meetings or fell behind, with immediate follow-up provided to reduce further loss of instructional time.

No substantive deviations from planned actions occurred. Challenges included the ongoing work of building systems and structures within the Virtual Career Center, which is still in development. Teacher credentialing remained at 99%, and 100% of students retained access to standards-aligned materials.

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.

Where differences existed between budgeted and actual expenditures for Goal 1 actions, they were primarily the result of timing adjustments and the use of other available grant funding prior to drawing on LCAP budgeted funds. As in prior years, grant resources were utilized first to support program implementation, which affected the draw-down sequence but did not result in any reduction in service delivery. Programs were fully staffed and operational as planned. Any remaining differences reflect the natural adjustment of actual costs against projections as programs matured into their second and third year of implementation.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Community College Liaison (Action 1.1) continued to be a highly effective investment. Dual enrollment participation was supported throughout the year, and the College Course Completion pathway remained the primary contributor to CCI preparedness. While overall CCI preparedness declined in 2024-25 to 53.4% from 60.9% in Year 1, the liaison's role in connecting students to community college resources remains a key strategic asset. The decline in overall preparedness is being analyzed in relation to cohort composition and is expected to be addressed through the continued maturation of CTE and Virtual Career Center supports.

CTE Expansion (Action 1.2) demonstrated continued growth, with the CTE Completion pathway rising to 6.5% of the prepared group in 2024-25, up from 4.5% at baseline. The addition of the internship component to the Animal Science pathway in 2025-26 represents the most significant milestone in this program's development and is expected to further increase CTE pathway completion rates as the cohort progresses.

The Virtual Career Center (Action 1.3) is still in active development and has not yet reached full implementation. Its contribution to CCI Preparedness

through Other Measures will be assessed as the platform is fully launched. Investment in this action is ongoing and reflects a long-term commitment to expanding career pathway access for all students, particularly those in underserved populations.

The SpEd Liaison (Action 1.4) provided meaningful support to students with disabilities and their families. While this action does not contribute to the increased or improved services calculation, the targeted ELA intervention work connected to this position is reflected in progress monitoring data for students in the RED band.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goals, metrics, target outcomes, and core actions for Goal 1 remain unchanged for the third year of this LCAP cycle. The decline in overall CCI preparedness in 2024-25 is being monitored closely, and the continued scaling of CTE pathways and the full launch of the Virtual Career Center are expected to contribute to recovery toward the 60% target. The internship component of the Animal Science CTE pathway, now in its first full year, will be a key factor in increasing CTE Completion rates. No actions have been identified as ineffective over the three-year period; rather, the actions are continuing to build momentum and structural capacity. Continued focus will be placed on increasing preparation through UC/CSU Requirements and introducing pathways toward Pre-Apprenticeship and the State Seal of Biliteracy to address the ongoing gaps in those measures.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community College Liaison	Hire / maintain a liaison position to help students register and succeed in Community College	$16,400.00	Yes
1.2	CTE Expansion	Market, recruit & hire additional necessary staff to grow the CTE program	$39,650.00	Yes
1.3	Virtual Career Center	Virtual Career Center Develop, recruit & implement a Virtual Career Center to support students in achieving CCI Prepared	$76,500.00	Yes
1.4	SpEd Liaison	Implement a Special Education Liaison Position to Support ESs and Families. Specific focus with targeted intervention to SpEd Students in English Language Arts to increase student outcomes who fell in Red Performance Indicator	$35,560.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Close the achievement gap in the low performing students in English and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal emerged from our ongoing commitment to continuous improvement, aligning closely with the school's overarching vision and mission. It stems from comprehensive analysis of schoolwide data and collaborative discussions with our Education Partners, whose invaluable feedback guided the development process. The identified actions and metrics are strategically grouped to facilitate the attainment of our goal: to empower students in bridging academic achievement gaps and accessing grade-level content equitably alongside their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2.1 Academic Indicator 2.1(A) ELA 2.1(B) Math	2.1 Academic Indicator 2022-23 2.1(A) ELA: All Students: 23.3 points below standard (ORANGE) SWD: 94.3 points below standard (RED)	2.1 Academic Indicator 2023-24 2.1(A) ELA: All Students: 25.6 points below standard (ORANGE) SWD: 82.5 points below standard	2.1 Academic Indicator 2024-25 2.1 (A) ELA: All Students: 25 points below standard (ORANGE) SWD: 96.7 points below standard	2.1 Academic Indicator 2.1(A) ELA: All Students: 20 points below standard SWD: 91 points below standard EL: 51 points	2.1 Academic Indicator Difference 2.1 (A) ELA: All Students: No color status change has occurred SWD: No color status change has

		EL: 54.7 points below standard (NPC) Hisp: 31.4 points below standard (YELLOW) SED: 39.4 points below standard (ORANGE) White: 25.9 points below standard (ORANGE) 2.1(B) Math: All Students: 76.4 points below standard (ORANGE) SWD: 134.1 points below standard (ORANGE) EL:113 points below standard (NPC) Hisp: 87.8 points below standard (YELLOW) SED: 98.9 points below standard (RED)	(ORANGE) EL: 49.4 points below standard (NPC) Hisp: 33.4 points below standard (ORANGE) SED:38.2 points below standard (ORANGE) White: 22.8 points below standard (YELLOW) 2.1(B) Math: All Students: 85.9 points below standard (ORANGE) SWD: 140.2 points below standard (RED) EL: 153.8 points below standard (NPC) Hisp: 105 points below standard (RED) SED: 108 points	(RED) EL: 63.3 points below standard (ORANGE) Hisp: 35.3 points below standard (ORANGE) SED: 39.5 points below standard (ORANGE) White: 23.9 points below standard (ORANGE) 2.1 (B) Math: All Students: 77 points below standard (YELLOW) SWD: 137.4 points below standard (RED) EL: 136.9 points below standard (ORANGE) Hisp: 90.8 points below standard (YELLOW) SED: 102 points below standard (ORANGE) White: 71.8	below standard Hisp: 28 points below standard SED: 36 points below standard White: 23 points below standard 2.1(B) Math: All Students: 73 points below standard SWD: 131 points below standard EL:110 points below standard Hisp: 85 points below standard SED: 96 points below standard White: 54 points below standard	occurred. EL: 9 points lower than baseline and classified (ORANGE) Hisp: 4 points improvement but no color status change SED: no change White: 2 points improvement no color status change 2.1 (B) Math: All Students: no change SWD: 3 point decline from baseline and dropped to (RED) EL: 23.9 points declined from baseline. Classified (ORANGE) now Hisp: 3 points declined from baseline no color change SED: Moved from (RED) to

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		White: 57 points below standard (YELLOW)	below standard (RED) White: 58.9 points below standard (ORANGE)	points below standard (ORANGE)		(ORANGE) White: 13 point decline from baseline dropped from (YELLOW) to (ORANGE)
2.2	2.2 iReady MATH Growth Scores (Local Data) - Early Grades	2.2 iReady Math Growth Scores (Local Data) 2022-23 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A): Grade 4 83% 2.2(B): Grade 5 78% 2.2(C): Grade 6 60%	2.2 iReady Math Growth Scores (Local Data) 2023-24 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - 73% 2.2(B) Grade 5 - 92% 2.2(C) Grade 6 - 74%	2.2 iReady Math Growth Scores (Local Data) 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - 96 % 2.2(B) Grade 5 - 64% 2.2(C) Grade 6 - 93%	2.2 iReady Math Growth Scores (Local Data) 2.2(A): Grade 4 86% 2.2(B): Grade 5 81% 2.2(C): Grade 6 63%	2.2 iReady Math Growth Scores (Local Data) Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - increased over baseline by 13% 2.2(B) Grade 5 - decreased below baseline by 14% 2.2(C) Grade 6 - increased over baseline by 33%
2.3	2.3 iReady Growth Scores (Local Data) - All Students	2.3 Progress to Annual Typical Growth(Median) 2022-23 2.3(A:) ELA: 92% 2.3(B): MATH: 88%	2.3 Progress to Annual Typical Growth (Median) 2023-24 2.3(A) ELA: 105% 2.3(B) MATH: 83%	2.3 Progress to Annual Typical Growth (Median) 2024-25 2.3(A) ELA: 107% 2.3(B) MATH: 100%	2.3 Progress to Annual Typical Growth(Median) 2.3(A:) ELA: 95% 2.3(B): MATH: 91%	2.3 Progress to Annual Typical Growth (Median) 2.3(A) ELA: increased from baseline by 15% 2.3(B) MATH: increased from baseline by 22%

2.4	2.4 Graduation / Dropout Rate	2.4 Graduation / Dropout Rate 2022-23 89.7% graduated	2.4 Graduation /Dropout Rate 2023-24 91.8% graduated	2.4 Graduation Rate 2024-25 95% graduated	2.4 Graduation / Dropout Rate 92% graduated	2.4 Graduation Rate: Increased by 5% above baseline
2.5	2.5 Parent and Family Engagement - Local Indicator	2.5 Parent and Family Engagement - Local Indicator 2022-23 MET	2.5 Parent and Family Engagement - Local Indicator 2023-24 MET	2.5 Parent and Family Engagement - Local Indicator 2024-25 MET	2.5 Parent and Family Engagement - Local Indicator MET	2.5 Parent and Family Engagement - Local Indicator remains MET
2.6	2.6 Local Climate Survey - Local Indicator	2.6 Local Climate Survey - Local Indicator 2022-23 MET	2.6 Local Climate Survey - Local Indicator 2023-24 MET	2.6 Local Climate Survey - Local Indicator 2024-25 MET	2.6 Local Climate Survey - Local Indicator MET	2.6 Local Climate Survey - Local Indicator Remains MET
2.7	2.7 Implementation of Academic Standards - Local Indicator	2.7 Implementation of Academic Standards - Local Indicator 2022-23 MET	2.7 Implementation of Academic Standards - Local Indicator 2023-24 MET	2.7 Implementation of Academic Standards - Local Indicator 2024-25 MET	2.7 Implementation of Academic Standards - Local Indicator MET	2.7 Implementation of Academic Standards - Local Indicator Remains MET
2.8	2.8 Chronic Absenteeism	2.8 Chronic Absenteeism 2022-23 1.1% chronically absent	2.8 Chronic Absenteeism 2023-24 0.2% (BLUE) chronically absent	2.8 Chronic Absenteeism 2024-25 0.4% (BLUE) chronically absent	2.8 Chronic Absenteeism 0.5% chronically absent	2.8 Chronic Absenteeism Improved by 1.3% over baseline
2.9	2.9 Student Engagement / Climate	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 98.9%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 99.8%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 99.8%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 98.9%	2.9 Student Engagement / Climate 2.9(A) no change 2.9(B) no change 2.9(C) no change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, implementation of Goal 2 actions continued in full with no substantive deviations from the planned approach. The Tiger Time direct instruction program, new this year, remained the cornerstone intervention for students in grades K-8. Students participated in standards-based instruction two days per week in ELA and two days per week in Math, with Friday sessions dedicated to Social-Emotional Learning (SEL) as a component of holistic student support. Credentialed instructors delivered this instruction, and targeted professional development was provided to Tiger Time staff to strengthen fidelity to grade-level standards and evidence-based instructional practices.

High school students were served through Advisory, study skills courses, test-taking skills courses, and skills application classes, as well as open sessions with credentialed teachers for individualized academic support. Students who did not attend Tiger Time or advisory sessions received follow-up phone calls to encourage reengagement and continued attendance, a protocol that was refined this year to improve responsiveness.

The Early Math Specialist position, established in the prior year, continued to provide focused support in grades 4 and 5, leading targeted instruction, coordinating student and family math engagement events, and monitoring diagnostic data through iReady. The Concepts and Skills Review programs remained in place schoolwide, providing structured opportunities for students to revisit and reinforce grade-level content.

LREBG-funded daily direct instruction was incorporated as a required component for the lowest-performing students in the independent study program. This structure provided a minimum of one hour per day of credentialed instruction focused on Tier 1 core standards and Tier 3 individualized intervention, meeting the intent of EC Section 32526(c)(2) and the needs identified in the prior year needs assessment.

A Reengagement Team meeting structure was added to the student support system, convening when a student missed class sessions or fell behind, to provide risk evaluation and recovery planning. The Education Specialist role was also expanded to include Tiger Time responsibilities, integrating direct instruction more fully into the daily work of credentialed staff.

No substantive differences between planned actions and actual implementation were identified. Challenges included continued engagement of families in in-person events and consistent student attendance at intervention sessions, both of which were addressed through proactive outreach and follow-up by staff.

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.

Upon review of the school's upcoming 26-27 budget, it was decided that LREBG funding would be best utilized over the course of the 26-27 and 27-28 Fiscal years, due to the school's current financial standing there is not need to exhaust these funds within the 25-26 school year as planned. All funds that were proportioned to the LREBG have since been encumbered by LCFF or unrestricted funding.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Schoolwide iReady progress data for 2024-25 reflects encouraging results. Progress toward Annual Typical Growth (Median) reached 107% in ELA and 100% in Math, representing increases of 15 percentage points and 22 percentage points, respectively, above the 2022-23 baseline. These gains demonstrate the cumulative effect of three years of targeted intervention, consistent progress monitoring, and tiered instructional supports.

Early grades Math growth scores showed notable improvement in Grades 4 and 6, with Grade 4 reaching 96% of Typical Growth (up 13 points from baseline) and Grade 6 reaching 93% (up 33 points from baseline). Grade 5 declined to 64%, below the baseline of 78%, and remains an area of focused attention for the Early Math Specialist in the coming year.

CAASPP Academic Indicator data shows mixed but directionally improving results for several student groups. Socioeconomically Disadvantaged students moved from RED to ORANGE in Math (2024-25: 102 points below standard), a meaningful shift indicating progress for this population. English Learners improved from 49.4 points below standard to 63.3 points below standard in ELA year over year, though this group remains a continued focus. Hispanic students in Math improved to 90.8 points below standard (YELLOW), up from the RED level in Year 1. Students with Disabilities remain in the RED band in both ELA (96.7 points below standard) and Math (137.4 points below standard), and this continues to be the most critical area of need addressed through targeted intervention and SpEd Liaison supports

The Early Math Literacy action (Action 2.2) continued to demonstrate measurable impact on early grades diagnostic scores. The presence of a dedicated Early Math Specialist provided continuity, structured instruction, and family engagement that are reflected in the improved Grade 4 and Grade 6 iReady growth scores. The Concepts and Skills Review action (Action 2.3) continued to provide valuable reinforcement for students across grade levels, with implementation integrated into Tiger Time and high school support sessions.

Graduation outcomes provided a strong positive indicator of overall student progress. The 2024-25 graduation rate reached 95%, five points above the baseline and three points above the three-year target of 92%. Chronic absenteeism remained at 0.4%, well below both baseline and target. These outcomes reflect the positive impact of the engagement and reengagement structures built into Goal 2 implementation..

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goals, metrics, target outcomes, and core actions for Goal 2 remain unchanged for the third year of this LCAP cycle. The LREBG-funded daily direct instruction component will continue as required under EC Section 52064.4 until remaining funds are expended. We are expanding support classes to further aid with the instruction provided in Tiger Time, especially for math. Online and in person study halls are also being initiated and encouraged to offer further student support. Continued emphasis will be placed on Grade 5 Math growth, where iReady scores declined below baseline, and on sustaining the improvements seen in the SED and Hispanic student groups in Math. The Early Math Specialist position will continue, with programming refined based on the current year diagnostic data. The Reengagement Team meeting protocol will continue as a permanent structural component of student support. No actions have been identified as ineffective over the three-year period; each action has contributed to measurable progress toward the goal and will be continued with ongoing monitoring and adjustment.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Interventions	Tier 2&3 Support in Math and Reading (including High School Intensive, Reading Specialist, Tutoring Support); Specific focus with targeted intervention to SED students in Math to increase student outcomes who fell in Red Performance Indicator. Tier 2&3 Support in Math and Reading (including High School Intensive, Reading Specialist, Tutoring Support): Specific focus with targeted intervention to Hispanic Students in Math to increase student outcomes who fell in the Red Performance Indicator. LREBG: Introduce targeted, standards-based daily instruction led by credentialed educators, to provide the academic scaffolding necessary to support learning recovery and long-term success. Metrics 2.1-2.3; $285,509 through 2026-27.	$755,074.00	Yes
2.2	Early Math Literacy	Develop and Implement Early Math Literacy Supports (Grades 4-5)	$78,105.00	Yes
2.3	Concepts & Skills Review	Implement effective Concepts & Skills Review Programs & Support for Students to Access Grade Level Concepts	$64,780.00	Yes
2.4	Materials/Supplies	Curriculum, Materials & Equipment to support achievement in goal	$84,173.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the percentage of English Language Learner (EL) students who achieve proficiency in English Language Arts and Math.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While we are proud of the progress our English Learners (EL) have made, we acknowledge the ongoing journey ahead. Delving deeper into our local and state data, we've identified a concerning trend: the percentage of EL students meeting or exceeding math standards falls below that of their non-EL counterparts. Similarly, in mastering ELA standards, our EL students lag behind their peers. This underscores the imperative for sustained, targeted support tailored to the unique needs of our EL students. Additionally, we understand the importance of providing ongoing assistance even after their reclassification.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3.1 English Learner Progress	3.1 English Learner Progress: 2022-23 43.8% making progress towards English language proficiency	3.1 English Learner Progress: 2023-24 42.4% making progress towards English language proficiency	3.1 English Learner Progress: 2024-25 36.1% making progress towards English language proficiency	3.1 English Learner Progress: 46% making progress towards English language proficiency	3.1 English Learner Progress: Proficiency progress decreased by 7.7%

3.2	3.2 Implementation of Academic Standards - Local Indicator	3.2 Implementation of Academic Standards - Local Indicator 2022-23 MET	3.2 Implementation of Academic Standards - Local Indicator 2023-24 MET	3.2 Implementation of Academic Standards - Local Indicator 2024-25 MET	3.2 Implementation of Academic Standards - Local Indicator MET	3.2 Implementation of Academic Standards - Local Indicator maintained MET
3.3	3.3 Academic Indicator ELA	3.3 Academic Indicator ELA: 2022-23 3.3(A) Current English Learners 119.7 points below standard 3.3(B) Recently Reclassified English Learners Less than 11 students - data not displayed for privacy English Only (For Comparision Only): 25.4 points below standard	3.3 Academic Indicator ELA: 2023-24 3.3(A) Current English Learners 91.1 points below standard 3.3(B) Recently Reclassified English Learners 13.1 points above standard English Only (For Comparison Only): 27.2 points below standard	3.3 Academic Indicator ELA: 2024-25 3.3(A) Current English Learners 83.1 points below standard 3.3(B) Recently Reclassified English Learners 36.1 points below standard English Only (For Comparison Only): 25.7 points below standard	3.3 Academic Indicator ELA: 3.3(A) Current English Learners 116 points below standard Recently Reclassified 3.3(B) English Learners Less than 11 students - data not displayed for privacy	3.3 Academic Indicator ELA: 3.3(A) Current English Learners improved by 36.6 points 3.3(B) Recently Reclassified English Learners did not have a baseline but are now counted and showing growth English Only (For Comparison Only): no change
3.4	3.4 Academic Indicator MATH	3.4 Academic Indicator MATH: 2022-23 3.4(A) Current English Learners 152.7 points below standard 3.4(B) Recently Reclassified English Learners Less than 11	Academic Indicator MATH: 2023-24 3.4(A) Current English Learners 205.3 points below standard 3.4(B) Recently Reclassified English Learners 76.4 points below	Academic Indicator MATH: 2024-25 3.4(A) Current English Learners 171.2 points below standard 3.4(B) Recently Reclassified English Learners 89.9 points below	3.4 Academic Indicator MATH: 3.4(A) Current English Learners 148 points below standard 3.4(B) Recently Reclassified English Learners Less than 11 students - data not	Academic Indicator MATH: 2023-24 3.4(A) Current English Learners declined 20 points below baseline 3.4(B) Recently Reclassified English Learners now have sufficient

		students - data not displayed for privacy English Only (For Comparision Only): 72.4 points below standard	standard English Only (For Comparison Only): 77.1 points below standard	standard English Only (For Comparison Only): 70.9 points below standard	displayed for privacy	data and are working towards proficiency English Only (For Comparison Only): no change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, implementation of Goal 3 actions continued in full and resulted in some of the most significant student outcomes achieved across this LCAP cycle. All planned actions were carried out as designed, with no substantive deviations from the approved plan.

Core English instruction and Designated English Language Development (DELD) were provided to identified students through a combination of virtual classes and in-person tutoring. Instruction was guided by the California ELD Standards, with intentional integration of both Integrated and Designated ELD across content areas. The dedicated ELD class taught by a credentialed teacher continued to serve Newcomer and Long-Term English Learner (LTEL) populations, addressing the specific language acquisition needs of these subgroups. The department averaged a roster of approximately 113 EL students, 173 RFEP students, 16 LTEL students, and 21 dually identified students.

Tiger Time direct instruction sessions were a required enrollment component for identified EL students, providing consistent additional instructional minutes with English-speaking credentialed teachers three to six sessions per week. The Level Up EL tutoring program also provided students with personalized, just-in-time academic support on a predictable and consistent schedule. The use of in-house tutors contributed to strong attendance, with virtually no student no-shows across the year.

ELPAC testing and EL progress monitoring were fully implemented using the Ellevation data tracking system to support timely identification, placement, and ongoing monitoring of student growth. The EL Coordinator provided direct leadership through regular data updates to teachers, a collaborative attendance monitoring system where teachers flagged absences for immediate family outreach, and continuous staff encouragement. A decrease in extended family travel requests this year allowed for more uninterrupted instruction, which contributed to improved outcomes

Professional development in EL standards continued, with educators receiving training on both Integrated and Designated ELD and preparation for ELPAC testing formats. Staff confidence in language scaffolding and differentiated instruction for EL students continued to grow..

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.

As in the prior year, actual expenditures for Goal 3 actions were lower than budgeted for some line items, primarily due to the availability of internal capacity to manage ELPAC monitoring and professional development without incurring all projected external costs. The core English and DELD instruction action (Action 3.1) was fully funded and implemented as planned. No reduction in services occurred as a result of the spending variation. The overall effectiveness of the program, as reflected in ELPAC outcomes, confirms that services were delivered at a high level of quality regardless of the spending differences. Professional development was provided through the use of Educator Effectiveness Grant funds.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 2025-26 school year produced the strongest EL program outcomes since this LCAP cycle began. Summative ELPAC results showed that 24% of EL students achieved Level 4, more than double the prior year rate. An additional 40% of students achieved Level 3, meaning that 64% of our English Learner population scored at Level 3 or above overall. This represents a breakthrough achievement and directly validates the investments made under Goal 3.

These results were driven by several interconnected factors. The intentional focus by the CWCV teaching team on both Integrated and Designated ELD standards, combined with structured preparation for the ELPAC testing format, contributed significantly to student performance. Increased instructional minutes provided through Tiger Time and Level Up tutoring created a reliable and frequent schedule of English-language instruction that accelerated acquisition. The collaborative monitoring system coordinated by the EL Coordinator ensured that absences were addressed quickly and that students remained consistently engaged with their instructional supports.

Dashboard data from 2024-25 reflects continued improvement for Current English Learners in ELA. Current English Learners scored 83.1 points below standard, an improvement of 36.6 points from the 119.7-point baseline. Recently Reclassified English Learners are now at 36.1 points below standard, with sufficient data to track this group's progress. In Math, Current English Learners improved to 171.2 points below standard from 205.3 in Year 1, a meaningful 34-point improvement. The English Learner Progress Indicator showed 36.1% of EL students making progress toward English language proficiency in 2024-25, which is a decline from the 42.4% reported in Year 1. This indicator will be monitored closely in Year 3, as ELPAC local results suggest a stronger underlying trajectory than the state indicator reflects in isolation. The dually identified student population doubled this year, reflecting growth in this area that will be an ongoing focus.

ELPAC Proctoring (Action 3.2) and Professional Development (Action 3.3) continued to support accurate assessment, informed instructional decisions, and educator readiness to serve EL students effectively. These actions, while lower in direct cost than projected, contributed to the systematic improvements reflected in outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goals, metrics, target outcomes, and core actions for Goal 3 remain unchanged for the third year of this LCAP cycle. The substantial gains in ELPAC performance validate the approach taken under this goal, and the strategies that drove these results will be continued and strengthened. Particular attention will be given to the English Learner Progress Indicator, which declined in 2024-25, to ensure that the growth evidenced in local ELPAC data is reflected in the state indicator as well. The dually identified student population, which doubled this year, will receive continued focused support. Enrollment grew at

the CWCV campus and will be monitored as part of the broader EL program. No actions have been identified as ineffective; each action contributed to the significant progress achieved. The EL Department enters Year 3 energized and focused on building on this momentum.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1]	English Language Development	Provide Core English and Designated English Language Development (DELD) Instruction for English Learners	$62,637.00	Yes
3.2	ELPAC Proctoring	Implement Effective ELPAC Testing & EL Progress Monitoring	$19,993.00	Yes
3.3	Professional Development	Implement Effective Professional Development in EL Standards for all Educators	$16,991.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$953,974	$0.00

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
0.0%	0.0%	$0.00	0.0%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Community College Liaison **Need:** Access to Resources: High-needs students often face barriers to accessing higher education resources and support systems. 2022-23 SED Students show only 53.4% prepared compared to All Students 57.1% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 53.8% prepared compared to All Students 60.9% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide	Providing a community college liaison to our students offers several benefits, particularly for high-needs students, and extending this support on a schoolwide basis can further amplify these advantages. A community college liaison serves as a bridge, connecting students with vital resources such as academic advising, financial aid assistance, and career counseling. By facilitating access to these resources, high-needs students can receive the guidance and support necessary to navigate the college application process successfully. Personalized Support: High-needs students may require additional guidance and support to navigate the complexities of post secondary education. High-needs students may face higher rates of attrition in college due to various factors such as financial constraints, lack of academic preparedness, or inadequate support systems. By fostering a supportive environment and addressing barriers to success, the liaison helps ensure that all students, regardless of their background or circumstances, have the opportunity to thrive in higher education.	College and Career Percentage of Students Graduating Prepared through dual enrollment

1.2	**Action:** CTE Expansion **Need:** For high-needs students who may face challenges in traditional academic settings, CTE provides a tangible connection between their education and future employment opportunities. By engaging in relevant coursework aligned with their interests and career goals, high-needs students are more likely to stay motivated and engaged in their education. 2022-23 SED Students show only 53.4% prepared compared to All Students 57.1% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 53.8% prepared compared to All Students 60.9% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide	Providing Career Technical Education (CTE) to students, particularly high-needs students, offers numerous benefits, and extending it on a schoolwide basis can further enhance these advantages, including real-world relevance, skill development, access to career pathways, equity and access, and college and career readiness. By offering CTE programs universally, schools can empower all students to succeed academically and professionally, regardless of their background or circumstances.	College and Career Percentage of Students Graduating Prepared through CTE completion
1.3	**Action:** Virtual Career Center **Need:** High-needs students may require additional support and guidance to navigate career pathways and make informed decisions about their future. A virtual platform allows for personalized interactions with career counselors and advisors, ensuring that high needs students receive the individualized support they need to succeed. 2022-23 SED Students show only 53.4% prepared	Providing a virtual career center to students, particularly high-needs students, offers several advantages, and extending it on a schoolwide basis can further enhance these benefits, accessibility, flexibility, personalized support, resource accessibility, and equity and inclusion. By extending virtual career services universally, schools can empower all students to explore career options, plan for their future, and achieve their career goals, regardless of their background or circumstances	College and Career Percentage of Students Graduating Prepared through other measures

	compared to All Students 57.1% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 53.8% prepared compared to All Students 60.9% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide		
2.1	**Action:** Interventions **Need:** Our data shows the students who are struggling the most with academics includes our unduplicated pupils. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math 2023-24 SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points	Providing academic interventions to students, especially high-needs students, yields numerous benefits, and extending these interventions on a schoolwide basis can further enhance these advantages such as targeted support, closing achievement gaps, preventing academic failure, building confidence and motivation, and promoting equity and inclusion. By extending academic interventions universally, schools can empower all students to reach their full academic potential and achieve success, regardless of their individual needs or challenges	Academic Indicator ELA & Math

	below standard compared to English Only Learners who scored 27.2 points below standard in ELA SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math 2024-25 SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only Learners who scored 70.9 points below standard in Math. **Scope:** Schoolwide		

2.2	**Action:** Early Math Literacy **Need:** Research indicates that achievement gaps in math often emerge early in a child's education and tend to persist over time. Early math intervention helps prevent the widening of achievement gaps by addressing academic challenges before they become more significant barriers to learning. By providing targeted support to socioeconomically disadvantaged students and second language learners early on, schools can help narrow achievement gaps and promote equitable academic outcomes. Our data shows students in our school begin to struggle with math around Grade 4 2022-23 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 83%; Grade 5 78%; Grade 6 60% SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math 2023-24 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 87%; Grade 5 83%; Grade 6 77% Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard;	Math skills acquired in early childhood serve as the foundation for later academic success. Early intervention helps build a strong math foundation, setting students on a trajectory for future academic achievement. For socioeconomically disadvantaged students and second language learners who may lack access to resources or face language barriers, early math intervention is essential in ensuring they acquire the fundamental skills needed for academic success. While early math intervention is particularly important for socioeconomically disadvantaged students and second language learners, it is also valuable for all students, regardless of need, for several reasons. All students can benefit from early intervention to address potential learning gaps and prevent academic struggles before they escalate. By providing interventions to all students universally, schools can identify and address academic challenges early on, promoting academic success for all students.	iReady MATH Growth Scores (Local Data) - Early Grades

	Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 96%; Grade 5 64%; Grade 6 93%. Math: SED students scored 102.0 points below standard compared to All Students who scored 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only Learners who scored 70.9 points below standard in Math. **Scope:** Schoolwide		

2.3	**Action:** Concepts & Skills Review **Need:** High-needs students may have gaps in their foundational knowledge due to various factors such as academic challenges, language barriers, or limited access to resources. Concepts and skills review help identify and address these learning gaps by providing targeted support and reinforcement in areas where students may be struggling. By systematically reviewing and revisiting essential concepts and skills, high-needs students can fill in learning gaps and build a solid academic foundation. Research suggests that spaced repetition and regular review are effective strategies for promoting long-term retention of information. Concepts and skills review ensure that high-needs students have multiple opportunities to revisit and reinforce previously learned material, increasing the likelihood of retention over time. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math 2023-24	High-needs students may require additional time and support to internalize and retain new concepts and skills. Concepts and skills review provide opportunities for reinforcement and consolidation of learning, helping high-needs students solidify their understanding and mastery of key concepts. This is particularly important when students are using a variety of curriculum options, as review ensures that learning is not fragmented and that students can make meaningful connections between different instructional materials. Providing concepts and skills review is important for high needs students to reinforce learning, address learning gaps, build confidence, and promote long term retention. This practice should extend to all students, regardless of need, to support diverse learners, prevent learning loss, and promote equity and inclusion in education.	iReady Growth Scores (Local Data) - All Students

	ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math 2024-25 SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only Learners who scored 70.9 points below standard in Math. **Scope:** Schoolwide		

2.4	**Action:** Materials/Supplies **Need:** Some students may come from families facing financial constraints or economic hardship. These students may be unable to afford basic school supplies or may have limited access to resources at home. supplies ensures that all students have access to the materials they need to succeed academically and participate fully in educational activities, regardless of their financial situation. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math 2023-24 ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA	Materials and supplies needed to support the development of adequate implementation of above actions above and beyond what all students are provided in their Education Specialist's Instructional Funding budget.	Academic Indicator ELA & Math and / or iReady Growth Scores (Local Data) - All Students

	Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math 2024-25 SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only Learners who scored 70.9 points below standard in Math. **Scope:** Schoolwide		

3.1	**Action:** English Language Development **Need:** Direct instruction in ELA provides second language learners with structured opportunities to develop their English language skills, including vocabulary, grammar, reading comprehension, and writing proficiency. By explicitly teaching language concepts and providing guided practice, direct instruction helps second language learners acquire and reinforce essential language skills necessary for academic success. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math Only 43.8% making progress towards English language proficiency 2023-24 ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA	Direct instruction in ELA is important for second language learners to develop English language proficiency and academic literacy skills. Extending this instruction to all students promotes language development, cultural awareness, academic excellence, and an inclusive learning environment where students from diverse backgrounds can learn and grow together.	English Learner Progress Indicato

	Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math Only 42.4% are making progress towards English language proficiency 2024-25: SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only students who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only students who scored 70.9 points below standard in Math. 36.1% are making progress toward English language proficiency. **Scope:** **Schoolwide**		

3.2	**Action:** ELPAC Proctoring **Need:** Valid interpretation of assessment results relies on consistent and accurate scoring practices. When educators are properly trained to calibrate and score ELPAC assessments, they can confidently interpret students' scores and make informed decisions about their English language development needs. Valid interpretations of assessment results support effective instructional planning and targeted interventions for English learners. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math Only 43.8% making progress towards 2023-24 ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA	Training educators to effectively calibrate and score ELPAC assessments is essential for ensuring consistency, reliability, validity, accountability, fairness, and professional development in English language proficiency assessment practices. By adhering to standardized scoring procedures and criteria, educators can provide accurate and meaningful assessment results that inform instructional decision-making and support English learners' academic success. All qualifying students will participate in the required ELPAC to determine their Language Aquisition Status.	English Learner Progress Indicator

	Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math Only 42.4% are making progress towards English language proficiency 2024-25: SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only students who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only students who scored 70.9 points below standard in Math. 36.1% are making progress toward English language proficiency. **Scope:** Schoolwide		

3.3	**Action:** Professional Development **Need:** Professional development in English development standards is essential for equipping educators with the knowledge, skills, and strategies needed to support the academic success of English learners and promote equitable learning opportunities for all students. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math Only 43.8% making progress towards English language proficiency 2023-24 ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA	Professional development ensures that educators are familiar with English development standards and understand how they align with curriculum goals and objectives. This alignment helps educators effectively integrate language development into content instruction, ensuring that English learners have access to grade-level content while simultaneously building their English language proficiency. All staff can benefit from professional development in English development standards, regardless of their English language proficiency level or background. When educators receive training in effective language instruction and support, all students benefit from: enhanced access to grade-level content; increased opportunities for language development; improved academic achievement and language proficiency; culturally responsive and inclusive learning environments; differentiated instruction that meets diverse learning needs; and collaborative teaching practices that support student success.	English Learner Progress Indicator

	Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math Only 42.4% are making progress towards English language proficiency 2024-25: SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only students who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only students who scored 70.9 points below standard in Math. 36.1% are making progress toward English language proficiency. **Scope:** Schoolwide		

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not 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	1:16	
Staff-to-student ratio of certificated staff providing direct services to students	1:6	

26-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
26-27	$ 9,451,170	$ 953,974	10.094%	0.000%	10.094%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,074,036	$ 258,852	$ -	$ -	$ 1,332,888.00	$ 1,292,888	$ 40,000

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community College Liaison	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 18,315	$ -	$ 18,315	$ -	$ -	$ -	$ 18,315	0.000%
1	1.2	CTE Expansion	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 44,280	$ -	$ 44,280	$ -	$ -	$ -	$ 44,280	0.000%
1	1.3	Virtual Career Center	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 76,500	$ -	$ 76,500	$ -	$ -	$ -	$ 76,500	0.000%
1	1.4	SpEd Liaison	Students with Disabilities	No			All Schools	2024-2027	$ 39,713	$ -	$ 39,713	$ -	$ -	$ -	$ 39,713	0.000%
2	2.1	Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 843,254	$ -	$ 584,402	$ 258,852	$ -	$ -	$ 843,254	0.000%
2	2.2	Early Math Literacy	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 87,226	$ -	$ 87,226	$ -	$ -	$ -	$ 87,226	0.000%
2	2.3	Concepts & Skills Review	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 72,345	$ -	$ 72,345	$ -	$ -	$ -	$ 72,345	0.000%
2	2.4	Materials/Supplies	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
3	3.1	English Language Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 69,952	$ -	$ 69,952	$ -	$ -	$ -	$ 69,952	0.000%
3	3.2	ELPAC Proctoring	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 22,328	$ -	$ 22,328	$ -	$ -	$ -	$ 22,328	0.000%
3	3.3	Professional Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 18,975	$ -	$ 18,975	$ -	$ -	$ -	$ 18,975	0.000%

26-27 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
$ 9,451,170	$ 953,974	10.094%	0.000%	10.094%	$ 1,034,323	0.000%	10.944%	Total:	$ 1,034,323
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,034,323

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	1.1	Community College Liaison	Yes	Schoolwide	All	All Schools	$ 18,315	0.000%
1	1.2	CTE Expansion	Yes	Schoolwide	All	All Schools	$ 44,280	0.000%
1	1.3	Virtual Career Center	Yes	Schoolwide	All	All Schools	$ 76,500	0.000%
1	1.4	SpEd Liaison	No			All Schools	$ -	0.000%
2	2.1	Interventions	Yes	Schoolwide	All	All Schools	$ 584,402	0.000%
2	2.2	Early Math Literacy	Yes	Schoolwide	All	All Schools	$ 87,226	0.000%
2	2.3	Concepts & Skills Review	Yes	Schoolwide	All	All Schools	$ 72,345	0.000%
2	2.4	Materials/Supplies	Yes	Schoolwide	All	All Schools	$ 40,000	0.000%
3	3.1	English Language Development	Yes	Schoolwide	All	All Schools	$ 69,952	0.000%
3	3.2	ELPAC Proctoring	Yes	Schoolwide	All	All Schools	$ 22,328	0.000%
3	3.3	Professional Development	Yes	Schoolwide	All	All Schools	$ 18,975	0.000%

25-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,249,863.00	$ 902,323.36

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)
1	1.1	Community College Liaison	Yes	$ 16,400	$ -
1	1.2	CTE Expansion	Yes	$ 39,650	$ 5,053
1	1.3	Virtual Career Center	Yes	$ 76,500	$ -
1	1.4	SpEd Liaison	No	$ 35,560	$ 20,259
2	2.1	Interventions	Yes	$ 755,074	$ 731,187
2	2.2	Early Math Literacy	Yes	$ 78,105	$ 40,463
2	2.3	Concepts & Skills Review	Yes	$ 64,780	$ 27,799
2	2.4	Materials/Supplies	Yes	$ 84,173	$ 39,744
3	3.1	English Language Development	Yes	$ 62,637	$ 18,249
3	3.2	ELPAC Proctoring	Yes	$ 19,993	$ 19,569
3	3.3	Professional Development	Yes	$ 16,991	$ -

25-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 881,855	$ 928,794	$ 882,065	$ 46,729	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.1	Community College Liaison	Yes	$ 16,400	$ -	0.000%	
1	1.2	CTE Expansion	Yes	$ 39,650	$ 5,053	0.000%	0.000%
1	1.3	Virtual Career Center	Yes	$ 76,500	$ -	0.000%	
1	1.4	SpEd Liaison	No	$ -	$ -	0.000%	0.000%
2	2.1	Interventions	Yes	$ 469,565	$ 731,187	0.000%	0.000%
2	2.2	Early Math Literacy	Yes	$ 78,105	$ 40,463	0.000%	0.000%
2	2.3	Concepts & Skills Review	Yes	$ 64,780	$ 27,799	0.000%	0.000%
2	2.4	Materials/Supplies	Yes	$ 84,173	$ 39,744	0.000%	0.000%
3	3.1	English Language Development	Yes	$ 62,637	$ 18,249	0.000%	0.000%
3	3.2	ELPAC Proctoring	Yes	$ 19,993	$ 19,569	0.000%	0.000%
3	3.3	Professional Development	Yes	$ 16,991	$ -	0.000%	

25-26 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)
$ 8,636,105	$ 881,855	0.000%	10.211%	$ 882,065	0.000%	10.214%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.*

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:*
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

- Include an explanation of how research supports the selected action;
- Identify the metric(s) being used to monitor the impact of the action; and
- Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to

students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific

Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of

LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual

LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Approval of the Connecting Waters Charter School 2026-2027 Local Indicators

Section: XI. Items Scheduled for Consideration and/or Action
Item: D. Approval of the Connecting Waters Charter School 2026-2027 Local Indicators
Purpose:
Submitted by:
Related Material: CWCS Local Priorities Merged Doc.pdf

BACKGROUND:

Approval of the Connecting Waters Charter School 2026-2027 Local Indicators

California Department of Education
December 2023

Local Control Funding Formula (LCFF) Priority 1 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 for Priority 1 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: Note: LEA Responses are in Blue

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Connecting Waters Charter	43.3	42.6%	57.1%	0.0%	0.0%	0.3%	0.0%	0.0%

Note: Data above was pulled from DataQuest on the CA State website. Connecting Waters is a flex based educational program allowing for the use of a state waiver which allows for teachers using subject specific credentials to function in capacities other than the role traditionally defined for districts. In doing so, the data shows as out-of-field, but is acceptable under the use of said waivers.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and: 0

NOTE: Curriculum is purchased, or checked out individually for each student enrolled at the time of enrollment, and each year they continue with the school it is personalized to their needs. As stated in our charter, curricula and materials shall adhere to the California State Frameworks and Content Standards in accordance with the California Public Schools Accountability Act.

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

NOTE: Maintaining and keeping all our facilities in good repair is one of many objectives that Connecting Waters Charter Schools has focused on this year for health and safety. To meet this goal Connecting Waters Charter Schools have done the following: 1. Monthly site inspections that focus on: gas leaks, HVAC, sewer, interior surfaces, overall cleanliness, pest infestation, electrical, restrooms, sinks, fire safety, hazardous material, structural damage, roofs, windows and doors. 2. Daily walkthroughs of the site by a staff member using a checklist.
3. Vetting our Comprehensive School Safety Plan through educational partners and first responders.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 2 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 for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards

- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support**

staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards			3		
Visual and Performing Arts			3		
World Language		2			

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

   Connecting Waters Charter School has set a goal within the LCAP to target areas of need for professional development to ensure students are supported with targeted supplemental supports in a program we are calling “Tiger Time”. This very targeted goal is supported by the LCAP, administration, and staff members to boost student achievement. The 2024-25 school year was the first year of exploration for the program. The 2025-26 school year was the initial year of implementation after professional development for staff. The program was highly praised by students and parents. A fully implemented program is now in place and improving program outcomes will be the focus of the 2026-27 school year.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 3 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 for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing

family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	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.

   Connecting Waters Charter School (CW) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

   CW fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

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.

   Connecting Waters Charter School (CW) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

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addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

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.

Connecting Waters Charter School (CW) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

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Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

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.

   Connecting Waters Charter School has demonstrated meaningful progress in building partnerships by actively incorporating feedback from parents, teachers, and administrators into its instructional support structures. The LEA has developed a tiered intervention system grounded in iReady performance data, enabling educators and Educational Specialists (ESs) to collaborate with families in designing personalized learning plans. Parents are meaningfully included in selecting the appropriate tier of support for their student, reinforcing a shared ownership of learning outcomes. The consistency of this framework across TK–12 ensures that families experience a coherent, predictable system regardless of their child's grade level, strengthening trust and communication between the school and its educational partners.

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.

   While foundational structures are in place, Connecting Waters recognizes the need to deepen the consistency and clarity of its partnership practices. Key focus areas include strengthening the use of iReady data in family-facing

communications so that progress is transparent and actionable, establishing clearer expectations around student support so families understand intervention pathways, and expanding access to credentialed instruction for students with the greatest academic need. The LEA will also work to ensure that intervention structures are uniformly implemented across all educational partners, reducing variability in how tiered supports are communicated and delivered to 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 Partnerships for Student Outcomes.

Connecting Waters is committed to ensuring that underrepresented families — including those facing language barriers, socioeconomic challenges, or limited prior engagement with the independent study model — have equitable access to the partnerships and resources available through the tiered support system. The LEA will prioritize outreach efforts that make iReady data and instructional tier options clearly understandable and accessible to all families. This includes developing culturally responsive communication strategies, offering additional touchpoints with Educational Specialists for families who may need more guided support, and using stakeholder feedback processes that are intentionally inclusive of historically underrepresented voices to continuously refine the program.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
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.	5
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.	5

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.

   Connecting Waters Charter School has established a robust and multi-layered structure for seeking input from educational partners. The school actively engages families through a dedicated Parent Support Department that disseminates timely information via newsletters, listserv announcements, and regular ES communications. Structured input opportunities such as PAC (Parent Advisory Committee) meetings, PAWS sessions, and monthly board meetings provide families with consistent, accessible forums to voice perspectives and influence school decisions. Informal engagement events like Donuts with Directors further lower barriers to participation by creating approachable, relationship-centered spaces for dialogue. The school's recent policy development — shaped directly by feedback from parents, teachers, and administrators — demonstrates that input is not only collected but meaningfully acted upon, resulting in clearer intervention structures, more consistent use of iReady data, and expanded access to credentialed instruction.

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.

   While Connecting Waters has strong input-gathering mechanisms in place, the LEA recognizes the need to ensure that feedback is systematically collected, analyzed, and visibly connected to decision-making outcomes. Focus areas include formalizing feedback loops so families can see how their input

translates into program changes, increasing participation in governance structures like PAC and board meetings beyond regularly engaged families, and ensuring that professional development offerings for parents are responsive to emerging needs identified through data and stakeholder input. The LEA also aims to strengthen the consistency with which Educational Specialists facilitate input-gathering during learning plan meetings, ensuring that family voice is captured across all caseloads equitably.

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.

   Connecting Waters is committed to broadening the diversity of voices informing school decisions. To improve engagement of underrepresented families — including those with language barriers, limited availability due to work or caregiving responsibilities, or limited prior experience in school governance — the LEA will take intentional steps to reduce participation barriers. This includes offering meeting times and formats that accommodate varied schedules, providing translation and interpretation support at PAC and board meetings, and leveraging ES relationships to personally invite and support underrepresented families in participating in input opportunities. The school will also explore targeted outreach through PAWS and informal events to build trust and familiarity with governance processes among families who may feel less confident engaging in formal decision-making structures. Feedback gathered through these efforts will be tracked and used to continuously refine the LEA's approach to inclusive, equitable partnership.

California Department of Education
January 2024

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 for Priority 6 are provided below.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Analysis of school climate data has informed several decisions and actions Connecting Waters is implementing for continuous improvement.

Tiered Academic Support: Declining graduation rates and persistent achievement gaps among Hispanic or Latino students, English Learners, and Socioeconomically Disadvantaged students have reinforced the need for stronger intervention structures. The school has implemented a data-informed tiered support system using iReady diagnostic data to place students into appropriate instructional tiers. Professional development for staff has been expanded to include iReady growth data analysis and differentiated instruction strategies, ensuring educators are equipped to respond to identified needs consistently across all caseloads.

School Safety and Climate Procedures: The Comprehensive School Safety Plan is reviewed and updated annually with input from students, families, law enforcement, and fire safety officials. This stakeholder-inclusive process ensures the plan reflects current community needs. Staff training has been expanded to include Naloxone overdose prevention, epinephrine auto-injector use, and Suicide Prevention, in addition to annual CPR and First Aid certification. A 20-member safety team meets monthly under the direction of the Deputy Executive Director to ensure continuous monitoring and response.

English Learner Support: Given elevated chronic absenteeism and lower academic performance among English Learners, the school has reinforced specialized English Language Development (ELD) instruction designed to build

proficiency while maintaining access to grade-level content. Outreach efforts targeting EL families are being strengthened through Educational Specialist communication and Parent Support Department resources to reduce barriers to consistent participation.

These actions reflect our commitment to using data meaningfully, translating climate and outcome indicators into concrete, equitable improvements for all student groups.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 7 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 for Priority 7 are provided below.

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)

   Connecting Waters Charter School tracks student access to a broad course of study through several locally selected measures. At the secondary level, the school monitors UC/CSU course enrollment and completion rates, CTE pathway participation and completion, and Advanced Placement course enrollment. At all grade levels, individualized Education Plans serve as the primary tracking mechanism, documenting each student's selected courses and learning pathways across core and elective subjects. State assessment participation rates through CAASPP in ELA, Mathematics, and Science provide an additional indicator of whether students are accessing grade-level content across required subject areas. Physical Fitness Test participation rates are tracked at grades 5, 7, and 9. Enrollment data disaggregated by student group, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, is maintained and reported annually to identify any disparities in access across subgroups.

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)

Current data reflects both strengths and gaps in access to a broad course of study. Students across grade levels demonstrate strong participation in physical education, with high rates of engagement in all fitness components at assessed grade levels. At the secondary level, multiple CTE pathways are available, providing students with access to career-focused learning experiences that extend beyond core academic coursework. Advanced Placement courses are offered across multiple subject areas, providing college-level access for academically prepared students.

However, gaps remain in college preparatory course completion, with a meaningful portion of graduates not completing all required A-G courses. Disaggregated data indicates that English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities access and succeed in grade-level content at lower rates than their peers, suggesting that additional supports are needed to ensure equitable access to the full breadth of the curriculum across all student groups.

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)

   Several barriers to broad course of study access have been identified. The independent study model, while flexible and family-centered, presents structural challenges in ensuring all students consistently access the full range of required coursework. Course selection within individualized learning plans does not always align with college preparatory pathways, which may reflect gaps in academic counseling capacity. Current student-to-counselor ratios limit the frequency and depth of advising available to each student, making it difficult to ensure all students are enrolled in coursework that meets their long-term academic and career goals.

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)

   Connecting Waters has implemented and will continue to refine several actions to expand access to a broad course of study for all students. Multiple CTE pathways with internship components provide structured, real-world learning experiences beyond traditional coursework. AP course offerings across subject areas extend college-level access to academically prepared students. Professional development for staff includes curriculum training, use of grade-level state standard checklists, and data-driven instructional planning, ensuring educators are equipped to deliver broad, standards-aligned content across all subject areas.

To address gaps in college preparatory course completion, the school will strengthen academic advising supports and ensure individualized Education Plans more consistently incorporate A-G aligned course sequences. Educational Specialists will be intentionally engaged in academic planning conversations to help offset counseling capacity limitations. For English Learners and Students with Disabilities, the school will continue to expand tiered academic supports, including small group instruction, targeted tutoring, and ongoing progress monitoring. Dedicated staff development days each year support continuous improvement in instructional practice, ensuring all students have meaningful access to a broad and rigorous course of study.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 9 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 for Priority 9 are provided below.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Not Applicable to Connecting Waters

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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 10 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 for Priority 10 are provided below.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Not Applicable

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).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
1. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coversheet

Approval of the Connecting Waters Charter School, East Bay 2026-2027 Local Indicators

Section: XI. Items Scheduled for Consideration and/or Action
Item: E. Approval of the Connecting Waters Charter School, East Bay 2026-2027 Local Indicators
Purpose:
Submitted by:
Related Material: CWEB Local Priorities Merged Doc.pdf

BACKGROUND:

Approval of the Connecting Waters Charter School, East Bay 2026-2027 Local Indicators

California Department of Education
December 2023

Local Control Funding Formula (LCFF) Priority 1 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 for Priority 1 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: Note: LEA Responses are in Blue

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Connecting Waters Charter - East Bay	31.7	47.5%	51.8%	0.0%	0.4%	0.4%	0.0%	0.0%

Note: Data above was pulled from DataQuest on the CA State website. Connecting Waters is a flex based educational program allowing for the use of a state waiver which allows for teachers using subject specific credentials to function in capacities other than the role traditionally defined for districts. In doing so, the data shows as out-of-field, but is acceptable under the use of said waivers.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and: 0

NOTE: Curriculum is purchased, or checked out individually for each student enrolled at the time of enrollment, and each year they continue with the school it is personalized to their needs. As stated in our charter, curricula and materials shall adhere to the California State Frameworks and Content Standards in accordance with the California Public Schools Accountability Act.

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

NOTE: Maintaining and keeping all our facilities in good repair is one of many objectives that Connecting Waters Charter Schools has focused on this year for health and safety. To meet this goal Connecting Waters Charter Schools have done the following: 1. Monthly site inspections that focus on: gas leaks, HVAC, sewer, interior surfaces, overall cleanliness, pest infestation, electrical, restrooms, sinks, fire safety, hazardous material, structural damage, roofs, windows and doors. 2. Daily walkthroughs of the site by a staff member using a checklist.
3. Vetting our Comprehensive School Safety Plan through educational partners and first responders.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 2 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 for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards

- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support**

staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards			3		
Visual and Performing Arts			3		
World Language		2			

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

   Connecting Waters Charter School - East Bay has set a goal within the LCAP to target areas of need for professional development to ensure students are supported with targeted supplemental supports in a program we are calling “Tiger Time”. This very targeted goal is supported by the LCAP, administration, and staff members to boost student achievement. The 2024-25 school year was the first year of exploration for the program. The 2025-26 school year was the initial year of implementation after professional development for staff. The program was highly praised by students and parents. A fully implemented program is now in place and improving program outcomes will be the focus of the 2026-27 school year.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 3 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 for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing

family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	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.

   Connecting Waters Charter School - East Bay (CWEB) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

   CWEB fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

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.

   Connecting Waters Charter School - East Bay (CWEB) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

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addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

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.

Connecting Waters Charter School - East Bay (CWEB) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

CWEB fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

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.

   Connecting Waters Charter School - East Bay has demonstrated meaningful progress in building partnerships by actively incorporating feedback from parents, teachers, and administrators into its instructional support structures. The LEA has developed a tiered intervention system grounded in iReady performance data, enabling educators and Educational Specialists (ESs) to collaborate with families in designing personalized learning plans. Parents are meaningfully included in selecting the appropriate tier of support for their student, reinforcing a shared ownership of learning outcomes. The consistency of this framework across TK–12 ensures that families experience a coherent, predictable system regardless of their child's grade level, strengthening trust and communication between the school and its educational partners.

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.

   While foundational structures are in place, CWEB recognizes the need to deepen the consistency and clarity of its partnership practices. Key focus areas include strengthening the use of iReady data in family-facing communications

so that progress is transparent and actionable, establishing clearer expectations around student support so families understand intervention pathways, and expanding access to credentialed instruction for students with the greatest academic need. The LEA will also work to ensure that intervention structures are uniformly implemented across all educational partners, reducing variability in how tiered supports are communicated and delivered to 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 Partnerships for Student Outcomes.

CWEB is committed to ensuring that underrepresented families — including those facing language barriers, socioeconomic challenges, or limited prior engagement with the independent study model — have equitable access to the partnerships and resources available through the tiered support system. The LEA will prioritize outreach efforts that make iReady data and instructional tier options clearly understandable and accessible to all families. This includes developing culturally responsive communication strategies, offering additional touchpoints with Educational Specialists for families who may need more guided support, and using stakeholder feedback processes that are intentionally inclusive of historically underrepresented voices to continuously refine the program.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
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.	5
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.	5

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.

   CWEB has established a robust and multi-layered structure for seeking input from educational partners. The school actively engages families through a dedicated Parent Support Department that disseminates timely information via newsletters, listserv announcements, and regular ES communications. Structured input opportunities such as PAC (Parent Advisory Committee) meetings, PAWS sessions, and monthly board meetings provide families with consistent, accessible forums to voice perspectives and influence school decisions. Informal engagement events like Donuts with Directors further lower barriers to participation by creating approachable, relationship-centered spaces for dialogue. The school's recent policy development — shaped directly by feedback from parents, teachers, and administrators — demonstrates that input is not only collected but meaningfully acted upon, resulting in clearer intervention structures, more consistent use of iReady data, and expanded access to credentialed instruction.

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.

   While CWEB has strong input-gathering mechanisms in place, the LEA recognizes the need to ensure that feedback is systematically collected, analyzed, and visibly connected to decision-making outcomes. Focus areas include formalizing feedback loops so families can see how their input

translates into program changes, increasing participation in governance structures like PAC and board meetings beyond regularly engaged families, and ensuring that professional development offerings for parents are responsive to emerging needs identified through data and stakeholder input. The LEA also aims to strengthen the consistency with which Educational Specialists facilitate input-gathering during learning plan meetings, ensuring that family voice is captured across all caseloads equitably.

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.

   CWEB is committed to broadening the diversity of voices informing school decisions. To improve engagement of underrepresented families — including those with language barriers, limited availability due to work or caregiving responsibilities, or limited prior experience in school governance — the LEA will take intentional steps to reduce participation barriers. This includes offering meeting times and formats that accommodate varied schedules, providing translation and interpretation support at PAC and board meetings, and leveraging ES relationships to personally invite and support underrepresented families in participating in input opportunities. The school will also explore targeted outreach through PAWS and informal events to build trust and familiarity with governance processes among families who may feel less confident engaging in formal decision-making structures. Feedback gathered through these efforts will be tracked and used to continuously refine the LEA's approach to inclusive, equitable partnership.

California Department of Education
January 2024

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 for Priority 6 are provided below.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Analysis of school climate data has informed several decisions and actions CWEB is implementing for continuous improvement.

Tiered Academic Support: Declining graduation rates and persistent achievement gaps among Hispanic or Latino students, English Learners, and Socioeconomically Disadvantaged students have reinforced the need for stronger intervention structures. The school has implemented a data-informed tiered support system using iReady diagnostic data to place students into appropriate instructional tiers. Professional development for staff has been expanded to include iReady growth data analysis and differentiated instruction strategies, ensuring educators are equipped to respond to identified needs consistently across all caseloads.

School Safety and Climate Procedures: The Comprehensive School Safety Plan is reviewed and updated annually with input from students, families, law enforcement, and fire safety officials. This stakeholder-inclusive process ensures the plan reflects current community needs. Staff training has been expanded to include Naloxone overdose prevention, epinephrine auto-injector use, and Suicide Prevention, in addition to annual CPR and First Aid certification. A 20-member safety team meets monthly under the direction of the Deputy Executive Director to ensure continuous monitoring and response.

English Learner Support: Given elevated chronic absenteeism and lower academic performance among English Learners, the school has reinforced specialized English Language Development (ELD) instruction designed to build

proficiency while maintaining access to grade-level content. Outreach efforts targeting EL families are being strengthened through Educational Specialist communication and Parent Support Department resources to reduce barriers to consistent participation.

These actions reflect our commitment to using data meaningfully, translating climate and outcome indicators into concrete, equitable improvements for all student groups.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 7 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 for Priority 7 are provided below.

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)

   Connecting Waters Charter School - East Bay tracks student access to a broad course of study through several locally selected measures. At the secondary level, the school monitors UC/CSU course enrollment and completion rates, CTE pathway participation and completion, and Advanced Placement course enrollment. At all grade levels, individualized Education Plans serve as the primary tracking mechanism, documenting each student's selected courses and learning pathways across core and elective subjects. State assessment participation rates through CAASPP in ELA, Mathematics, and Science provide an additional indicator of whether students are accessing grade-level content across required subject areas. Physical Fitness Test participation rates are tracked at grades 5, 7, and 9. Enrollment data disaggregated by student group, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, is maintained and reported annually to identify any disparities in access across subgroups.

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)

Current data reflects both strengths and gaps in access to a broad course of study. Students across grade levels demonstrate strong participation in physical education, with high rates of engagement in all fitness components at assessed grade levels. At the secondary level, multiple CTE pathways are available, providing students with access to career-focused learning experiences that extend beyond core academic coursework. Advanced Placement courses are offered across multiple subject areas, providing college-level access for academically prepared students.

However, gaps remain in college preparatory course completion, with a meaningful portion of graduates not completing all required A-G courses. Disaggregated data indicates that English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities access and succeed in grade-level content at lower rates than their peers, suggesting that additional supports are needed to ensure equitable access to the full breadth of the curriculum across all student groups.

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)

   Several barriers to broad course of study access have been identified. The independent study model, while flexible and family-centered, presents structural challenges in ensuring all students consistently access the full range of required coursework. Course selection within individualized learning plans does not always align with college preparatory pathways, which may reflect gaps in academic counseling capacity. Current student-to-counselor ratios limit the frequency and depth of advising available to each student, making it difficult to ensure all students are enrolled in coursework that meets their long-term academic and career goals.

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)

   Connecting Waters - East Bay has implemented and will continue to refine several actions to expand access to a broad course of study for all students. Multiple CTE pathways with internship components provide structured, real-world learning experiences beyond traditional coursework. AP course offerings across subject areas extend college-level access to academically prepared students. Professional development for staff includes curriculum training, use of grade-level state standard checklists, and data-driven instructional planning, ensuring educators are equipped to deliver broad, standards-aligned content across all subject areas.

To address gaps in college preparatory course completion, the school will strengthen academic advising supports and ensure individualized Education Plans more consistently incorporate A-G aligned course sequences. Educational Specialists will be intentionally engaged in academic planning conversations to help offset counseling capacity limitations. For English Learners and Students with Disabilities, the school will continue to expand tiered academic supports, including small group instruction, targeted tutoring, and ongoing progress monitoring. Dedicated staff development days each year support continuous improvement in instructional practice, ensuring all students have meaningful access to a broad and rigorous course of study.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 9 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 for Priority 9 are provided below.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Not Applicable to Connecting Waters East Bay

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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 10 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 for Priority 10 are provided below.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Not Applicable

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).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
1. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coversheet

Approval of the Connecting Waters Charter School, Central Valley 2026-2027 Local Indicators

Section: XI. Items Scheduled for Consideration and/or Action
Item: F. Approval of the Connecting Waters Charter School, Central Valley 2026-2027 Local Indicators
Purpose:
Submitted by:
Related Material: CWCV Local Priorities Merged Doc.pdf

BACKGROUND:

Approval of the Connecting Waters Charter School, Central Valley 2026-2027 Local Indicators

California Department of Education
December 2023

Local Control Funding Formula (LCFF) Priority 1 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 for Priority 1 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: Note: LEA Responses are in Blue

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Connecting Waters Charter School - Central Valley	43.6	44.1%	55.8%	0.0%	0.0%	0.2%	0.0%	0.0%

Note: Data above was pulled from DataQuest on the CA State website. Connecting Waters is a flex based educational program allowing for the use of a state waiver which allows for teachers using subject specific credentials to function in capacities other than the role traditionally defined for districts. In doing so, the data shows as out-of-field, but is acceptable under the use of said waivers.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and: 0

NOTE: Curriculum is purchased, or checked out individually for each student enrolled at the time of enrollment, and each year they continue with the school it is personalized to their needs. As stated in our charter, curricula and materials shall adhere to the California State Frameworks and Content Standards in accordance with the California Public Schools Accountability Act.

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

NOTE: Maintaining and keeping all our facilities in good repair is one of many objectives that Connecting Waters Charter Schools has focused on this year for health and safety. To meet this goal Connecting Waters Charter Schools have done the following: 1. Monthly site inspections that focus on: gas leaks, HVAC, sewer, interior surfaces, overall cleanliness, pest infestation, electrical, restrooms, sinks, fire safety, hazardous material, structural damage, roofs, windows and doors. 2. Daily walkthroughs of the site by a staff member using a checklist.
3. Vetting our Comprehensive School Safety Plan through educational partners and first responders.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 2 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 for Priority 2 are provided below.

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards

- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support**

staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards			3		
Visual and Performing Arts			3		
World Language		2			

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

   Connecting Waters Charter School - Central Valley has set a goal within the LCAP to target areas of need for professional development to ensure students are supported with targeted supplemental supports in a program we are calling “Tiger Time”. This very targeted goal is supported by the LCAP, administration, and staff members to boost student achievement. The 2024-25 school year was the first year of exploration for the program. The 2025-26 school year was the initial year of implementation after professional development for staff. The program was highly praised by students and parents. A fully implemented program is now in place and improving program outcomes will be the focus of the 2026-27 school year.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 3 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 for Priority 3 are provided below.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing

family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	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.

   Connecting Waters Charter School - Central Valley (CWCV) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

   CWCV fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

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.

   Connecting Waters Charter School - Central Valley (CWCV) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

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addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

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.

Connecting Waters Charter School - Central Valley (CWCV) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

CWCV fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

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.

   Connecting Waters Charter School - Central Valley has demonstrated meaningful progress in building partnerships by actively incorporating feedback from parents, teachers, and administrators into its instructional support structures. The LEA has developed a tiered intervention system grounded in iReady performance data, enabling educators and Educational Specialists (ESs) to collaborate with families in designing personalized learning plans. Parents are meaningfully included in selecting the appropriate tier of support for their student, reinforcing a shared ownership of learning outcomes. The consistency of this framework across TK–12 ensures that families experience a coherent, predictable system regardless of their child's grade level, strengthening trust and communication between the school and its educational partners.

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.

   While foundational structures are in place, CWCV recognizes the need to deepen the consistency and clarity of its partnership practices. Key focus areas

include strengthening the use of iReady data in family-facing communications so that progress is transparent and actionable, establishing clearer expectations around student support so families understand intervention pathways, and expanding access to credentialed instruction for students with the greatest academic need. The LEA will also work to ensure that intervention structures are uniformly implemented across all educational partners, reducing variability in how tiered supports are communicated and delivered to 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 Partnerships for Student Outcomes.

CWCV is committed to ensuring that underrepresented families — including those facing language barriers, socioeconomic challenges, or limited prior engagement with the independent study model — have equitable access to the partnerships and resources available through the tiered support system. The LEA will prioritize outreach efforts that make iReady data and instructional tier options clearly understandable and accessible to all families. This includes developing culturally responsive communication strategies, offering additional touchpoints with Educational Specialists for families who may need more guided support, and using stakeholder feedback processes that are intentionally inclusive of historically underrepresented voices to continuously refine the program.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
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.	5
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.	5

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.

   CWCV has established a robust and multi-layered structure for seeking input from educational partners. The school actively engages families through a dedicated Parent Support Department that disseminates timely information via newsletters, listserv announcements, and regular ES communications. Structured input opportunities such as PAC (Parent Advisory Committee) meetings, PAWS sessions, and monthly board meetings provide families with consistent, accessible forums to voice perspectives and influence school decisions. Informal engagement events like Donuts with Directors further lower barriers to participation by creating approachable, relationship-centered spaces for dialogue. The school's recent policy development — shaped directly by feedback from parents, teachers, and administrators — demonstrates that input is not only collected but meaningfully acted upon, resulting in clearer intervention structures, more consistent use of iReady data, and expanded access to credentialed instruction.

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.

   While CWCV has strong input-gathering mechanisms in place, the LEA recognizes the need to ensure that feedback is systematically collected, analyzed, and visibly connected to decision-making outcomes. Focus areas include formalizing feedback loops so families can see how their input

translates into program changes, increasing participation in governance structures like PAC and board meetings beyond regularly engaged families, and ensuring that professional development offerings for parents are responsive to emerging needs identified through data and stakeholder input. The LEA also aims to strengthen the consistency with which Educational Specialists facilitate input-gathering during learning plan meetings, ensuring that family voice is captured across all caseloads equitably.

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.

CWCV is committed to broadening the diversity of voices informing school decisions. To improve engagement of underrepresented families — including those with language barriers, limited availability due to work or caregiving responsibilities, or limited prior experience in school governance — the LEA will take intentional steps to reduce participation barriers. This includes offering meeting times and formats that accommodate varied schedules, providing translation and interpretation support at PAC and board meetings, and leveraging ES relationships to personally invite and support underrepresented families in participating in input opportunities. The school will also explore targeted outreach through PAWS and informal events to build trust and familiarity with governance processes among families who may feel less confident engaging in formal decision-making structures. Feedback gathered through these efforts will be tracked and used to continuously refine the LEA's approach to inclusive, equitable partnership.

California Department of Education
January 2024

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 for Priority 6 are provided below.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Analysis of school climate data has informed several decisions and actions CWCV is implementing for continuous improvement.

Tiered Academic Support: Declining graduation rates and persistent achievement gaps among Hispanic or Latino students, English Learners, and Socioeconomically Disadvantaged students have reinforced the need for stronger intervention structures. The school has implemented a data-informed tiered support system using iReady diagnostic data to place students into appropriate instructional tiers. Professional development for staff has been expanded to include iReady growth data analysis and differentiated instruction strategies, ensuring educators are equipped to respond to identified needs consistently across all caseloads.

School Safety and Climate Procedures: The Comprehensive School Safety Plan is reviewed and updated annually with input from students, families, law enforcement, and fire safety officials. This stakeholder-inclusive process ensures the plan reflects current community needs. Staff training has been expanded to include Naloxone overdose prevention, epinephrine auto-injector use, and Suicide Prevention, in addition to annual CPR and First Aid certification. A 20-member safety team meets monthly under the direction of the Deputy Executive Director to ensure continuous monitoring and response.

English Learner Support: Given elevated chronic absenteeism and lower academic performance among English Learners, the school has reinforced specialized English Language Development (ELD) instruction designed to build

proficiency while maintaining access to grade-level content. Outreach efforts targeting EL families are being strengthened through Educational Specialist communication and Parent Support Department resources to reduce barriers to consistent participation.

These actions reflect our commitment to using data meaningfully, translating climate and outcome indicators into concrete, equitable improvements for all student groups.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 7 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 for Priority 7 are provided below.

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)

   Connecting Waters Charter School - Central Valley tracks student access to a broad course of study through several locally selected measures. At the secondary level, the school monitors UC/CSU course enrollment and completion rates, CTE pathway participation and completion, and Advanced Placement course enrollment. At all grade levels, individualized Education Plans serve as the primary tracking mechanism, documenting each student's selected courses and learning pathways across core and elective subjects. State assessment participation rates through CAASPP in ELA, Mathematics, and Science provide an additional indicator of whether students are accessing grade-level content across required subject areas. Physical Fitness Test participation rates are tracked at grades 5, 7, and 9. Enrollment data disaggregated by student group, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, is maintained and reported annually to identify any disparities in access across subgroups.

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)

Current data reflects both strengths and gaps in access to a broad course of study. Students across grade levels demonstrate strong participation in physical education, with high rates of engagement in all fitness components at assessed grade levels. At the secondary level, multiple CTE pathways are available, providing students with access to career-focused learning experiences that extend beyond core academic coursework. Advanced Placement courses are offered across multiple subject areas, providing college-level access for academically prepared students.

However, gaps remain in college preparatory course completion, with a meaningful portion of graduates not completing all required A-G courses. Disaggregated data indicates that English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities access and succeed in grade-level content at lower rates than their peers, suggesting that additional supports are needed to ensure equitable access to the full breadth of the curriculum across all student groups.

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)

   Several barriers to broad course of study access have been identified. The independent study model, while flexible and family-centered, presents structural challenges in ensuring all students consistently access the full range of required coursework. Course selection within individualized learning plans does not always align with college preparatory pathways, which may reflect gaps in academic counseling capacity. Current student-to-counselor ratios limit the frequency and depth of advising available to each student, making it difficult to ensure all students are enrolled in coursework that meets their long-term academic and career goals.

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)

   Connecting Waters - Central Valley has implemented and will continue to refine several actions to expand access to a broad course of study for all students. Multiple CTE pathways with internship components provide structured, real-world learning experiences beyond traditional coursework. AP course offerings across subject areas extend college-level access to academically prepared students. Professional development for staff includes curriculum training, use of grade-level state standard checklists, and data-driven instructional planning, ensuring educators are equipped to deliver broad, standards-aligned content across all subject areas.

To address gaps in college preparatory course completion, the school will strengthen academic advising supports and ensure individualized Education Plans more consistently incorporate A-G aligned course sequences. Educational Specialists will be intentionally engaged in academic planning conversations to help offset counseling capacity limitations. For English Learners and Students with Disabilities, the school will continue to expand tiered academic supports, including small group instruction, targeted tutoring, and ongoing progress monitoring. Dedicated staff development days each year support continuous improvement in instructional practice, ensuring all students have meaningful access to a broad and rigorous course of study.

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 9 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 for Priority 9 are provided below.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Not Applicable to Connecting Waters Central Valley

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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Priority 10 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 for Priority 10 are provided below.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Not Applicable

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).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
1. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coversheet

Approval of the Connecting Waters Charter School 2026-2027 Budget

Section: XI. Items Scheduled for Consideration and/or Action
Item: G. Approval of the Connecting Waters Charter School 2026-2027 Budget
Purpose:
Submitted by:
Related Material: FY27_CWCS_Budget Package (1).pdf

BACKGROUND:

Approval of the Connecting Waters Charter School 2026-2027 Budget

CHARTER IMPACT

BOARD FINANCIALS

Connecting Waters Charter School

Budget Presentation – 2026-27

CHARTER IMPACT

TK–12 FUNDING HIGHLIGHTS

COLA, Special Education & Student Support

Comparison of Governor's Budget Proposal vs. May Revision

	Governor's Budget Proposal (Jan 2026)	May Revision (May 2026)	Change
COLA (LCFF) Cost-of-Living Adjustment for Local Control Funding Formula	**2.41%** statutory COLA	**2.87%** statutory COLA **4.31%** total COLA (includes super COLA)	↑ **Increased significantly**
Special Education Ongoing Proposition 98 Investments	**$509M** ongoing increase to equalize SPED base rates statewide **Per ADA Amount** **$998** per ADA	**$2.4B** total ongoing increase (includes additional $1.8B) *43% increase over 2025 Budget Act* **Per ADA Amount** **$1,340** per ADA	↑ **Major augmentation** **+$342** per ADA increase
Student Support & Professional Development Block Grant One-Time Proposition 98 Discretionary	**$2.8B** one-time block grant	**$5.0B** one-time block grant	↑ **+$2.2B increase**

ⓘ Current EDCOE SELPA rate (2025–26): **$918 per ADA**
May Revision rate is $422 per ADA higher than EDCOE's current SELPA rate.

Source: 2026–27 Governor's Budget Proposal (Jan 2026) and May Revision (May 2026)

KEY TAKEAWAYS

- The May Revision provides stronger ongoing operational support for LEAs through a higher COLA and significant SPED investment.
- Total COLA increases to 4.31% when including the discretionary "super COLA," providing meaningful flexibility for districts and charters.
- Special Education funding receives a major boost with nearly $2.4B in ongoing increases, advancing rate equity across the state.
- SPED per ADA funding increases from $998 to $1,340, a $342 per ADA improvement. This is $422 per ADA higher than EDCOE's current SELPA rate of $918.
- The Student Support & Professional Development Block Grant is expanded to $5B one-time, offering critical resources for educator recruitment, retention, and training.
- These investments reflect the state's continued commitment to academic recovery, student well-being, and long-term system stability.

CWCS - Budget Highlights

- FY27 budget balanced with **$402K** surplus (**3.4%** of expenses)
- Multi-year projection healthy, with revenues and surpluses increasing annually across next 3 years

	2026-27	2027-28	2028-29
State COLA	*4.31%*	*3.30%*	*3.09%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*
Enrollment	*770.00*	*770.00*	*770.00*
Average Daily Attendance	*759.59*	*759.59*	*759.59*
Total Revenue	**$ 12,327,302**	**$ 12,616,297**	**$ 12,586,324**
Total Expenses	**$ 11,925,555**	**$ 12,246,894**	**$ 12,573,874**
Surplus (Deficit)	**$ 401,747**	**$ 369,402**	**$ 12,450**
Fund Balance, Beginning of Year	$ 8,472,907	$ 8,874,654	$ 9,244,057
Fund Balance, End of Year	**$ 8,874,654**	**$ 9,244,057**	**$ 9,256,507**
	74.4%	***75.5%***	***73.6%***

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	*770*
ADA	*760*
Attendance Rate	*98.6%*
Unduplicated %	*52.8%*
Revenue per ADA	*$16,229*
Expenses per ADA	*$15,700*

Compliance

- SB740 Requirements:

Cert.	Instr.
58.9%	80.7%
2,335,826	90,081

Must exceed 40% / 80%

Pupil:Teacher Ratio
17.22 :1

Must be equal to or less than 25:1

CWCS – Revenue & Expenses

	Annual/Full Year Budget
Revenue	
State Aid-Rev Limit	$ 10,153,101
Federal Revenue	39,940
Other State Revenue	1,008,780
Other Local Revenue	1,125,481
Total Revenue	**$ 12,327,302**

Revenue: +7% YoY, driven by:

- ADA growth: **+10.5%**
- Super-COLA: **+4.31%**
- State SPED funding rate increase: **+46%** = **+$258K**
- Specialty Funding: -**$230K**

	Annual/Full Year Budget
Expenses	
Certificated Salaries	$ 5,167,499
Classified Salaries	1,003,343
Benefits	2,291,198
Books and Supplies	1,499,770
Subagreement Services	735,793
Operations	208,100
Facilities	95,900
Professional Services	856,551
Depreciation	67,400
Interest	-
Total Expenses	**$ 11,925,555**

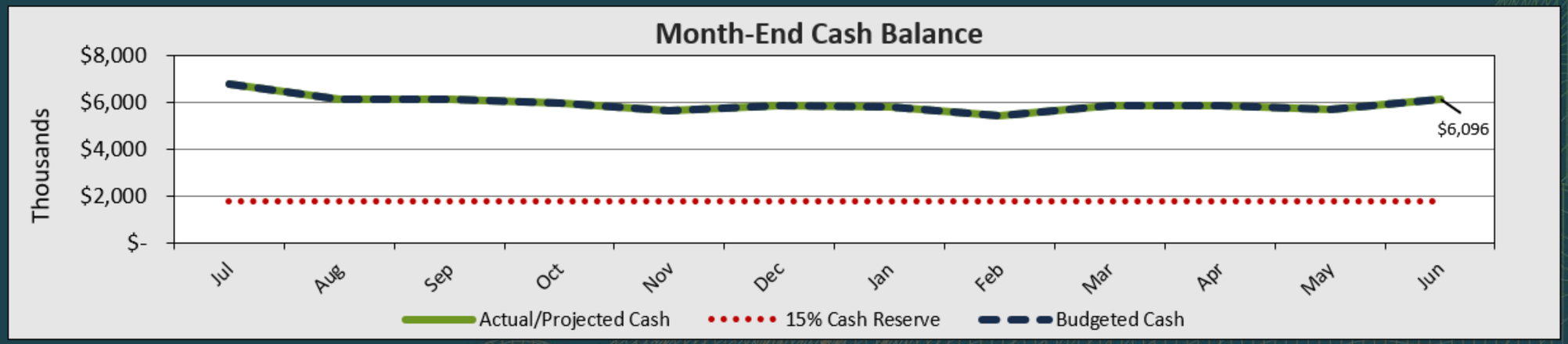
Expenses: +7.5% YoY

- **Staffing: +4.3%**
  - Incorporates appropriate salary increases
- **Other Expenses:** Increased in line with FY26 estimated actuals per ADA plus CA CPI (+3.76%)

CWCS – Fund & Cash Balance

	Annual/Full Year Budget
Total Surplus(Deficit)	**$ 401,747**
Beginning Fund Balance	8,472,907
Ending Fund Balance	**$ 8,874,654**
As a % of Annual Expenses	*74.4%*

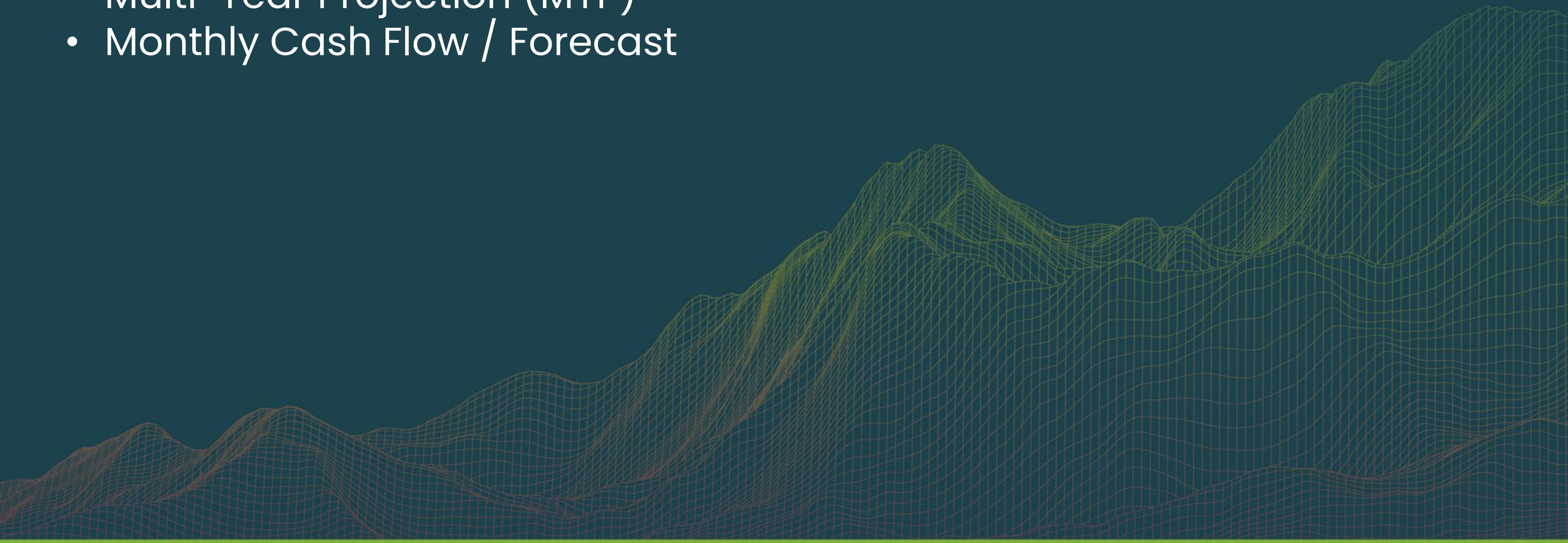
- Fund balance and surplus within state and authorizer requirements
- Fund balance subject to change, pending June 2026 financial close



- No borrowing anticipated in current year or future years budgets

Appendix

- Adopted Budget Alternative Form
- Multi-Year Projection (MYP)
- Monthly Cash Flow / Forecast



CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name:	**Connecting Waters Charter School**
(name continued)	
CDS #:	**50 75572 5030317**
Charter Approving Entity:	**Waterford Unified**
County:	**Stanislaus**
Charter #:	**0477**
Fiscal Year:	**2026/27**

To the entity that approved the charter school:

(x) 2026/27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print Name: Tammy Hushaw Title: Acting Executive Director

To the County Superintendent of Schools:

(x) 2026/27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Jose M. Aldaco Title: Superintendent

For additional information on the BUDGET, please contact:

For Approving Entity:	For Charter School:
Jose M. Aldaco	Jason Sitomer
Name	Name
Superintendent	Head of Finance, Charter Impact
Title	Title
209-874-1809	888-474-0322
Telephone	Telephone
jaldaco@waterford.k12.ca.us	jsitomer@charterimpact.com
E-mail address	E-mail address

(___) 2026/27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
District Advisor

Revised 5/8/19

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Waters Charter School
(name continued)
CDS #: 50 75572 5030317
Charter Approving Entity: Waterford Unified
County: Stanislaus
Charter #: 0477
Budgeting Period: 2026/27

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	5,483,162.00	6,678,613.00		6,678,613.00
Education Protection Account State Aid - Current Year	8012	2,686,143.00	2,137,405.00		2,137,405.00
State Aid - Prior Years	8019	326,399.00	0.00		0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,047,530.76	1,337,083.00		1,337,083.00
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		9,543,234.76	10,153,101.00	0.00	10,153,101.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	42,000.00			0.00
Special Education - Federal	8181, 8182				0.00
Child Nutrition - Federal	8220				0.00
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299			39,940.00	39,940.00
Total, Federal Revenues		42,000.00	0.00	39,940.00	39,940.00
3. Other State Revenues					
Special Education - State	StateRevSE				0.00
All Other State Revenues	StateRevAO	1,885,603.02	188,217.69	577,995.22	766,212.91
Total, Other State Revenues		1,885,603.02	188,217.69	577,995.22	766,212.91
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	648,139.00	88,750.00	1,036,731.20	1,125,481.20
Total, Local Revenues		648,139.00	88,750.00	1,036,731.20	1,125,481.20
5. TOTAL REVENUES		12,118,976.79	10,430,068.69	1,654,666.42	12,084,735.11
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	3,801,428.82	3,330,648.86	668,326.44	3,998,975.30
Certificated Pupil Support Salaries	1200	444,234.83	183,278.76	270,883.77	454,162.53
Certificated Supervisors' and Administrators' Salaries	1300	641,759.55	665,816.45	48,545.15	714,361.60
Other Certificated Salaries	1900		0.00	0.00	0.00
Total, Certificated Salaries		4,887,423.20	4,179,744.07	987,755.36	5,167,499.43
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	218,358.64	238,560.72	0.00	238,560.72
Non-certificated Support Salaries	2200	8,212.07	3,492.81	0.00	3,492.81
Non-certificated Supervisors' and Administrators' Sal.	2300	5,278.16	2,323.65	0.00	2,323.65
Clerical and Office Salaries	2400	724,249.59	644,746.03	79,227.07	723,973.10
Other Non-certificated Salaries	2900	15,000.00		34,992.27	34,992.27
Total, Non-certificated Salaries		971,098.47	889,123.21	114,219.35	1,003,342.55

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Waters Charter School

(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
3. Employee Benefits					
STRS	3101-3102	933,497.84	799,358.56	187,633.84	986,992.40
PERS	3201-3202	260,351.49	234,728.52	30,153.91	264,882.43
OASDI / Medicare / Alternative	3301-3302	145,156.86	119,493.93	32,190.52	151,684.45
Health and Welfare Benefits	3401-3402	804,302.03	658,308.85	161,411.15	819,720.00
Unemployment Insurance	3501-3502	2,929.37	4,743.95	1,466.51	6,210.46
Workers' Compensation Insurance	3601-3602	59,991.31	50,730.16	10,978.26	61,708.42
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
Other Employee Benefits	3901-3902				0.00
Total, Employee Benefits		2,206,228.90	1,867,363.97	423,834.19	2,291,198.16
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	0.00			0.00
Books and Other Reference Materials	4200	0.00			0.00
Materials and Supplies	4300	868,626.44	955,696.79	41,321.70	997,018.49
Noncapitalized Equipment	4400	34,406.77	502,751.81	0.00	502,751.81
Food	4700	403,541.00			0.00
Total, Books and Supplies		1,306,574.21	1,458,448.60	41,321.70	1,499,770.30
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	117,377.42	251,092.91	484,700.00	735,792.91
Travel and Conferences	5200	34,087.56	0.00	0.00	0.00
Dues and Memberships	5300	59,121.64	39,100.00	0.00	39,100.00
Insurance	5400	36,624.00	67,800.00	0.00	67,800.00
Operations and Housekeeping Services	5500	93,161.67	42,000.00	0.00	42,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,274,411.24	95,900.00	0.00	95,900.00
Transfers of Direct Costs	5700-5799		170,950.65	(170,950.65)	0.00
Professional/Consulting Services & Operating Expend.	5800	52,847.03	851,700.16	0.00	851,700.16
Communications	5900		59,200.00	0.00	59,200.00
Total, Services and Other Operating Expenditures		1,667,630.56	1,577,743.72	313,749.35	1,891,493.07
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	*6900*	60,986.00	67,400.00		67,400.00
Total, Capital Outlay		60,986.00	67,400.00	0.00	67,400.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		11,099,941.33	10,039,823.58	1,880,879.93	11,920,703.51
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,019,035.45	390,245.11	(226,213.51)	164,031.60

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Waters Charter School

(name continued)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,019,035.45	390,245.11	(226,213.51)	164,031.60
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	7,720,932.89	8,841,920.83	226,213.51	9,068,134.34
b. Adjustments/Restatements to Beginning Balance	9793, 9795	328,166.00			0.00
c. Adjusted Beginning Balance		8,049,098.89	8,841,920.83	226,213.51	9,068,134.34
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,068,134.34	9,232,165.94	(0.00)	9,232,165.94
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	1,653,846.22	1,788,105.53		1,788,105.53
Unassigned / Unappropriated Amount	9790	7,414,288.12	7,444,060.42	(0.00)	7,444,060.41

Revised 5/8/19

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Waters Charter School
(name continued)
CDS #: 50 75572 5030317
Charter Approving Entity: Waterford Unified
County: Stanislaus
Charter #: 0477
Fiscal Year: 2026/27

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2026/27 Unrestricted	FY 2026/27 Restricted	FY 2026/27 Total	Totals for 2027/28	Totals for 2028/29
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	6,678,613.00	0.00	6,678,613.00	6,914,096.00	7,169,283.00
Education Protection Account State Aid - Current Year	8012	2,137,405.00	0.00	2,137,405.00	2,207,939.00	2,276,164.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,337,083.00	0.00	1,337,083.00	1,337,083.00	1,337,083.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		10,153,101.00	0.00	10,153,101.00	10,459,118.00	10,782,530.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	39,940.00	39,940.00	39,940.00	39,940.00
Total, Federal Revenues		0.00	39,940.00	39,940.00	39,940.00	39,940.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	0.00	0.00	0.00	0.00
All Other State Revenues	StateRevAO	188,217.69	577,995.22	766,212.91	638,592.93	638,373.08
Total, Other State Revenues		188,217.69	577,995.22	766,212.91	638,592.93	638,373.08
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	88,750.00	1,036,731.20	1,125,481.20	1,125,481.20	1,125,481.20
Total, Local Revenues		88,750.00	1,036,731.20	1,125,481.20	1,125,481.20	1,125,481.20
5. TOTAL REVENUES		10,430,068.69	1,654,666.42	12,084,735.11	12,263,132.13	12,586,324.28
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,330,648.86	668,326.44	3,998,975.30	4,113,518.94	4,227,052.07
Certificated Pupil Support Salaries	1200	183,278.76	270,883.77	454,162.53	468,604.90	481,538.40
Certificated Supervisors' and Administrators' Salaries	1300	665,816.45	48,545.15	714,361.60	737,078.30	757,421.66
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		4,179,744.07	987,755.36	5,167,499.43	5,319,202.15	5,466,012.12
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	238,560.72	0.00	238,560.72	246,146.95	252,940.61
Non-certificated Support Salaries	2200	3,492.81	0.00	3,492.81	3,603.88	3,703.34
Non-certificated Supervisors' and Administrators' Sal.	2300	2,323.65	0.00	2,323.65	2,397.54	2,463.72
Clerical and Office Salaries	2400	644,746.03	79,227.07	723,973.10	714,515.01	734,235.63
Other Non-certificated Salaries	2900	0.00	34,992.27	34,992.27	36,105.03	37,101.53
Total, Non-certificated Salaries		889,123.21	114,219.35	1,003,342.55	1,002,768.41	1,030,444.82

Revised 5/8/19

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Waters Charter School

(name continued)

Description	Object Code	FY 2026/27 Unrestricted	FY 2026/27 Restricted	FY 2026/27 Total	Totals for 2027/28	Totals for 2028/29
3. Employee Benefits						
STRS	3101-3102	799,358.56	187,633.84	986,992.40	1,015,967.62	1,044,008.32
PERS	3201-3202	234,728.52	30,153.91	264,882.43	268,741.93	266,885.21
OASDI / Medicare / Alternative	3301-3302	119,493.93	32,190.52	151,684.45	153,840.21	158,086.20
Health and Welfare Benefits	3401-3402	658,308.85	161,411.15	819,720.00	845,787.10	869,130.82
Unemployment Insurance	3501-3502	4,743.95	1,466.51	6,210.46	6,088.34	6,064.00
Workers' Compensation Insurance	3601-3602	50,730.16	10,978.26	61,708.42	63,219.71	64,964.57
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,867,363.97	423,834.19	2,291,198.16	2,353,644.91	2,409,139.12
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	955,696.79	41,321.70	997,018.49	1,028,723.68	1,057,116.45
Noncapitalized Equipment	4400	502,751.81	0.00	502,751.81	518,739.32	533,056.52
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		1,458,448.60	41,321.70	1,499,770.30	1,547,463.00	1,590,172.97
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	251,092.91	484,700.00	735,792.91	759,191.12	780,144.80
Travel and Conferences	5200	0.00	0.00	0.00	0.00	0.00
Dues and Memberships	5300	39,100.00	0.00	39,100.00	40,343.38	41,456.86
Insurance	5400	67,800.00	0.00	67,800.00	69,956.04	71,886.83
Operations and Housekeeping Services	5500	42,000.00	0.00	42,000.00	43,335.60	44,531.66
Rentals, Leases, Repairs, and Noncap. Improvements	5600	95,900.00	0.00	95,900.00	96,742.70	97,497.36
Transfers of Direct Costs	5700-5799	170,950.65	(170,950.65)	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	851,700.16	0.00	851,700.16	878,615.70	903,212.90
Communications	5900	59,200.00	0.00	59,200.00	61,082.56	62,768.44
Total, Services and Other Operating Expenditures		1,577,743.72	313,749.35	1,891,493.07	1,949,267.11	2,001,498.84
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	*6900*	67,400.00	0.00	67,400.00	69,543.32	71,462.72
Total, Capital Outlay		67,400.00	0.00	67,400.00	69,543.32	71,462.72
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		10,039,823.58	1,880,879.93	11,920,703.51	12,241,888.89	12,568,730.60
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		390,245.11	(226,213.51)	164,031.60	21,243.24	17,593.68

Revised 5/8/19

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Waters Charter School

(name continued)

Description	Object Code	FY 2026/27 Unrestricted	FY 2026/27 Restricted	FY 2026/27 Total	Totals for 2027/28	Totals for 2028/29
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		390,245.11	(226,213.51)	164,031.60	21,243.24	17,593.68
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	8,841,920.83	226,213.51	9,068,134.34	9,232,165.94	9,253,409.18
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		8,841,920.83	226,213.51	9,068,134.34	9,232,165.94	9,253,409.18
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,232,165.94	(0.00)	9,232,165.94	9,253,409.18	9,271,002.87
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	0.00		0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	1,788,105.53	0.00	1,788,105.53	1,836,283.33	1,885,309.59
Undesignated / Unappropriated Amount	9790	7,444,060.42	(0.00)	7,444,060.41	7,417,125.85	7,385,693.28

Revised 5/8/19

FY26-27 Connecting Waters Charter School Original Budget

Multi-Year Forecast

Revised 6/6/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*
Enrollment	*770.00*	*770.00*	*770.00*
Average Daily Attendance	*759.59*	*759.59*	*759.59*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 6,678,613	$ 6,914,096	$ 7,169,283
8012 Education Protection Account	2,137,405	2,207,939	2,276,164
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,337,083	1,337,083	1,337,083
	10,153,101	10,459,118	10,782,530
Federal Revenue			
8296 Other Federal Revenue	39,940	39,940	39,940
	39,940	39,940	39,940
Other State Revenue			25,920
8550 Mandated Cost	22,931	25,143	25,920
8560 State Lottery	206,608	206,608	206,608
8599 Other State Revenue	779,240	760,006	405,844
	1,008,780	991,758	638,373
Other Local Revenue			
8660 Interest Revenue	78,750	78,750	78,750
8690 Other Local Revenue	1,036,731	1,036,731	1,036,731
8699 School Fundraising	10,000	10,000	10,000
	1,125,481	1,125,481	1,125,481
Total Revenue	**$ 12,327,302**	**$ 12,616,297**	**$ 12,586,324**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	3,709,447	3,814,784	3,920,072
1170 Teachers' Substitute Hours	114,676	118,323	121,588
1175 Teachers' Extra Duty/Stipends	174,852	180,413	185,392
1200 Pupil Support Salaries	454,163	468,605	481,538
1300 Administrators' Salaries	714,362	737,078	757,422
	5,167,499	5,319,202	5,466,012
Classified Salaries			
2100 Instructional Salaries	238,561	246,147	252,941
2200 Support Salaries	3,493	3,604	3,703
2300 Classified Administrators' Salaries	2,324	2,398	2,464
2400 Clerical and Office Staff Salaries	723,973	714,515	734,236
2900 Other Classified Salaries	34,992	36,105	37,102
	1,003,343	1,002,768	1,030,445
Benefits			
3101 STRS	986,992	1,015,968	1,044,008
3202 PERS	264,882	268,742	266,885
3301 OASDI	62,207	62,172	63,888
3311 Medicare	89,477	91,669	94,199
3401 Health and Welfare	819,720	845,787	869,131
3501 State Unemployment	6,210	6,088	6,064
3601 Workers' Compensation	61,708	63,220	64,965
	2,291,198	2,353,645	2,409,139
Books and Supplies	68.64%		
4302 School Supplies	45,118	46,553	47,838
4305 Software	905,300	934,089	959,869
4310 Office Expense	38,800	40,034	41,139
4311 Business Meals	7,800	8,048	8,270
4400 Noncapitalized Equipment	502,752	518,739	533,057
4700 Food Services	-	-	-
	1,499,770	1,547,463	1,590,173
Subagreement Services			
5102 Special Education	484,700	500,113	513,917
5103 Substitute Teacher	71,500	73,774	75,810
5106 Other Educational Consultants	179,593	185,304	190,418
	735,793	759,191	780,145
Operations and Housekeeping			
5300 Dues & Memberships	39,100	40,343	41,457
5400 Insurance	67,800	69,956	71,887

FY26-27 Connecting Waters Charter School Original Budget

Multi-Year Forecast

Revised 6/6/26

CHARTER IMPACT

		2026-27 Budget	2027-28 Forecast	2028-29 Forecast
5501	Utilities	26,600	27,446	28,203
5502	Janitorial Services	7,100	7,326	7,528
5516	Miscellaneous Expense	8,300	8,564	8,800
5900	Communications	51,500	53,138	54,604
5901	Postage and Shipping	7,700	7,945	8,164
		208,100	214,718	220,644
Facilities, Repairs and Other Leases				
5601	Rent	69,400	69,400	69,400
5602	Additional Rent	1,900	1,960	2,015
5603	Equipment Leases	13,100	13,517	13,890
5610	Repairs and Maintenance	11,500	11,866	12,193
		95,900	96,743	97,497
Professional/Consulting Services				
5801	IT	20,600	21,255	21,842
5802	Audit & Taxes	28,700	29,613	30,430
5803	Legal	64,800	66,861	68,706
5804	Professional Development	39,000	40,240	41,351
5805	General Consulting	269,700	278,276	285,957
5806	Special Activities/Field Trips	59,089	60,968	62,651
5811	Management Fee	273,132	281,817	289,595
5812	District Oversight Fee	101,531	104,591	107,825
		856,551	883,621	908,357
Depreciation				
6900	Depreciation Expense	67,400	69,543	71,463
		67,400	69,543	71,463
Interest				
		-	-	-
Total Expenses		**$ 11,925,555**	**$ 12,246,894**	**$ 12,573,874**
Surplus (Deficit)		**$ 401,747**	**$ 369,402**	**$ 12,450**
	Fund Balance, Beginning of Year	$ 8,472,907	$ 8,874,654	$ 9,244,057
	Fund Balance, End of Year	**$ 8,874,654**	**$ 9,244,057**	**$ 9,256,507**
		74.4%	***75.5%***	***73.6%***
Cash Flow Adjustments				
	Surplus (Deficit)	401,747	369,402	12,450
	Cash Flows From Operating Activities			
	Depreciation/Amortization	67,400	69,543	71,463
	Public Funding Receivables	(1,618,218)	161,079	(56,553)
	Grants and Contributions Rec.	-	-	-
	Due To/From Related Parties	-	-	-
	Prepaid Expenses	-	-	-
	Other Assets	-	-	-
	Accounts Payable	38,396	(1,587)	1,578
	Accrued Expenses	-	-	-
	Deferred Revenue	-	(210,858)	(210,858)
	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	(1,110,674)	387,580	(181,920)
	Cash, Beginning of Year	7,206,510	6,095,836	6,483,416
	Cash, End of Year	**$ 6,095,836**	**$ 6,483,416**	**$ 6,301,496**

FY26-27 Connecting Waters Charter School Original Budget

Monthly Cash Flow/Forecast FY26-27

Revised 6/6/26

Actuals Through:

ADA = 759.59

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 759.59	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	302,274	302,274	544,093	544,093	544,093	544,093	544,093	670,721	670,721	670,721	670,721	670,720	**6,678,613**	6,678,613	-
8012	Education Protection Account	-	-	534,351	-	-	534,351	-	-	534,351	-	-	-	534,352	**2,137,405**	2,137,405	-
8096	In Lieu of Property Taxes	-	72,620	145,239	96,826	96,826	96,826	96,826	96,826	211,698	105,849	105,849	105,849	105,849	**1,337,083**	1,337,083	-
		-	374,893	981,864	640,919	640,919	1,175,270	640,919	640,919	1,416,770	776,570	776,570	776,570	1,310,921	**10,153,101**	**10,153,101**	**-**
Federal Revenue																	
8296	Other Federal Revenue	-	-	-	9,985	-	-	9,985	-	-	9,985	-	-	9,985	**39,940**	39,940	-
		-	-	-	9,985	-	-	9,985	-	-	9,985	-	-	9,985	**39,940**	**39,940**	**-**
Other State Revenue																	
8550	Mandated Cost	-	-	-	-	-	22,931	-	-	-	-	-	-	-	**22,931**	22,931	-
8560	State Lottery	-	-	-	-	-	-	46,755	-	-	46,755	-	-	113,098	**206,608**	206,608	-
8599	Other State Revenue	-	3,311	3,311	184,214	5,960	5,960	184,214	5,960	5,960	184,214	5,960	5,960	184,214	**779,240**	779,240	-
		-	3,311	3,311	184,214	5,960	28,891	230,970	5,960	5,960	230,970	5,960	5,960	297,312	**1,008,780**	**1,008,780**	**-**
Other Local Revenue																	
8660	Interest Revenue	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	-	**78,750**	78,750	-
8690	Other Local Revenue	-	-	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	-	**1,036,731**	1,036,731	-
8699	School Fundraising	833	833	833	833	833	833	833	833	833	833	833	833	-	**10,000**	10,000	-
		7,396	7,396	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	-	**1,125,481**	**1,125,481**	**-**
Total Revenue		**7,396**	**385,600**	**1,096,244**	**946,187**	**757,948**	**1,315,230**	**992,943**	**757,948**	**1,533,799**	**1,128,593**	**893,599**	**893,599**	**1,618,218**	**12,327,302**	**12,327,302**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	370,945	370,945	370,945	370,945	370,945	370,945	370,945	370,945	370,945	370,945	-	-	**3,709,447**	3,709,447	-
1170	Teachers' Substitute Hours	-	11,468	11,468	11,468	11,468	11,468	11,468	11,468	11,468	11,468	11,468	-	-	**114,676**	114,676	-
1175	Teachers' Extra Duty/Stipends	-	17,485	17,485	17,485	17,485	17,485	17,485	17,485	17,485	17,485	17,485	-	-	**174,852**	174,852	-
1200	Pupil Support Salaries	-	45,416	45,416	45,416	45,416	45,416	45,416	45,416	45,416	45,416	45,416	-	-	**454,163**	454,163	-
1300	Administrators' Salaries	59,530	59,530	59,530	59,530	59,530	59,530	59,530	59,530	59,530	59,530	59,530	59,530	-	**714,362**	714,362	-
		59,530	504,844	504,844	504,844	504,844	504,844	504,844	504,844	504,844	504,844	504,844	59,530	-	**5,167,499**	**5,167,499**	**-**
Classified Salaries																	
2100	Instructional Salaries	-	23,856	23,856	23,856	23,856	23,856	23,856	23,856	23,856	23,856	23,856	-	-	**238,561**	238,561	-
2200	Support Salaries	-	349	349	349	349	349	349	349	349	349	349	-	-	**3,493**	3,493	-
2300	Classified Administrators'	194	194	194	194	194	194	194	194	194	194	194	194	-	**2,324**	2,324	-
2400	Clerical and Office Staff Salaries	60,331	60,331	60,331	60,331	60,331	60,331	60,331	60,331	60,331	60,331	60,331	60,331	-	**723,973**	723,973	-
2900	Other Classified Salaries	-	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	-	**34,992**	34,992	-
		60,525	87,911	87,911	87,911	87,911	87,911	87,911	87,911	87,911	87,911	87,911	63,706	-	**1,003,343**	**1,003,343**	**-**
Benefits																	
3101	STRS	11,370	96,425	96,425	96,425	96,425	96,425	96,425	96,425	96,425	96,425	96,425	11,370	-	**986,992**	986,992	-
3202	PERS	15,979	23,209	23,209	23,209	23,209	23,209	23,209	23,209	23,209	23,209	23,209	16,818	-	**264,882**	264,882	-
3301	OASDI	3,753	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	3,950	-	**62,207**	62,207	-
3311	Medicare	1,741	8,595	8,595	8,595	8,595	8,595	8,595	8,595	8,595	8,595	8,595	1,787	-	**89,477**	89,477	-
3401	Health and Welfare	68,310	68,310	68,310	68,310	68,310	68,310	68,310	68,310	68,310	68,310	68,310	68,310	-	**819,720**	819,720	-
3501	State Unemployment	311	311	311	311	311	311	1,553	1,242	621	311	311	311	-	**6,210**	6,210	-
3601	Workers' Compensation	1,201	5,928	5,928	5,928	5,928	5,928	5,928	5,928	5,928	5,928	5,928	1,232	-	**61,708**	61,708	-
		102,663	208,227	208,227	208,227	208,227	208,227	209,469	209,159	208,538	208,227	208,227	103,778	-	**2,291,198**	**2,291,198**	**-**
Books and Supplies																	
4302	School Supplies	183	2,769	4,961	5,044	3,084	2,784	3,200	5,638	4,967	5,419	3,911	1,708	1,451	**45,118**	45,118	-
4305	Software	75,442	75,442	75,442	75,442	75,442	75,442	75,442	75,442	75,442	75,442	75,442	75,442	-	**905,300**	905,300	-
4310	Office Expense	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	-	**38,800**	38,800	-
4311	Business Meals	650	650	650	650	650	650	650	650	650	650	650	650	-	**7,800**	7,800	-
4400	Noncapitalized Equipment	2,044	30,851	55,278	56,201	34,364	31,019	35,661	62,824	55,348	60,388	43,578	19,033	16,163	**502,752**	502,752	-
		81,553	112,945	139,564	140,570	116,773	113,127	118,186	147,787	139,640	145,132	126,814	100,066	17,614	**1,499,770**	**1,499,770**	**-**
Subagreement Services																	
5102	Special Education	40,392	40,392	40,392	40,392	40,392	40,392	40,392	40,392	40,392	40,392	40,392	40,392	-	**484,700**	484,700	-
5103	Substitute Teacher	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	5,958	-	**71,500**	71,500	-
5106	Other Educational Consultants	730	11,021	19,746	20,076	12,276	11,080	12,739	22,442	19,771	21,572	15,567	6,799	5,774	**179,593**	179,593	-
		47,080	57,371	66,096	66,426	58,626	57,430	59,089	68,792	66,121	67,922	61,917	53,149	5,774	**735,793**	**735,793**	**-**

FY26-27 Connecting Waters Charter School Original Budget

Monthly Cash Flow/Forecast FY26-27

Revised 6/6/26

Actuals Through:

ADA = 759.59

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Operations and Housekeeping																	
5300	Dues & Memberships	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	-	**39,100**	39,100	-
5400	Insurance	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	-	**67,800**	67,800	-
5501	Utilities	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217	-	**26,600**	26,600	-
5502	Janitorial Services	592	592	592	592	592	592	592	592	592	592	592	592	-	**7,100**	7,100	-
5516	Miscellaneous Expense	692	692	692	692	692	692	692	692	692	692	692	692	-	**8,300**	8,300	-
5900	Communications	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	-	**51,500**	51,500	-
5901	Postage and Shipping	642	642	642	642	642	642	642	642	642	642	642	642	-	**7,700**	7,700	-
		17,342	17,342	17,342	17,342	17,342	17,342	17,342	17,342	17,342	17,342	17,342	17,342	-	**208,100**	**208,100**	**-**
Facilities, Repairs and Other Leases																	
5601	Rent	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	-	**69,400**	69,400	-
5602	Additional Rent	158	158	158	158	158	158	158	158	158	158	158	158	-	**1,900**	1,900	-
5603	Equipment Leases	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	-	**13,100**	13,100	-
5610	Repairs and Maintenance	958	958	958	958	958	958	958	958	958	958	958	958	-	**11,500**	11,500	-
		7,992	7,992	7,992	7,992	7,992	7,992	7,992	7,992	7,992	7,992	7,992	7,992	-	**95,900**	**95,900**	**-**
Professional/Consulting Services																	
5801	IT	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	-	**20,600**	20,600	-
5802	Audit & Taxes	-	-	-	9,567	9,567	9,567	-	-	-	-	-	-	-	**28,700**	28,700	-
5803	Legal	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	-	**64,800**	64,800	-
5804	Professional Development	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	-	**39,000**	39,000	-
5805	General Consulting	22,475	22,475	22,475	22,475	22,475	22,475	22,475	22,475	22,475	22,475	22,475	22,475	-	**269,700**	269,700	-
5806	Special Activities/Field Trips	240	3,626	6,497	6,605	4,039	3,646	4,191	7,384	6,505	7,097	5,122	2,237	1,900	**59,089**	59,089	-
5811	Management Fee	22,761	22,761	22,761	22,761	22,761	22,761	22,761	22,761	22,761	22,761	22,761	22,761	-	**273,132**	273,132	-
5812	District Oversight Fee	-	3,749	9,819	6,409	6,409	11,753	6,409	6,409	14,168	7,766	7,766	7,766	13,109	**101,531**	101,531	-
		55,843	62,978	71,918	78,184	75,617	80,568	66,203	69,396	76,275	70,466	68,490	65,605	15,009	**856,551**	**856,551**	**-**
Depreciation																	
6900	Depreciation Expense	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	-	**67,400**	67,400	-
		5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	-	**67,400**	**67,400**	**-**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**438,144**	**1,065,225**	**1,109,510**	**1,117,113**	**1,082,949**	**1,083,058**	**1,076,653**	**1,118,838**	**1,114,279**	**1,115,452**	**1,089,153**	**476,784**	**38,396**	**11,925,555**	**11,925,555**	**-**
Monthly Surplus (Deficit)		**(430,748)**	**(679,625)**	**(13,266)**	**(170,926)**	**(325,001)**	**232,172**	**(83,710)**	**(360,891)**	**419,519**	**13,141**	**(195,554)**	**416,814**	**1,579,821**	**401,747**	**401,747**	**-**
															3.3%		
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(430,748)	(679,625)	(13,266)	(170,926)	(325,001)	232,172	(83,710)	(360,891)	419,519	13,141	(195,554)	416,814	1,579,821	**401,747**		
Cash flows from operating activities																	
	Depreciation/Amortization	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	-	**67,400**		
	Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(1,618,218)	**(1,618,218)**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	38,396	**38,396**		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
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		(425,132)	(674,008)	(7,650)	(165,309)	(319,384)	237,789	(78,093)	(355,274)	425,136	18,758	(189,938)	422,431				
Cash, Beginning of Month		7,206,510	6,781,379	6,107,370	6,099,721	5,934,412	5,615,028	5,852,816	5,774,723	5,419,449	5,844,585	5,863,343	5,673,405				
Cash, End of Month		**6,781,379**	**6,107,370**	**6,099,721**	**5,934,412**	**5,615,028**	**5,852,816**	**5,774,723**	**5,419,449**	**5,844,585**	**5,863,343**	**5,673,405**	**6,095,836**				

Cert.	Instr.
58.9%	75.9%
2,335,826	**(509,919)**

Pupil:Teacher Ratio
17.22 :1

FY26-27 Connecting Waters Charter School Original Budget

Monthly Cash Flow/Forecast FY27-28

Revised 6/6/26

ADA = 759.59

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 759.59	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	345,705	345,705	622,269	622,269	622,269	622,269	622,269	622,269	622,269	622,269	622,269	622,269	**6,914,096**	6,678,613	235,483
8012 Education Protection Account	-	-	-	534,351	-	-	534,351	-	-	587,252	-	-	551,985	**2,207,939**	2,137,405	70,534
8096 In Lieu of Property Taxes	-	80,225	160,450	106,967	106,967	106,967	106,967	106,967	187,192	93,596	93,596	93,596	93,596	**1,337,083**	1,337,083	-
	-	425,930	506,155	1,263,587	729,235	729,235	1,263,587	729,235	809,460	1,303,116	715,864	715,864	1,267,849	**10,459,118**	**10,153,101**	**306,017**
Federal Revenue																
8296 Other Federal Revenue	-	-	-	9,985	-	-	9,985	-	-	9,985	-	-	9,985	**39,940**	39,940	-
	-	-	-	9,985	-	-	9,985	-	-	9,985	-	-	9,985	**39,940**	**39,940**	**-**
Other State Revenue																
8550 Mandated Cost	-	-	-	-	-	25,143	-	-	-	-	-	-	-	**25,143**	22,931	2,212
8560 State Lottery	-	-	-	-	-	-	51,652	-	-	51,652	-	-	103,304	**206,608**	206,608	-
8599 Other State Revenue	-	-	-	-	494,004	-	-	-	-	190,001	-	-	76,001	**760,006**	779,240	(19,234)
	-	-	-	-	494,004	25,143	51,652	-	-	241,654	-	-	179,305	**991,758**	1,008,780	(17,022)
Other Local Revenue																
8660 Interest Revenue	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	-	**78,750**	78,750	-
8690 Other Local Revenue	-	-	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	-	**1,036,731**	1,036,731	-
8699 School Fundraising	833	833	833	833	833	833	833	833	833	833	833	833	-	**10,000**	10,000	-
	7,396	7,396	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	-	**1,125,481**	**1,125,481**	**-**
Total Revenue	**7,396**	**433,326**	**617,224**	**1,384,640**	**1,334,308**	**865,448**	**1,436,293**	**840,304**	**920,529**	**1,665,824**	**826,933**	**826,933**	**1,457,139**	**12,616,297**	**12,327,302**	**288,995**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	381,478	381,478	381,478	381,478	381,478	381,478	381,478	381,478	381,478	381,478	-	-	**3,814,784**	3,709,447	(105,337)
1170 Teachers' Substitute Hours	-	11,832	11,832	11,832	11,832	11,832	11,832	11,832	11,832	11,832	11,832	-	-	**118,323**	114,676	(3,647)
1175 Teachers' Extra Duty/Stipends	-	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	18,041	-	-	**180,413**	174,852	(5,560)
1200 Pupil Support Salaries	-	46,860	46,860	46,860	46,860	46,860	46,860	46,860	46,860	46,860	46,860	-	-	**468,605**	454,163	(14,442)
1300 Administrators' Salaries	61,423	61,423	61,423	61,423	61,423	61,423	61,423	61,423	61,423	61,423	61,423	61,423	-	**737,078**	714,362	(22,717)
	61,423	519,636	519,636	519,636	519,636	519,636	519,636	519,636	519,636	519,636	519,636	61,423	-	**5,319,202**	**5,167,499**	**(151,703)**
Classified Salaries																
2100 Instructional Salaries	-	24,615	24,615	24,615	24,615	24,615	24,615	24,615	24,615	24,615	24,615	-	-	**246,147**	238,561	(7,586)
2200 Support Salaries	-	360	360	360	360	360	360	360	360	360	360	-	-	**3,604**	3,493	(111)
2300 Classified Administrators' Salaries	200	200	200	200	200	200	200	200	200	200	200	200	-	**2,398**	2,324	(74)
2400 Clerical and Office Staff Salaries	59,543	59,543	59,543	59,543	59,543	59,543	59,543	59,543	59,543	59,543	59,543	59,543	-	**714,515**	723,973	9,458
2900 Other Classified Salaries	-	3,282	3,282	3,282	3,282	3,282	3,282	3,282	3,282	3,282	3,282	3,282	-	**36,105**	34,992	(1,113)
	59,743	88,000	88,000	88,000	88,000	88,000	88,000	88,000	88,000	88,000	88,000	63,025	-	**1,002,768**	**1,003,343**	**574**
Benefits																
3101 STRS	11,704	99,256	99,256	99,256	99,256	99,256	99,256	99,256	99,256	99,256	99,256	11,704	-	**1,015,968**	986,992	(28,975)
3202 PERS	16,211	23,547	23,547	23,547	23,547	23,547	23,547	23,547	23,547	23,547	23,547	17,063	-	**268,742**	264,882	(3,860)
3301 OASDI	3,750	5,447	5,447	5,447	5,447	5,447	5,447	5,447	5,447	5,447	5,447	3,948	-	**62,172**	62,207	36
3311 Medicare	1,783	8,805	8,805	8,805	8,805	8,805	8,805	8,805	8,805	8,805	8,805	1,831	-	**91,669**	89,477	(2,191)
3401 Health and Welfare	70,482	70,482	70,482	70,482	70,482	70,482	70,482	70,482	70,482	70,482	70,482	70,482	-	**845,787**	819,720	(26,067)
3501 State Unemployment	304	304	304	304	304	304	1,522	1,218	609	304	304	304	-	**6,088**	6,210	122
3601 Workers' Compensation	1,230	6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073	1,263	-	**63,220**	61,708	(1,511)
	105,466	213,915	213,915	213,915	213,915	213,915	215,133	214,828	214,219	213,915	213,915	106,595	-	**2,353,645**	**2,291,198**	**(62,447)**
Books and Supplies																
4302 School Supplies	189	2,857	5,119	5,204	3,182	2,872	3,302	5,817	5,125	5,592	4,035	1,762	1,497	**46,553**	45,118	(1,435)
4305 Software	77,841	77,841	77,841	77,841	77,841	77,841	77,841	77,841	77,841	77,841	77,841	77,841	-	**934,089**	905,300	(28,789)
4310 Office Expense	3,336	3,336	3,336	3,336	3,336	3,336	3,336	3,336	3,336	3,336	3,336	3,336	-	**40,034**	38,800	(1,234)
4311 Business Meals	671	671	671	671	671	671	671	671	671	671	671	671	-	**8,048**	7,800	(248)
4400 Noncapitalized Equipment	2,109	31,832	57,036	57,989	35,457	32,005	36,795	64,822	57,108	62,308	44,964	19,638	16,677	**518,739**	502,752	(15,988)
	84,146	116,536	144,002	145,040	120,487	116,725	121,945	152,487	144,080	149,747	130,846	103,248	18,174	**1,547,463**	**1,499,770**	**(47,693)**
Subagreement Services																
5102 Special Education	41,676	41,676	41,676	41,676	41,676	41,676	41,676	41,676	41,676	41,676	41,676	41,676	-	**500,113**	484,700	(15,413)
5103 Substitute Teacher	6,148	6,148	6,148	6,148	6,148	6,148	6,148	6,148	6,148	6,148	6,148	6,148	-	**73,774**	71,500	(2,274)
5106 Other Educational Consultants	754	11,371	20,374	20,715	12,666	11,433	13,144	23,156	20,400	22,258	16,062	7,015	5,957	**185,304**	179,593	(5,711)
	48,577	59,195	68,198	68,539	60,490	59,257	60,968	70,980	68,224	70,082	63,886	54,839	5,957	**759,191**	**735,793**	**(23,398)**

FY26-27 Connecting Waters Charter School Original Budget

CHARTER IMPACT

Monthly Cash Flow/Forecast FY27-28

Revised 6/6/26

ADA = 759.59

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Operations and Housekeeping																
5300 Dues & Memberships	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	3,362	-	**40,343**	39,100	(1,243)
5400 Insurance	5,830	5,830	5,830	5,830	5,830	5,830	5,830	5,830	5,830	5,830	5,830	5,830	-	**69,956**	67,800	(2,156)
5501 Utilities	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	-	**27,446**	26,600	(846)
5502 Janitorial Services	610	610	610	610	610	610	610	610	610	610	610	610	-	**7,326**	7,100	(226)
5516 Miscellaneous Expense	714	714	714	714	714	714	714	714	714	714	714	714	-	**8,564**	8,300	(264)
5900 Communications	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	-	**53,138**	51,500	(1,638)
5901 Postage and Shipping	662	662	662	662	662	662	662	662	662	662	662	662	-	**7,945**	7,700	(245)
	17,893	17,893	17,893	17,893	17,893	17,893	17,893	17,893	17,893	17,893	17,893	17,893	-	**214,718**	**208,100**	**(6,618)**
Facilities, Repairs and Other Leases																
5601 Rent	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	-	**69,400**	69,400	-
5602 Additional Rent	163	163	163	163	163	163	163	163	163	163	163	163	-	**1,960**	1,900	(60)
5603 Equipment Leases	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	-	**13,517**	13,100	(417)
5610 Repairs and Maintenance	989	989	989	989	989	989	989	989	989	989	989	989	-	**11,866**	11,500	(366)
	8,062	8,062	8,062	8,062	8,062	8,062	8,062	8,062	8,062	8,062	8,062	8,062	-	**96,743**	**95,900**	**(843)**
Professional/Consulting Services																
5801 IT	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	-	**21,255**	20,600	(655)
5802 Audit & Taxes	-	-	-	9,871	9,871	9,871	-	-	-	-	-	-	-	**29,613**	28,700	(913)
5803 Legal	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	5,572	-	**66,861**	64,800	(2,061)
5804 Professional Development	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	-	**40,240**	39,000	(1,240)
5805 General Consulting	23,190	23,190	23,190	23,190	23,190	23,190	23,190	23,190	23,190	23,190	23,190	23,190	-	**278,276**	269,700	(8,576)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	20,323	20,323	20,323	-	-	-	**60,968**	59,089	(1,879)
5811 Management Fee	23,485	23,485	23,485	23,485	23,485	23,485	23,485	23,485	23,485	23,485	23,485	23,485	-	**281,817**	273,132	(8,686)
5812 District Oversight Fee	-	4,259	5,062	12,636	7,292	7,292	12,636	7,292	8,095	13,031	7,159	7,159	12,678	**104,591**	101,531	(3,060)
	57,371	61,630	62,432	79,878	74,534	74,534	70,007	84,986	85,788	90,725	64,529	64,529	12,678	**883,621**	**856,551**	**(27,070)**
Depreciation																
6900 Depreciation Expense	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	-	**69,543**	67,400	(2,143)
	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	-	**69,543**	**67,400**	**(2,143)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**448,476**	**1,090,662**	**1,127,933**	**1,146,757**	**1,108,811**	**1,103,816**	**1,107,438**	**1,162,666**	**1,151,698**	**1,163,855**	**1,112,562**	**485,410**	**36,810**	**12,246,894**	**11,925,555**	**(321,340)**
Monthly Surplus (Deficit)	**(441,081)**	**(657,337)**	**(510,709)**	**237,883**	**225,497**	**(238,369)**	**328,855**	**(322,362)**	**(231,168)**	**501,969**	**(285,629)**	**341,524**	**1,420,329**	**369,402**	**401,747**	**(32,345)**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(441,081)	(657,337)	(510,709)	237,883	225,497	(238,369)	328,855	(322,362)	(231,168)	501,969	(285,629)	341,524	1,420,329	**369,402**		
Cash flows from operating activities																
Depreciation/Amortization	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	-	**69,543**		
Public Funding Receivables	1,310,921	-	184,214	-	-	113,098	9,985	-	-	-	-	-	(1,457,139)	**161,079**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(38,396)	-	-	-	-	-	-	-	-	-	-	-	36,810	**(1,587)**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(210,858)	-	**(210,858)**		
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	837,239	(651,541)	(320,700)	243,678	231,292	(119,476)	344,635	(316,567)	(225,373)	507,764	(279,834)	136,461				
Cash, Beginning of Month	6,095,836	6,933,075	6,281,533	5,960,834	6,204,512	6,435,804	6,316,328	6,660,964	6,344,397	6,119,024	6,626,788	6,346,955				
Cash, End of Month	**6,933,075**	**6,281,533**	**5,960,834**	**6,204,512**	**6,435,804**	**6,316,328**	**6,660,964**	**6,344,397**	**6,119,024**	**6,626,788**	**6,346,955**	**6,483,416**				

FY26-27 Connecting Waters Charter School Original Budget

Monthly Cash Flow/Forecast FY28-29

Revised 6/6/26

ADA = 759.59

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
															ADA = 759.59	
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	358,464	358,464	645,235	645,235	645,235	645,235	645,235	645,235	645,235	645,235	645,235	645,235	**7,169,283**	6,914,096	255,187
8012 Education Protection Account	-	-	-	534,351	-	-	534,351	-	-	587,252	-	-	620,210	**2,276,164**	2,207,939	68,225
8096 In Lieu of Property Taxes	-	80,225	160,450	106,967	106,967	106,967	106,967	106,967	187,192	93,596	93,596	93,596	93,596	**1,337,083**	1,337,083	-
	-	438,689	518,914	1,286,553	752,202	752,202	1,286,553	752,202	832,427	1,326,083	738,831	738,831	1,359,041	**10,782,530**	**10,459,118**	**323,412**
Federal Revenue																
8296 Other Federal Revenue	-	-	-	9,985	-	-	9,985	-	-	9,985	-	-	9,985	**39,940**	39,940	-
	-	-	-	9,985	-	-	9,985	-	-	9,985	-	-	9,985	**39,940**	**39,940**	**-**
Other State Revenue																
8550 Mandated Cost	-	-	-	-	-	25,143	-	-	-	-	-	-	777	**25,920**	25,143	777
8560 State Lottery	-	-	-	-	-	-	51,652	-	-	51,652	-	-	103,304	**206,608**	206,608	-
8599 Other State Revenue	-	-	-	-	263,799	-	-	-	-	101,461	-	-	40,584	**405,844**	760,006	(354,161)
	-	-	-	-	263,799	25,143	51,652	-	-	153,113	-	-	144,666	**638,373**	991,758	(353,385)
Other Local Revenue																
8660 Interest Revenue	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	-	**78,750**	78,750	-
8690 Other Local Revenue	-	-	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	103,673	-	**1,036,731**	1,036,731	-
8699 School Fundraising	833	833	833	833	833	833	833	833	833	833	833	833	-	**10,000**	10,000	-
	7,396	7,396	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	111,069	-	**1,125,481**	**1,125,481**	**-**
Total Revenue	**7,396**	**446,085**	**629,983**	**1,407,607**	**1,127,070**	**888,414**	**1,459,259**	**863,271**	**943,496**	**1,600,250**	**849,900**	**849,900**	**1,513,692**	**12,586,324**	**12,616,297**	**(29,973)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	392,007	392,007	392,007	392,007	392,007	392,007	392,007	392,007	392,007	392,007	-	-	**3,920,072**	3,814,784	(105,288)
1170 Teachers' Substitute Hours	-	12,159	12,159	12,159	12,159	12,159	12,159	12,159	12,159	12,159	12,159	-	-	**121,588**	118,323	(3,266)
1175 Teachers' Extra Duty/Stipends	-	18,539	18,539	18,539	18,539	18,539	18,539	18,539	18,539	18,539	18,539	-	-	**185,392**	180,413	(4,979)
1200 Pupil Support Salaries	-	48,154	48,154	48,154	48,154	48,154	48,154	48,154	48,154	48,154	48,154	-	-	**481,538**	468,605	(12,933)
1300 Administrators' Salaries	63,118	63,118	63,118	63,118	63,118	63,118	63,118	63,118	63,118	63,118	63,118	63,118	-	**757,422**	737,078	(20,343)
	63,118	533,978	533,978	533,978	533,978	533,978	533,978	533,978	533,978	533,978	533,978	63,118	-	**5,466,012**	**5,319,202**	**(146,810)**
Classified Salaries																
2100 Instructional Salaries	-	25,294	25,294	25,294	25,294	25,294	25,294	25,294	25,294	25,294	25,294	-	-	**252,941**	246,147	(6,794)
2200 Support Salaries	-	370	370	370	370	370	370	370	370	370	370	-	-	**3,703**	3,604	(99)
2300 Classified Administrators'	205	205	205	205	205	205	205	205	205	205	205	205	-	**2,464**	2,398	(66)
2400 Clerical and Office Staff Salaries	61,186	61,186	61,186	61,186	61,186	61,186	61,186	61,186	61,186	61,186	61,186	61,186	-	**734,236**	714,515	(19,721)
2900 Other Classified Salaries	-	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	-	**37,102**	36,105	(996)
	61,392	90,429	90,429	90,429	90,429	90,429	90,429	90,429	90,429	90,429	90,429	64,764	-	**1,030,445**	**1,002,768**	**(27,676)**
Benefits																
3101 STRS	12,027	101,995	101,995	101,995	101,995	101,995	101,995	101,995	101,995	101,995	101,995	12,027	-	**1,044,008**	1,015,968	(28,041)
3202 PERS	16,099	23,384	23,384	23,384	23,384	23,384	23,384	23,384	23,384	23,384	23,384	16,946	-	**266,885**	268,742	1,857
3301 OASDI	3,854	5,598	5,598	5,598	5,598	5,598	5,598	5,598	5,598	5,598	5,598	4,056	-	**63,888**	62,172	(1,716)
3311 Medicare	1,833	9,048	9,048	9,048	9,048	9,048	9,048	9,048	9,048	9,048	9,048	1,881	-	**94,199**	91,669	(2,530)
3401 Health and Welfare	72,428	72,428	72,428	72,428	72,428	72,428	72,428	72,428	72,428	72,428	72,428	72,428	-	**869,131**	845,787	(23,344)
3501 State Unemployment	303	303	303	303	303	303	1,516	1,213	606	303	303	303	-	**6,064**	6,088	24
3601 Workers' Compensation	1,264	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	1,297	-	**64,965**	63,220	(1,745)
	107,808	218,997	218,997	218,997	218,997	218,997	220,210	219,906	219,300	218,997	218,997	108,938	-	**2,409,139**	**2,353,645**	**(55,494)**
Books and Supplies																
4302 School Supplies	195	2,936	5,260	5,348	3,270	2,951	3,393	5,978	5,266	5,746	4,147	1,811	1,538	**47,838**	46,553	(1,285)
4305 Software	79,989	79,989	79,989	79,989	79,989	79,989	79,989	79,989	79,989	79,989	79,989	79,989	-	**959,869**	934,089	(25,781)
4310 Office Expense	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	3,428	-	**41,139**	40,034	(1,105)
4311 Business Meals	689	689	689	689	689	689	689	689	689	689	689	689	-	**8,270**	8,048	(222)
4400 Noncapitalized Equipment	2,168	32,711	58,610	59,589	36,436	32,888	37,811	66,611	58,684	64,028	46,205	20,180	17,137	**533,057**	518,739	(14,317)
	86,469	119,753	147,976	149,043	123,812	119,946	125,310	156,695	148,057	153,881	134,458	106,098	18,675	**1,590,173**	**1,547,463**	**(42,710)**
Subagreement Services																
5102 Special Education	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	-	**513,917**	500,113	(13,803)
5103 Substitute Teacher	6,317	6,317	6,317	6,317	6,317	6,317	6,317	6,317	6,317	6,317	6,317	6,317	-	**75,810**	73,774	(2,036)
5106 Other Educational Consultants	774	11,685	20,937	21,286	13,016	11,748	13,507	23,795	20,963	22,872	16,505	7,209	6,122	**190,418**	185,304	(5,114)
	49,918	60,829	70,080	70,430	62,159	60,892	62,651	72,939	70,107	72,016	65,649	56,353	6,122	**780,145**	**759,191**	**(20,954)**

FY26-27 Connecting Waters Charter School Original Budget

CHARTER IMPACT

Monthly Cash Flow/Forecast FY28-29

Revised 6/6/26

ADA = 759.59

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Operations and Housekeeping																
5300 Dues & Memberships	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	-	**41,457**	40,343	(1,113)
5400 Insurance	5,991	5,991	5,991	5,991	5,991	5,991	5,991	5,991	5,991	5,991	5,991	5,991	-	**71,887**	69,956	(1,931)
5501 Utilities	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	-	**28,203**	27,446	(758)
5502 Janitorial Services	627	627	627	627	627	627	627	627	627	627	627	627	-	**7,528**	7,326	(202)
5516 Miscellaneous Expense	733	733	733	733	733	733	733	733	733	733	733	733	-	**8,800**	8,564	(236)
5900 Communications	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	-	**54,604**	53,138	(1,467)
5901 Postage and Shipping	680	680	680	680	680	680	680	680	680	680	680	680	-	**8,164**	7,945	(219)
	18,387	18,387	18,387	18,387	18,387	18,387	18,387	18,387	18,387	18,387	18,387	18,387	-	**220,644**	**214,718**	**(5,926)**
Facilities, Repairs and Other Leases																
5601 Rent	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	5,783	-	**69,400**	69,400	-
5602 Additional Rent	168	168	168	168	168	168	168	168	168	168	168	168	-	**2,015**	1,960	(54)
5603 Equipment Leases	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	-	**13,890**	13,517	(373)
5610 Repairs and Maintenance	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	-	**12,193**	11,866	(327)
	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	8,125	-	**97,497**	**96,743**	**(755)**
Professional/Consulting Services																
5801 IT	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	-	**21,842**	21,255	(587)
5802 Audit & Taxes	-	-	-	10,143	10,143	10,143	-	-	-	-	-	-	-	**30,430**	29,613	(817)
5803 Legal	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	-	**68,706**	66,861	(1,845)
5804 Professional Development	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	-	**41,351**	40,240	(1,111)
5805 General Consulting	23,830	23,830	23,830	23,830	23,830	23,830	23,830	23,830	23,830	23,830	23,830	23,830	-	**285,957**	278,276	(7,680)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	20,884	20,884	20,884	-	-	-	**62,651**	60,968	(1,683)
5811 Management Fee	24,133	24,133	24,133	24,133	24,133	24,133	24,133	24,133	24,133	24,133	24,133	24,133	-	**289,595**	281,817	(7,778)
5812 District Oversight Fee	-	4,387	5,189	12,866	7,522	7,522	12,866	7,522	8,324	13,261	7,388	7,388	13,590	**107,825**	104,591	(3,234)
	58,954	63,341	64,143	81,963	76,620	76,620	71,820	87,360	88,162	93,099	66,343	66,343	13,590	**908,357**	**883,621**	**(24,735)**
Depreciation																
6900 Depreciation Expense	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	-	**71,463**	69,543	(1,919)
	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	-	**71,463**	**69,543**	**(1,919)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**460,126**	**1,119,793**	**1,158,070**	**1,177,307**	**1,138,461**	**1,133,328**	**1,136,864**	**1,193,773**	**1,182,499**	**1,194,865**	**1,142,319**	**498,081**	**38,388**	**12,573,874**	**12,246,894**	**(326,980)**
Monthly Surplus (Deficit)	**(452,730)**	**(673,708)**	**(528,087)**	**230,300**	**(11,391)**	**(244,914)**	**322,396**	**(330,502)**	**(239,003)**	**405,385**	**(292,419)**	**351,819**	**1,475,304**	**12,450**	**369,402**	**(356,952)**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(452,730)	(673,708)	(528,087)	230,300	(11,391)	(244,914)	322,396	(330,502)	(239,003)	405,385	(292,419)	351,819	1,475,304	**12,450**		
Cash flows from operating activities																
Depreciation/Amortization	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	-	**71,463**		
Public Funding Receivables	1,267,849	-	103,304	-	-	-	85,986	-	-	-	-	-	#########	**(56,553)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(36,810)	-	-	-	-	-	-	-	-	-	-	-	38,388	**1,578**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(210,858)	-	**(210,858)**		
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	784,265	(667,753)	(418,828)	236,256	(5,436)	(238,959)	414,337	(324,547)	(233,048)	411,340	(286,464)	146,916				
Cash, Beginning of Month	6,483,416	7,267,681	6,599,928	6,181,100	6,417,356	6,411,920	6,172,961	6,587,298	6,262,751	6,029,703	6,441,043	6,154,579				
Cash, End of Month	**7,267,681**	**6,599,928**	**6,181,100**	**6,417,356**	**6,411,920**	**6,172,961**	**6,587,298**	**6,262,751**	**6,029,703**	**6,441,043**	**6,154,579**	**6,301,496**				

Coversheet

Approval of the Connecting Waters Charter School, East Bay 2026-2027 Budget

Section: XI. Items Scheduled for Consideration and/or Action
Item: H. Approval of the Connecting Waters Charter School, East Bay 2026-2027 Budget
Purpose:
Submitted by:
Related Material: FY27_CWEB_Budget Package.pdf

BACKGROUND:

Approval of the Connecting Waters Charter School, East Bay 2026-2027 Budget

CHARTER IMPACT

BOARD FINANCIALS

Connecting Waters – East Bay

Budget Presentation – 2026-27

CHARTER IMPACT

TK–12 FUNDING HIGHLIGHTS

COLA, Special Education & Student Support

Comparison of Governor's Budget Proposal vs. May Revision

	Governor's Budget Proposal (Jan 2026)	May Revision (May 2026)	Change
COLA (LCFF) Cost-of-Living Adjustment for Local Control Funding Formula	**2.41%** statutory COLA	**2.87%** statutory COLA **4.31%** total COLA (includes super COLA)	↑ **Increased significantly**
Special Education Ongoing Proposition 98 Investments	**$509M** ongoing increase to equalize SPED base rates statewide **Per ADA Amount** **$998** per ADA	**$2.4B** total ongoing increase (includes additional $1.8B) *43% increase over 2025 Budget Act* **Per ADA Amount** **$1,340** per ADA	↑ **Major augmentation** **+$342** per ADA increase
Student Support & Professional Development Block Grant One-Time Proposition 98 Discretionary	**$2.8B** one-time block grant	**$5.0B** one-time block grant	↑ **+$2.2B increase**

ⓘ Current EDCOE SELPA rate (2025–26): **$918 per ADA**
May Revision rate is $422 per ADA higher than EDCOE's current SELPA rate.

Source: 2026–27 Governor's Budget Proposal (Jan 2026) and May Revision (May 2026)

KEY TAKEAWAYS

- The May Revision provides stronger ongoing operational support for LEAs through a higher COLA and significant SPED investment.
- Total COLA increases to 4.31% when including the discretionary "super COLA," providing meaningful flexibility for districts and charters.
- Special Education funding receives a major boost with nearly $2.4B in ongoing increases, advancing rate equity across the state.
- SPED per ADA funding increases from $998 to $1,340, a $342 per ADA improvement. This is $422 per ADA higher than EDCOE's current SELPA rate of $918.
- The Student Support & Professional Development Block Grant is expanded to $5B one-time, offering critical resources for educator recruitment, retention, and training.
- These investments reflect the state's continued commitment to academic recovery, student well-being, and long-term system stability.

CWEB- Budget Highlights

- FY27 budget balanced with **$135K** surplus (**1.5%** of expenses)
- Multi-year projection healthy, with revenues and surpluses increasing annually across next 3 years

	2026-27	2027-28	2028-29
State COLA	*4.31%*	*3.30%*	*3.09%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*
Enrollment	*580.00*	*578.50*	*578.50*
Average Daily Attendance	*581.71*	*581.71*	*581.71*
Total Revenue	**$ 8,949,080**	**$ 9,218,270**	**$ 9,485,323**
Total Expenses	**$ 8,813,744**	**$ 9,089,269**	**$ 9,327,325**
Surplus (Deficit)	**$ 135,335**	**$ 129,001**	**$ 157,998**
Fund Balance, Beginning of Year	$ 5,440,398	$ 5,575,733	$ 5,704,734
Fund Balance, End of Year	**$ 5,575,733**	**$ 5,704,734**	**$ 5,862,732**
	63.3%	***62.8%***	***62.9%***

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	*580*
ADA	*582*
Attendance Rate	*100.6%*
Unduplicated %	*34.5%*
Revenue per ADA	*$15,384*
Expenses per ADA	*$15,151*

Compliance

- SB740 Requirements:

Cert.	Instr.
56.9%	81.1%
1,515,289	96,828

Must exceed 40% / 80%

Pupil:Teacher Ratio
19.26 :1

Must be equal to or less than 25:1

CHARTER IMPACT

CWEB – Revenue & Expenses

	Annual/Full Year Budget
Revenue	
State Aid-Rev Limit	$ 7,525,210
Federal Revenue	88,818
Other State Revenue	1,282,552
Other Local Revenue	52,500
Total Revenue	**$ 8,949,080**

Revenue: +17% YoY, driven by:

- ADA growth: **+17%**
- Super-COLA: **+4.31%**
- State SPED funding rate increase: **+46%** = **+$198K**
- Specialty Funding: -**$244K**

	Annual/Full Year Budget
Expenses	
Certificated Salaries	$ 3,528,216
Classified Salaries	882,389
Benefits	1,660,871
Books and Supplies	1,087,815
Subagreement Services	711,969
Operations	136,400
Facilities	203,800
Professional Services	598,383
Depreciation	3,900
Interest	-
Total Expenses	**$ 8,813,744**

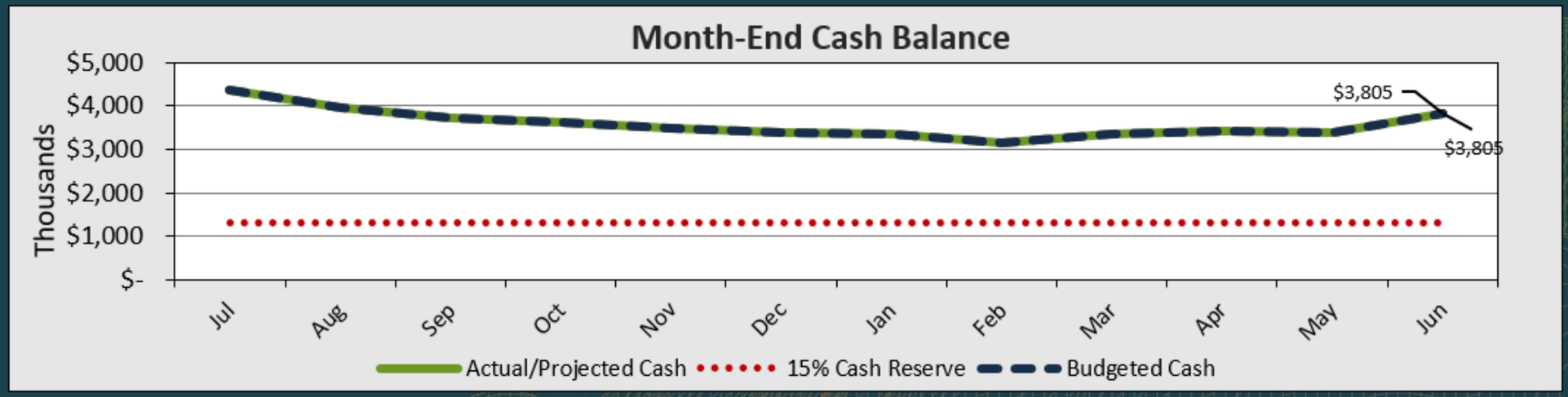
Expenses: +11.5% YoY

- **Staffing: +7.8%**
  - Incorporates appropriate salary increases
- **Other Expenses:** Increased in line with FY26 estimated actuals per ADA plus CA CPI (+3.76%)

CWEB – Fund & Cash Balance

	Annual/Full Year Budget
Total Surplus(Deficit)	**$ 135,336**
Beginning Fund Balance	5,440,398
Ending Fund Balance	**$ 5,575,734**
As a % of Annual Expenses	*63.3%*

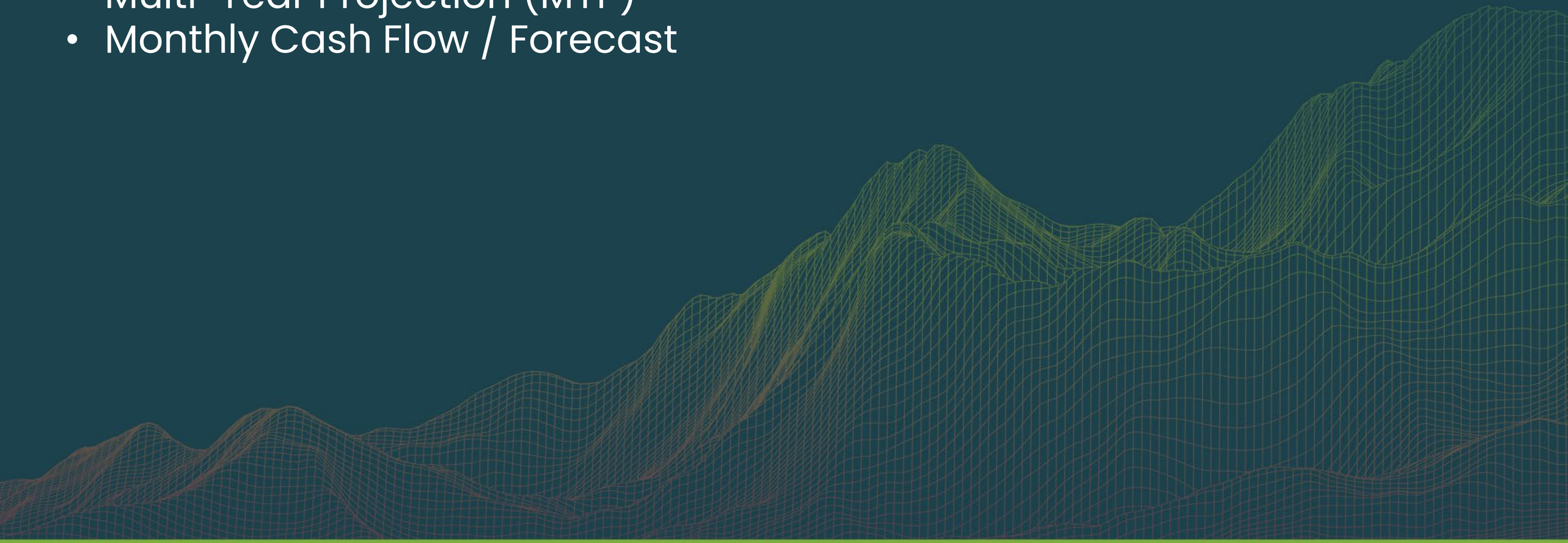
- Fund balance and surplus within state and authorizer requirements
- Fund balance subject to change, pending June 2026 financial close



- No borrowing anticipated in current year or future years budgets

Appendix

- Adopted Budget Alternative Form
- Multi-Year Projection (MYP)
- Monthly Cash Flow / Forecast



CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name:	**Connecting Water East Bay**
(name continued)	
CDS #:	**01-10017-0136101**
Charter Approving Entity:	**Alameda County Office of Education**
County:	**Alameda**
Charter #:	**1881**
Fiscal Year:	**2026-27**

To the entity that approved the charter school:

(___) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print Name: Tammy Hushaw Title: Acting Executive Director

To the County Superintendent of Schools:

(___) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Juwen Lam Title: Chief of Accountability Partn

For additional information on the BUDGET, please contact:

For Approving Entity:	For Charter School:
Juwen Lam	Jason Sitomer
Name	Name
Chief of Accountability Partnerships	Charter Impact, Inc.
Title	Title
510-570-4187	888-474-0322
Telephone	Telephone
juwenl@acoe.org	jsitomer@charterimpact.com
E-mail address	E-mail address

(___) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
ACOE District Advisor

Revised 5/8/19

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Water East Bay
(name continued)
CDS #: 01-10017-0136101
Charter Approving Entity: Alameda County Office of Education
County: Alameda
Charter #: 1881
Budgeting Period: 2026-27

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	3,945,785.00	4,708,757.00		4,708,757.00
Education Protection Account State Aid - Current Year	8012	102,508.00	116,342.00		116,342.00
State Aid - Prior Years	8019	26,545.00	0.00		0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	2,251,444.66	2,700,111.00		2,700,111.00
Other LCFF Transfers	8091, 8097		0.00		0.00
Total, LCFF Sources		6,326,282.66	7,525,210.00	0.00	7,525,210.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	0.00		0.00	0.00
Special Education - Federal	8181, 8182	84,870.73		88,818.00	88,818.00
Child Nutrition - Federal	8220	0.00		0.00	0.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00		0.00	0.00
Total, Federal Revenues		84,870.73	0.00	88,818.00	88,818.00
3. Other State Revenues					
Special Education - State	StateRevSE	477,363.00		779,491.40	779,491.40
All Other State Revenues	StateRevAO	733,331.30	144,592.38	358,467.81	503,060.19
Total, Other State Revenues		1,210,694.30	144,592.38	1,137,959.21	1,282,551.59
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	36,000.00	52,500.00	0.00	52,500.00
Total, Local Revenues		36,000.00	52,500.00	0.00	52,500.00
5. TOTAL REVENUES		7,657,847.69	7,722,302.38	1,226,777.21	8,949,079.59
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	2,505,416.67	2,260,372.48	465,535.01	2,725,907.49
Certificated Pupil Support Salaries	1200	301,568.03	128,193.19	180,226.27	308,419.46
Certificated Supervisors' and Administrators' Salaries	1300	484,992.22	458,997.57	34,891.82	493,889.39
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00
Total, Certificated Salaries		3,291,976.92	2,847,563.24	680,653.10	3,528,216.34
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	138,514.68	153,846.45	0.00	153,846.45
Non-certificated Support Salaries	2200	5,902.43	1,448.24	0.00	1,448.24
Non-certificated Supervisors' and Administrators' Sal.	2300	4,200.87	1,632.89	0.00	1,632.89
Clerical and Office Salaries	2400	626,559.35	586,892.41	113,418.66	700,311.07
Other Non-certificated Salaries	2900	10,000.00	0.00	25,150.70	25,150.70
Total, Non-certificated Salaries		785,177.33	743,819.99	138,569.36	882,389.35

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Water East Bay

(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
3. Employee Benefits					
STRS	3101-3102	628,767.67	543,884.58	130,004.74	673,889.32
PERS	3201-3202	210,506.05	196,368.48	36,582.31	232,950.79
OASDI / Medicare / Alternative	3301-3302	107,799.75	98,191.89	20,470.03	118,661.92
Health and Welfare Benefits	3401-3402	562,099.59	446,114.06	138,765.34	584,879.40
Unemployment Insurance	3501-3502	2,038.68	5,056.90	1,327.10	6,384.00
Workers' Compensation Insurance	3601-3602	41,749.94	35,913.83	8,192.23	44,106.06
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,552,961.68	1,325,529.75	335,341.74	1,660,871.49
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	0.00	11,600.00	0.00	11,600.00
Books and Other Reference Materials	4200	0.00	23,200.00	0.00	23,200.00
Materials and Supplies	4300	652,959.69	713,391.50	31,645.02	745,036.52
Noncapitalized Equipment	4400	234,577.09	307,978.63	0.00	307,978.63
Food	4700	4,570.81	0.00	0.00	0.00
Total, Books and Supplies		892,107.59	1,056,170.13	31,645.02	1,087,815.15
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	254,169.35	457,800.00	711,969.35
Travel and Conferences	5200	175,943.75	43,400.00	0.00	43,400.00
Dues and Memberships	5300	10,541.74	12,200.00	0.00	12,200.00
Insurance	5400	33,792.89	39,200.00	0.00	39,200.00
Operations and Housekeeping Services	5500	19,321.44	22,400.00	0.00	22,400.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	198,654.58	203,800.00	0.00	203,800.00
Transfers of Direct Costs	5700-5799	0.00	424,086.02	(424,086.02)	0.00
Professional/Consulting Services & Operating Expend.	5800	922,565.35	598,382.71	0.00	598,382.71
Communications	5900	17,404.78	19,200.00	0.00	19,200.00
Total, Services and Other Operating Expenditures		1,378,224.53	1,616,838.08	33,713.98	1,650,552.06
6. Capital Outlay (Objects 6100-6170, 6200-6500, 6600 modified accrual only					
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00	0.00
Subscription Assets	6700	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	3,519.00	3,900.00	0.00	3,900.00
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00	0.00
Amortization Expense - Subscription Assets	6920	0.00	0.00	0.00	0.00
Total, Capital Outlay		3,519.00	3,900.00	0.00	3,900.00
7. Other Outgo					
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00
Transfer of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00
Debt Service:					
Interest	7438	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		7,903,967.05	7,593,821.18	1,219,923.21	8,813,744.39
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(246,119.36)	128,481.20	6,854.00	135,335.20

Revised 5/8/19

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Water East Bay

(name continued)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(246,119.36)	128,481.20	6,854.00	135,335.20
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	5,703,250.16	5,301,638.08	138,760.72	5,440,398.80
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(16,732.00)			0.00
c. Adjusted Beginning Balance		5,686,518.16	5,301,638.08	138,760.72	5,440,398.80
2. Ending Fund Balance, June 30 (E + F.1.c.)		5,440,398.80	5,430,119.28	145,614.72	5,575,734.00
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789				0.00
Unassigned / Unappropriated Amount	9790	5,440,398.80	5,430,119.28	145,614.72	5,575,734.00

Revised 5/8/19

CHARTER SCHOOL
MULTIYEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Water East Bay
(name continued)
CDS #: 01-10017-0136101
Charter Approving Entity: Alameda County Office of Education
County: Alameda
Charter #: 1881
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2026-27			FY 2027-28			FY 2028-29		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	4,708,757.00	0.00	4,708,757.00	4,974,403.00	0.00	4,974,403.00	5,215,348.00	0.00	5,215,348.00
Education Protection Account State Aid - Current Year	8012	116,342.00	0.00	116,342.00	116,342.00	0.00	116,342.00	116,342.00	0.00	116,342.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	2,700,111.00	0.00	2,700,111.00	2,700,111.00	0.00	2,700,111.00	2,700,111.00	0.00	2,700,111.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		7,525,210.00	0.00	7,525,210.00	7,790,856.00	0.00	7,790,856.00	8,031,801.00	0.00	8,031,801.00
2. Federal Revenues										
Every Student Succeeds Act (Titles I - V)	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182	0.00	88,818.00	88,818.00	0.00	91,180.00	91,180.00	0.00	91,399.00	91,399.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	88,818.00	88,818.00	0.00	91,180.00	91,180.00	0.00	91,399.00	91,399.00
3. Other State Revenues										
Special Education - State	StateRevSE	0.00	779,491.40	779,491.40	0.00	805,215.00	805,215.00	0.00	830,096.00	830,096.00
All Other State Revenues	StateRevAO	144,592.38	358,467.81	503,060.19	200,084.00	330,935.00	531,019.00	148,233.00	331,294.00	479,527.00
Total, Other State Revenues		144,592.38	1,137,959.21	1,282,551.59	200,084.00	1,136,150.00	1,336,234.00	148,233.00	1,161,390.00	1,309,623.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	52,500.00	0.00	52,500.00			0.00	52,500.00	0.00	52,500.00
Total, Local Revenues		52,500.00	0.00	52,500.00	0.00	0.00	0.00	52,500.00	0.00	52,500.00
5. TOTAL REVENUES		7,722,302.38	1,226,777.21	8,949,079.59	7,990,940.00	1,227,330.00	9,218,270.00	8,232,534.00	1,252,789.00	9,485,323.00
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	2,260,372.48	465,535.01	2,725,907.49	2,332,251.98	480,339.02	2,812,591.00	2,396,622.62	493,596.38	2,890,219.00
Certificated Pupil Support Salaries	1200	128,193.19	180,226.27	308,419.46	132,269.74	185,957.47	318,227.20	135,920.38	191,089.89	327,010.27
Certificated Supervisors' and Administrators' Salaries	1300	458,997.57	34,891.82	493,889.39	473,593.68	36,001.38	509,595.07	486,664.87	36,995.02	523,659.89
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,847,563.24	680,653.10	3,528,216.34	2,938,115.40	702,297.87	3,640,413.27	3,019,207.87	721,681.29	3,740,889.17
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	153,846.45	0.00	153,846.45	156,325.32	0.00	156,325.32	160,639.90	0.00	160,639.90
Non-certificated Support Salaries	2200	1,448.24	0.00	1,448.24	1,494.29	0.00	1,494.29	1,535.53	0.00	1,535.53
Non-certificated Supervisors' and Administrators' Sal.	2300	1,632.89	0.00	1,632.89	1,684.82	0.00	1,684.82	1,731.32	0.00	1,731.32
Clerical and Office Salaries	2400	586,892.41	113,418.66	700,311.07	605,555.58	117,025.38	722,580.96	622,268.92	120,255.28	742,524.20
Other Non-certificated Salaries	2900	0.00	25,150.70	25,150.70	0.00	25,950.49	25,950.49	0.00	26,666.72	26,666.72
Total, Non-certificated Salaries		743,819.99	138,569.36	882,389.35	765,060.01	142,975.87	908,035.88	786,175.67	146,922.00	933,097.67

CHARTER SCHOOL
MULTIYEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Water East Bay
(name continued)

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	FY 2027-28 Unrestricted	FY 2027-28 Restricted	FY 2027-28 Total	FY 2028-29 Unrestricted	FY 2028-29 Restricted	FY 2028-29 Total
3. Employee Benefits										
STRS	3101-3102	543,884.58	130,004.74	673,889.32	561,180.12	134,138.89	695,319.01	576,668.69	137,841.12	714,509.81
PERS	3201-3202	196,368.48	36,582.31	232,950.79	205,607.99	37,745.63	243,353.62	202,884.89	38,787.41	241,672.30
OASDI / Medicare / Alternative	3301-3302	98,191.89	20,470.03	118,661.92	101,130.03	21,120.97	122,251.00	103,921.09	21,703.91	125,625.00
Health and Welfare Benefits	3401-3402	446,114.06	138,765.34	584,879.40	460,300.92	143,178.08	603,479.00	473,005.21	147,129.79	620,135.00
Unemployment Insurance	3501-3502	5,056.90	1,327.10	6,384.00	4,992.05	1,369.30	6,361.35	4,943.43	1,407.09	6,350.52
Workers' Compensation Insurance	3601-3602	35,913.83	8,192.23	44,106.06	37,031.75	8,452.74	45,484.49	38,053.83	8,686.04	46,739.87
OPEB, Allocated	3701-3702	0.00	0.00	0.00			0.00			0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00			0.00			0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00			0.00			0.00
Total, Employee Benefits		1,325,529.75	335,341.74	1,660,871.49	1,370,242.86	346,005.61	1,716,248.47	1,399,477.13	355,555.36	1,755,032.49
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	11,600.00	0.00	11,600.00	11,968.88	0.00	11,968.88	12,299.22	0.00	12,299.22
Books and Other Reference Materials	4200	23,200.00	0.00	23,200.00	23,937.76	0.00	23,937.76	24,598.44	0.00	24,598.44
Materials and Supplies	4300	713,391.50	31,645.02	745,036.52	736,077.66	32,651.34	768,729.00	756,393.49	33,552.51	789,946.00
Noncapitalized Equipment	4400	307,978.63	0.00	307,978.63	317,772.35	0.00	317,772.35	326,542.87	0.00	326,542.87
Food	4700	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		1,056,170.13	31,645.02	1,087,815.15	1,089,756.66	32,651.34	1,122,407.99	1,119,834.02	33,552.51	1,153,386.53
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	254,169.35	457,800.00	711,969.35	262,251.96	472,358.04	734,610.00	269,489.88	485,395.12	754,885.00
Travel and Conferences	5200	43,400.00	0.00	43,400.00	44,780.00	0.00	44,780.00	46,016.00	0.00	46,016.00
Dues and Memberships	5300	12,200.00	0.00	12,200.00	12,588.00	0.00	12,588.00	12,935.00	0.00	12,935.00
Insurance	5400	39,200.00	0.00	39,200.00	40,447.00	0.00	40,447.00	41,563.00	0.00	41,563.00
Operations and Housekeeping Services	5500	22,400.00	0.00	22,400.00	23,112.00	0.00	23,112.00	23,750.00	0.00	23,750.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	203,800.00	0.00	203,800.00	205,104.00	0.00	205,104.00	206,271.00	0.00	206,271.00
Transfers of Direct Costs	5700-5799	424,086.02	(424,086.02)	0.00	461,878.73	(461,878.73)	0.00	483,018.30	(483,018.30)	0.00
Professional/Consulting Services and Operating Expend.	5800	598,382.71	0.00	598,382.71	617,687.80	0.00	617,687.80	635,007.31	0.00	635,007.31
Communications	5900	19,200.00	0.00	19,200.00	19,811.00	0.00	19,811.00	20,357.00	0.00	20,357.00
Total, Services and Other Operating Expenditures		1,616,838.08	33,713.98	1,650,552.06	1,687,660.49	10,479.31	1,698,139.80	1,738,407.49	2,376.82	1,740,784.31
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)										
Land and Land Improvements	6100-6170	0.00	0.00	0.00			0.00			0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00			0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00			0.00			0.00
Equipment	6400	0.00	0.00	0.00			0.00			0.00
Equipment Replacement	6500	0.00	0.00	0.00			0.00			0.00
Lease Assets	6600	0.00	0.00	0.00			0.00			0.00
Subscription Assets	6700	0.00	0.00	0.00			0.00			0.00
Depreciation Expense (for full accrual only)	6900	3,900.00	0.00	3,900.00	4,024.00		4,024.00	4,135.00		4,135.00
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00			0.00			0.00
Amortization Expense - Subscription Assets	6920	0.00	0.00	0.00			0.00			0.00
Total, Capital Outlay		3,900.00	0.00	3,900.00	4,024.00	0.00	4,024.00	4,135.00	0.00	4,135.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	0.00	0.00	0.00			0.00			0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00			0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00			0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00			0.00			0.00
All Other Transfers	7281-7299	0.00	0.00	0.00			0.00			0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00			0.00			0.00
Debt Service:										
Interest	7438	0.00	0.00	0.00			0.00			0.00
Principal	7439	0.00	0.00	0.00			0.00			0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		7,593,821.18	1,219,923.21	8,813,744.39	7,854,859.41	1,234,410.00	9,089,269.41	8,067,237.18	1,260,088.00	9,327,325.17
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		128,481.20	6,854.00	135,335.20	136,080.59	(7,080.00)	129,000.59	165,296.82	(7,299.00)	157,997.83

Revised 5/8/19

CHARTER SCHOOL
MULTIYEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Water East Bay

(name continued)

Description	Object Code	FY 2026-27			FY 2027-28			FY 2028-29		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	0.00	0.00	0.00			0.00			0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00			0.00			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00			0.00			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		128,481.20	6,854.00	135,335.20	136,080.59	(7,080.00)	129,000.59	165,296.82	(7,299.00)	157,997.83
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	5,301,638.08	138,760.72	5,440,398.80	5,430,119.28	145,614.72	5,575,734.00	5,566,199.87	138,534.72	5,704,734.59
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00			0.00			0.00
c. Adjusted Beginning Balance		5,301,638.08	138,760.72	5,440,398.80	5,430,119.28	145,614.72	5,575,734.00	5,566,199.87	138,534.72	5,704,734.59
2. Ending Fund Balance, June 30 (E + F.1.c.)		5,430,119.28	145,614.72	5,575,734.00	5,566,199.87	138,534.72	5,704,734.59	5,731,496.69	131,235.73	5,862,732.42
Components of Ending Fund Balance										
a. Nonspendable										
Revolving Cash	9711	0.00		0.00			0.00			0.00
Stores	9712	0.00	0.00	0.00			0.00			0.00
Prepaid Expenditures	9713	0.00	0.00	0.00			0.00			0.00
All Others	9719	0.00	0.00	0.00			0.00			0.00
b. Restricted	9740		0.00	0.00			0.00			0.00
c. Committed										
Stabilization Arrangements	9750	0.00		0.00			0.00			0.00
Other Commitments	9760	0.00		0.00			0.00			0.00
d. Assigned										
Other Assignments	9780	0.00		0.00			0.00			0.00
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	0.00	0.00	0.00			0.00			0.00
Undesignated / Unappropriated Amount	9790	5,430,119.28	145,614.72	5,575,734.00	5,566,199.87	138,534.72	5,704,734.59	5,731,496.69	131,235.73	5,862,732.42

Revised 5/8/19

FY26-27 Connecting Waters East Bay Original Budget

Multi-Year Forecast

Revised 6/7/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*
Enrollment	*580.00*	*578.50*	*578.50*
Average Daily Attendance	*581.71*	*581.71*	*581.71*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 4,708,757	$ 4,974,403	$ 5,215,348
8012 Education Protection Account	116,342	116,342	116,342
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	2,700,111	2,700,111	2,700,111
	7,525,210	7,790,856	8,031,801
Federal Revenue			
8181 Special Education - Entitlement	81,964	84,100	84,100
8182 Special Education - Discretionary	6,854	7,080	7,299
	88,818	91,180	91,399
Other State Revenue			21,653
8311 State Special Education	779,491	805,215	830,096
8550 Mandated Cost	18,012	21,004	21,653
8560 State Lottery	158,225	158,225	158,225
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	326,823	299,290	299,649
	1,282,552	1,283,734	1,309,623
Other Local Revenue			
8660 Interest Revenue	52,500	52,500	52,500
8699 School Fundraising	-	-	-
	52,500	52,500	52,500
Total Revenue	**$ 8,949,080**	**$ 9,218,270**	**$ 9,485,323**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	2,552,834	2,634,014	2,706,713
1170 Teachers' Substitute Hours	80,583	83,146	85,440
1175 Teachers' Extra Duty/Stipends	92,490	95,432	98,066
1200 Pupil Support Salaries	308,419	318,227	327,010
1300 Administrators' Salaries	493,889	509,595	523,660
	3,528,216	3,640,414	3,740,889
Classified Salaries			
2100 Instructional Salaries	153,846	156,325	160,640
2200 Support Salaries	1,448	1,494	1,536
2300 Classified Administrators' Salaries	1,633	1,685	1,731
2400 Clerical and Office Staff Salaries	700,311	722,581	742,524
2900 Other Classified Salaries	25,151	25,950	26,667
	882,389	908,036	933,098
Benefits			
3101 STRS	673,889	695,319	714,510
3202 PERS	232,951	243,354	241,672
3301 OASDI	54,708	56,298	57,852
3311 Medicare	63,954	65,953	67,773
3401 Health and Welfare	584,879	603,479	620,135
3501 State Unemployment	6,384	6,361	6,351
3601 Workers' Compensation	44,106	45,484	46,740
	1,660,871	1,716,248	1,755,032
Books and Supplies			
4100 Textbooks and Core Curricula	11,600	11,969	12,299
4200 Books and Other Materials	23,200	23,938	24,598
4302 School Supplies	196,937	203,199	208,807
4305 Software	511,400	527,663	542,226
4310 Office Expense	32,200	33,224	34,141
4311 Business Meals	4,500	4,643	4,771
4400 Noncapitalized Equipment	307,979	317,772	326,543
4700 Food Services	-	-	-
	1,087,815	1,122,408	1,153,386
Subagreement Services			
5102 Special Education	457,800	472,358	485,395
5103 Substitute Teacher	69,300	71,504	73,477
5106 Other Educational Consultants	184,869	190,748	196,013
	711,969	734,610	754,885
Operations and Housekeeping			
5201 Auto and Travel	43,400	44,780	46,016

FY26-27 Connecting Waters East Bay Original Budget

Multi-Year Forecast

Revised 6/7/26

CHARTER IMPACT

		2026-27 Budget	2027-28 Forecast	2028-29 Forecast
5300	Dues & Memberships	12,200	12,588	12,935
5400	Insurance	39,200	40,447	41,563
5501	Utilities	17,900	18,469	18,979
5502	Janitorial Services	4,500	4,643	4,771
5900	Communications	17,500	18,057	18,555
5901	Postage and Shipping	1,700	1,754	1,802
		136,400	140,738	144,622
Facilities, Repairs and Other Leases				
5601	Rent	162,800	162,800	162,800
5602	Additional Rent	3,100	3,199	3,287
5610	Repairs and Maintenance	37,900	39,105	40,185
		203,800	205,104	206,271
Professional/Consulting Services				
5801	IT	57,900	59,741	61,390
5802	Audit & Taxes	23,200	23,938	24,598
5803	Legal	29,000	29,922	30,748
5804	Professional Development	29,000	29,922	30,748
5805	General Consulting	66,400	68,512	70,402
5806	Special Activities/Field Trips	65,646	67,733	69,602
5807	Bank Charges	1,200	1,238	1,272
5808	Printing	1,200	1,238	1,272
5809	Other taxes and fees	1,200	1,238	1,272
5810	Payroll Service Fee	17,400	17,953	18,449
5811	Management Fee	199,341	205,680	211,357
5812	District Oversight Fee	75,252	77,909	80,318
5814	SPED Encroachment	25,844	26,679	27,426
5815	Public Relations/Recruitment	5,800	5,984	6,150
		598,383	617,689	635,006
Depreciation				
6900	Depreciation Expense	3,900	4,024	4,135
		3,900	4,024	4,135
Interest				
		-	-	-
Total Expenses		**$ 8,813,744**	**$ 9,089,269**	**$ 9,327,325**
Surplus (Deficit)		**$ 135,335**	**$ 129,001**	**$ 157,998**
	Fund Balance, Beginning of Year	$ 5,440,398	$ 5,575,733	$ 5,704,734
	Fund Balance, End of Year	**$ 5,575,733**	**$ 5,704,734**	**$ 5,862,732**
		63.3%	***62.8%***	***62.9%***
Cash Flow Adjustments				
	Surplus (Deficit)	135,335	129,001	157,998
	Cash Flows From Operating Activities			
	Depreciation/Amortization	3,900	4,024	4,135
	Public Funding Receivables	(1,050,777)	112,297	(24,828)
	Grants and Contributions Rec.	-	-	-
	Due To/From Related Parties	-	-	-
	Prepaid Expenses	-	-	-
	Other Assets	-	-	-
	Accounts Payable	36,308	(2,072)	916
	Accrued Expenses	-	-	-
	Deferred Revenue	-	(159,737)	(159,737)
	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		(875,234)	83,513	(21,516)
Cash, Beginning of Year		4,680,511	3,805,277	3,888,790
Cash, End of Year		**$ 3,805,277**	**$ 3,888,790**	**$ 3,867,274**

FY26-27 Connecting Waters East Bay Original Budget

Monthly Cash Flow/Forecast FY26-27

Revised 6/7/26

Actuals Through:

ADA = 581.71

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 581.71	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	210,818	210,818	379,472	379,472	379,472	379,472	379,472	477,952	477,952	477,952	477,952	477,951	**4,708,757**	4,708,757	-
8012	Education Protection Account	-	-	29,086	-	-	29,086	-	-	29,086	-	-	-	29,086	**116,342**	116,342	-
8096	In Lieu of Property Taxes	-	145,065	290,131	193,421	193,421	193,421	193,421	193,421	432,604	216,302	216,302	216,302	216,302	**2,700,111**	2,700,111	-
		-	355,883	530,034	572,893	572,893	601,978	572,893	572,893	939,642	694,254	694,254	694,254	723,339	**7,525,210**	**7,525,210**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	81,964	**81,964**	81,964	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	6,854	**6,854**	6,854	-
		-	-	-	-	-	-	-	-	-	-	-	-	88,818	**88,818**	**88,818**	**-**
Other State Revenue																	
8311	State Special Education	-	35,570	35,570	64,027	64,027	64,027	64,027	64,027	77,644	77,644	77,644	77,644	77,644	**779,491**	779,491	-
8550	Mandated Cost	-	-	-	-	-	18,012	-	-	-	-	-	-	-	**18,012**	18,012	-
8560	State Lottery	-	-	-	-	-	-	35,420	-	-	35,420	-	-	87,385	**158,225**	158,225	-
8599	Other State Revenue	-	2,536	2,536	73,591	4,564	4,564	73,591	4,564	4,564	73,591	4,564	4,564	73,591	**326,823**	326,823	-
		-	38,106	38,106	137,618	68,591	86,603	173,038	68,591	82,208	186,655	82,208	82,208	238,620	**1,282,552**	**1,282,552**	**-**
Other Local Revenue																	
8660	Interest Revenue	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	52,500	-
		4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	**52,500**	**-**
Total Revenue		**4,375**	**398,364**	**572,515**	**714,886**	**645,859**	**692,957**	**750,306**	**645,859**	**1,026,224**	**885,284**	**780,837**	**780,837**	**1,050,777**	**8,949,080**	**8,949,080**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	255,283	255,283	255,283	255,283	255,283	255,283	255,283	255,283	255,283	255,283	-	-	**2,552,834**	2,552,834	-
1170	Teachers' Substitute Hours	-	8,058	8,058	8,058	8,058	8,058	8,058	8,058	8,058	8,058	8,058	-	-	**80,583**	80,583	-
1175	Teachers' Extra Duty/Stipends	-	9,249	9,249	9,249	9,249	9,249	9,249	9,249	9,249	9,249	9,249	-	-	**92,490**	92,490	-
1200	Pupil Support Salaries	-	30,842	30,842	30,842	30,842	30,842	30,842	30,842	30,842	30,842	30,842	-	-	**308,419**	308,419	-
1300	Administrators' Salaries	41,157	41,157	41,157	41,157	41,157	41,157	41,157	41,157	41,157	41,157	41,157	41,157	-	**493,889**	493,889	-
		41,157	344,590	344,590	344,590	344,590	344,590	344,590	344,590	344,590	344,590	344,590	41,157	-	**3,528,216**	**3,528,216**	**-**
Classified Salaries																	
2100	Instructional Salaries	-	15,385	15,385	15,385	15,385	15,385	15,385	15,385	15,385	15,385	15,385	-	-	**153,846**	153,846	-
2200	Support Salaries	-	145	145	145	145	145	145	145	145	145	145	-	-	**1,448**	1,448	-
2300	Classified Administrators' Salaries	136	136	136	136	136	136	136	136	136	136	136	136	-	**1,633**	1,633	-
2400	Clerical and Office Staff Salaries	58,359	58,359	58,359	58,359	58,359	58,359	58,359	58,359	58,359	58,359	58,359	58,359	-	**700,311**	700,311	-
2900	Other Classified Salaries	-	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	-	**25,151**	25,151	-
		58,495	76,311	76,311	76,311	76,311	76,311	76,311	76,311	76,311	76,311	76,311	60,782	-	**882,389**	**882,389**	**-**
Benefits																	
3101	STRS	7,861	65,817	65,817	65,817	65,817	65,817	65,817	65,817	65,817	65,817	65,817	7,861	-	**673,889**	673,889	-
3202	PERS	15,443	20,146	20,146	20,146	20,146	20,146	20,146	20,146	20,146	20,146	20,146	16,046	-	**232,951**	232,951	-
3301	OASDI	3,627	4,731	4,731	4,731	4,731	4,731	4,731	4,731	4,731	4,731	4,731	3,768	-	**54,708**	54,708	-
3311	Medicare	1,445	6,103	6,103	6,103	6,103	6,103	6,103	6,103	6,103	6,103	6,103	1,478	-	**63,954**	63,954	-
3401	Health and Welfare	48,740	48,740	48,740	48,740	48,740	48,740	48,740	48,740	48,740	48,740	48,740	48,740	-	**584,879**	584,879	-
3501	State Unemployment	319	319	319	319	319	319	1,596	1,277	638	319	319	319	-	**6,384**	6,384	-
3601	Workers' Compensation	997	4,209	4,209	4,209	4,209	4,209	4,209	4,209	4,209	4,209	4,209	1,019	-	**44,106**	44,106	-
		78,431	150,065	150,065	150,065	150,065	150,065	151,342	151,023	150,385	150,065	150,065	79,233	-	**1,660,871**	**1,660,871**	**-**
Books and Supplies																	
4100	Textbooks and Core Curricula	967	967	967	967	967	967	967	967	967	967	967	967	-	**11,600**	11,600	-
4200	Books and Other Materials	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	-	**23,200**	23,200	-
4302	School Supplies	801	12,085	21,653	22,015	13,461	12,150	13,969	24,609	21,681	23,655	17,070	7,455	6,331	**196,937**	196,937	-
4305	Software	42,617	42,617	42,617	42,617	42,617	42,617	42,617	42,617	42,617	42,617	42,617	42,617	-	**511,400**	511,400	-
4310	Office Expense	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	-	**32,200**	32,200	-
4311	Business Meals	375	375	375	375	375	375	375	375	375	375	375	375	-	**4,500**	4,500	-
4400	Noncapitalized Equipment	1,252	18,899	33,862	34,428	21,051	19,001	21,845	38,485	33,905	36,993	26,695	11,659	9,901	**307,979**	307,979	-
		50,628	79,559	104,091	105,018	83,087	79,727	84,389	111,669	104,161	109,223	92,340	67,690	16,233	**1,087,815**	**1,087,815**	**-**
Subagreement Services																	
5102	Special Education	38,150	38,150	38,150	38,150	38,150	38,150	38,150	38,150	38,150	38,150	38,150	38,150	-	**457,800**	457,800	-
5103	Substitute Teacher	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	-	**69,300**	69,300	-
5106	Other Educational Consultants	752	11,344	20,326	20,666	12,636	11,406	13,113	23,101	20,352	22,206	16,024	6,999	5,943	**184,869**	184,869	-
		44,677	55,269	64,251	64,591	56,561	55,331	57,038	67,026	64,277	66,131	59,949	50,924	5,943	**711,969**	**711,969**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	-	**43,400**	43,400	-
5300	Dues & Memberships	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	-	**12,200**	12,200	-
5400	Insurance	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	-	**39,200**	39,200	-
5501	Utilities	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	-	**17,900**	17,900	-
5502	Janitorial Services	375	375	375	375	375	375	375	375	375	375	375	375	-	**4,500**	4,500	-
5900	Communications	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	-	**17,500**	17,500	-
5901	Postage and Shipping	142	142	142	142	142	142	142	142	142	142	142	142	-	**1,700**	1,700	-
		11,367	11,367	11,367	11,367	11,367	11,367	11,367	11,367	11,367	11,367	11,367	11,367	-	**136,400**	**136,400**	**-**
Facilities, Repairs and Other Leases																	

FY26-27 Connecting Waters East Bay Original Budget

CHARTER IMPACT

Monthly Cash Flow/Forecast FY26-27

Revised 6/7/26

Actuals Through:

ADA = 581.71

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5601	Rent	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	-	**162,800**	162,800	-
5602	Additional Rent	258	258	258	258	258	258	258	258	258	258	258	258	-	**3,100**	3,100	-
5610	Repairs and Maintenance	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	-	**37,900**	37,900	-
		16,983	16,983	16,983	16,983	16,983	16,983	16,983	16,983	16,983	16,983	16,983	16,983	-	**203,800**	**203,800**	**-**
Professional/Consulting Services																	
5801	IT	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	-	**57,900**	57,900	-
5802	Audit & Taxes	-	-	-	7,733	7,733	7,733	-	-	-	-	-	-	-	**23,200**	23,200	-
5803	Legal	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	-	**29,000**	29,000	-
5804	Professional Development	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	-	**29,000**	29,000	-
5805	General Consulting	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	-	**66,400**	66,400	-
5806	Special Activities/Field Trips	267	4,028	7,218	7,338	4,487	4,050	4,656	8,203	7,227	7,885	5,690	2,485	2,110	**65,646**	65,646	-
5807	Bank Charges	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,200**	1,200	-
5808	Printing	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,200**	1,200	-
5809	Other taxes and fees	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,200**	1,200	-
5810	Payroll Service Fee	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	-	**17,400**	17,400	-
5811	Management Fee	16,612	16,612	16,612	16,612	16,612	16,612	16,612	16,612	16,612	16,612	16,612	16,612	-	**199,341**	199,341	-
5812	District Oversight Fee	-	3,559	5,300	5,729	5,729	6,020	5,729	5,729	9,396	6,943	6,943	6,943	7,233	**75,252**	75,252	-
5814	SPED Encroachment	-	1,067	1,067	1,921	1,921	1,921	1,921	1,921	2,329	2,329	2,329	2,329	4,788	**25,844**	25,844	-
5815	Public Relations/Recruitment	483	483	483	483	483	483	483	483	483	483	483	483	-	**5,800**	5,800	-
		34,304	42,691	47,622	56,758	53,907	53,761	46,343	49,890	52,989	51,194	48,999	45,794	14,132	**598,383**	**598,383**	**-**
Depreciation																	
6900	Depreciation Expense	325	325	325	325	325	325	325	325	325	325	325	325	-	**3,900**	3,900	-
		325	325	325	325	325	325	325	325	325	325	325	325	-	**3,900**	**3,900**	**-**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**336,368**	**777,161**	**815,606**	**826,009**	**793,197**	**788,461**	**788,689**	**829,185**	**821,388**	**826,189**	**800,930**	**374,254**	**36,308**	**8,813,744**	**8,813,744**	**-**
Monthly Surplus (Deficit)		**(331,993)**	**(378,797)**	**(243,090)**	**(111,124)**	**(147,338)**	**(95,504)**	**(38,383)**	**(183,326)**	**204,836**	**59,095**	**(20,093)**	**406,583**	**1,014,469**	**135,335**	**135,335**	**-**
															1.5%		
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(331,993)	(378,797)	(243,090)	(111,124)	(147,338)	(95,504)	(38,383)	(183,326)	204,836	59,095	(20,093)	406,583	1,014,469	**135,335**		
	Cash flows from operating activities																
	Depreciation/Amortization	325	325	325	325	325	325	325	325	325	325	325	325	-	**3,900**		
	Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(1,050,777)	**(1,050,777)**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	36,308	**36,308**		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	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	(331,668)	(378,472)	(242,765)	(110,799)	(147,013)	(95,179)	(38,058)	(183,001)	205,161	59,420	(19,768)	406,908				
	Cash, Beginning of Month	4,680,511	4,348,844	3,970,372	3,727,607	3,616,808	3,469,795	3,374,615	3,336,557	3,153,556	3,358,717	3,418,137	3,398,369				
Cash, End of Month		**4,348,844**	**3,970,372**	**3,727,607**	**3,616,808**	**3,469,795**	**3,374,615**	**3,336,557**	**3,153,556**	**3,358,717**	**3,418,137**	**3,398,369**	**3,805,277**				

Cert.	Instr.
56.9%	81.1%
1,515,289	96,828

Pupil:Teacher Ratio
19.26 :1

FY26-27 Connecting Waters East Bay Original Budget

Monthly Cash Flow/Forecast FY27-28

Revised 6/7/26

ADA = 581.71

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
LCFF State Aid		0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
New School/New Grade Apportionment		0.0%	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a			
In Lieu of Property Taxes		0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%			
New School In Lieu of Property Taxes		0.0%	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a			
Special Education		0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
Revenues																ADA = 581.71	
State Aid - Revenue Limit																	
	LCFF - New Grade	-	-	-	-	-	-	-	-						-	-	-
	LCFF - Continuing Charters	-	248,720	248,720	447,696	447,696	447,696	447,696	447,696	447,696	447,696	447,696	447,696	447,696	**4,974,403**	4,708,757	265,646
8011	LCFF State Aid	-	248,720	248,720	447,696	447,696	447,696	447,696	447,696	447,696	447,696	447,696	447,696	447,696	**4,974,403**	4,708,757	265,646
8012	Education Protection Account	-	-	-	29,086	-	-	29,086	-	-	29,086	-	-	29,086	**116,342**	116,342	-
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	-	162,007	324,013	216,009	216,009	216,009	216,009	216,009	378,016	189,008	189,008	189,008	189,008	**2,700,111**	2,700,111	-
		-	410,727	572,733	692,791	663,705	663,705	692,791	663,705	825,712	665,790	636,704	636,704	665,790	**7,790,856**	**7,525,210**	**265,646**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	84,100	**84,100**	81,964	2,136
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	7,080	**7,080**	6,854	226
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	91,180	**91,180**	**88,818**	**2,362**
Other State Revenue																	
8311	State Special Education	-	40,261	40,261	72,469	72,469	72,469	72,469	72,469	72,469	72,469	72,469	72,469	72,469	**805,215**	779,491	25,723
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8550	Mandated Cost	-	-	-	-	-	21,004	-	-	-	-	-	-	-	**21,004**	18,012	2,992
8560	State Lottery	-	-	-	-	-	-	39,556	-	-	39,556	-	-	79,113	**158,225**	158,225	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599	Other State Revenue	-	-	-	-	194,539	-	-	-	-	74,823	-	-	29,929	**299,290**	326,823	(27,532)
		-	40,261	40,261	72,469	267,008	93,473	112,026	72,469	72,469	186,848	72,469	72,469	181,511	**1,283,734**	1,282,552	1,182
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest Revenue	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	52,500	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	**52,500**	**-**
Total Revenue		**4,375**	**455,363**	**617,369**	**769,635**	**935,088**	**761,553**	**809,191**	**740,549**	**902,556**	**857,013**	**713,548**	**713,548**	**938,480**	**9,218,270**	**8,949,080**	**269,190**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	263,401	263,401	263,401	263,401	263,401	263,401	263,401	263,401	263,401	263,401	-	-	**2,634,014**	2,552,834	(81,180)
1170	Teachers' Substitute Hours	-	8,315	8,315	8,315	8,315	8,315	8,315	8,315	8,315	8,315	8,315	-	-	**83,146**	80,583	(2,563)
1175	Teachers' Extra Duty/Stipends	-	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	-	-	**95,432**	92,490	(2,941)
1200	Pupil Support Salaries	-	31,823	31,823	31,823	31,823	31,823	31,823	31,823	31,823	31,823	31,823	-	-	**318,227**	308,419	(9,808)
1300	Administrators' Salaries	42,466	42,466	42,466	42,466	42,466	42,466	42,466	42,466	42,466	42,466	42,466	42,466	-	**509,595**	493,889	(15,706)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		42,466	355,548	355,548	355,548	355,548	355,548	355,548	355,548	355,548	355,548	355,548	42,466	-	**3,640,414**	**3,528,216**	**(112,197)**
Classified Salaries																	
2100	Instructional Salaries	-	15,633	15,633	15,633	15,633	15,633	15,633	15,633	15,633	15,633	15,633	-	-	**156,325**	153,846	(2,479)
2200	Support Salaries	-	149	149	149	149	149	149	149	149	149	149	-	-	**1,494**	1,448	(46)
2300	Classified Administrators'	140	140	140	140	140	140	140	140	140	140	140	140	-	**1,685**	1,633	(52)
2400	Clerical and Office Staff Salaries	60,215	60,215	60,215	60,215	60,215	60,215	60,215	60,215	60,215	60,215	60,215	60,215	-	**722,581**	700,311	(22,270)
2900	Other Classified Salaries	-	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	-	**25,950**	25,151	(800)
		60,355	78,497	78,497	78,497	78,497	78,497	78,497	78,497	78,497	78,497	78,497	62,715	-	**908,036**	**882,389**	**(25,647)**
Benefits																	
3101	STRS	8,111	67,910	67,910	67,910	67,910	67,910	67,910	67,910	67,910	67,910	67,910	8,111	-	**695,319**	673,889	(21,430)
3202	PERS	16,132	21,046	21,046	21,046	21,046	21,046	21,046	21,046	21,046	21,046	21,046	16,763	-	**243,354**	232,951	(10,403)
3301	OASDI	3,732	4,869	4,869	4,869	4,869	4,869	4,869	4,869	4,869	4,869	4,869	3,878	-	**56,298**	54,708	(1,590)
3311	Medicare	1,490	6,294	6,294	6,294	6,294	6,294	6,294	6,294	6,294	6,294	6,294	1,524	-	**65,953**	63,954	(1,999)
3401	Health and Welfare	50,290	50,290	50,290	50,290	50,290	50,290	50,290	50,290	50,290	50,290	50,290	50,290	-	**603,479**	584,879	(18,600)
3501	State Unemployment	318	318	318	318	318	318	1,590	1,272	636	318	318	318	-	**6,361**	6,384	23
3601	Workers' Compensation	1,028	4,341	4,341	4,341	4,341	4,341	4,341	4,341	4,341	4,341	4,341	1,051	-	**45,484**	44,106	(1,378)
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		81,101	155,067	155,067	155,067	155,067	155,067	156,339	156,021	155,385	155,067	155,067	81,936	-	**1,716,248**	**1,660,871**	**(55,377)**
Books and Supplies																	
4100	Textbooks and Core Curricula	997	997	997	997	997	997	997	997	997	997	997	997	-	**11,969**	11,600	(369)
4200	Books and Other Materials	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	-	**23,938**	23,200	(738)
4302	School Supplies	826	12,469	22,342	22,715	13,889	12,537	14,413	25,392	22,370	24,407	17,613	7,693	6,533	**203,199**	196,937	(6,263)
4305	Software	43,972	43,972	43,972	43,972	43,972	43,972	43,972	43,972	43,972	43,972	43,972	43,972	-	**527,663**	511,400	(16,263)
4310	Office Expense	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	-	**33,224**	32,200	(1,024)
4311	Business Meals	387	387	387	387	387	387	387	387	387	387	387	387	-	**4,643**	4,500	(143)
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	1,292	19,500	34,939	35,523	21,721	19,606	22,540	39,709	34,983	38,169	27,544	12,030	10,216	**317,772**	307,979	(9,794)
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		52,238	82,089	107,401	108,358	85,729	82,262	87,073	115,220	107,473	112,696	95,277	69,842	16,749	**1,122,408**	**1,087,815**	**(34,593)**
Subagreement Services																	

FY26-27 Connecting Waters East Bay Original Budget

Monthly Cash Flow/Forecast FY27-28

Revised 6/7/26

ADA = 581.71

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	39,363	39,363	39,363	39,363	39,363	39,363	39,363	39,363	39,363	39,363	39,363	39,363	-	**472,358**	457,800	(14,558)
5103	Substitute Teacher	5,959	5,959	5,959	5,959	5,959	5,959	5,959	5,959	5,959	5,959	5,959	5,959	-	**71,504**	69,300	(2,204)
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	776	11,705	20,973	21,323	13,038	11,769	13,530	23,836	20,999	22,912	16,534	7,221	6,132	**190,748**	184,869	(5,879)
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		46,097	57,027	66,295	66,645	58,360	57,090	58,852	69,158	66,321	68,233	61,856	52,543	6,132	**734,610**	**711,969**	**(22,641)**
Operations and Housekeeping																	
5201	Auto and Travel	3,732	3,732	3,732	3,732	3,732	3,732	3,732	3,732	3,732	3,732	3,732	3,732	-	**44,780**	43,400	(1,380)
5300	Dues & Memberships	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	-	**12,588**	12,200	(388)
5400	Insurance	3,371	3,371	3,371	3,371	3,371	3,371	3,371	3,371	3,371	3,371	3,371	3,371	-	**40,447**	39,200	(1,247)
5501	Utilities	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	-	**18,469**	17,900	(569)
5502	Janitorial Services	387	387	387	387	387	387	387	387	387	387	387	387	-	**4,643**	4,500	(143)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	-	**18,057**	17,500	(556)
5901	Postage and Shipping	146	146	146	146	146	146	146	146	146	146	146	146	-	**1,754**	1,700	(54)
		11,728	11,728	11,728	11,728	11,728	11,728	11,728	11,728	11,728	11,728	11,728	11,728	-	**140,738**	**136,400**	**(4,338)**
Facilities, Repairs and Other Leases																	
5601	Rent	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	-	**162,800**	162,800	-
5602	Additional Rent	267	267	267	267	267	267	267	267	267	267	267	267	-	**3,199**	3,100	(99)
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	-	**39,105**	37,900	(1,205)
		17,092	17,092	17,092	17,092	17,092	17,092	17,092	17,092	17,092	17,092	17,092	17,092	-	**205,104**	**203,800**	**(1,304)**
Professional/Consulting Services																	
5801	IT	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	-	**59,741**	57,900	(1,841)
5802	Audit & Taxes	-	-	-	7,979	7,979	7,979	-	-	-	-	-	-	-	**23,938**	23,200	(738)
5803	Legal	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	-	**29,922**	29,000	(922)
5804	Professional Development	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	-	**29,922**	29,000	(922)
5805	General Consulting	5,709	5,709	5,709	5,709	5,709	5,709	5,709	5,709	5,709	5,709	5,709	5,709	-	**68,512**	66,400	(2,112)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	22,578	22,578	22,578	-	-	-	**67,733**	65,646	(2,088)
5807	Bank Charges	103	103	103	103	103	103	103	103	103	103	103	103	-	**1,238**	1,200	(38)
5808	Printing	103	103	103	103	103	103	103	103	103	103	103	103	-	**1,238**	1,200	(38)
5809	Other taxes and fees	103	103	103	103	103	103	103	103	103	103	103	103	-	**1,238**	1,200	(38)
5810	Payroll Service Fee	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	-	**17,953**	17,400	(553)
5811	Management Fee	17,140	17,140	17,140	17,140	17,140	17,140	17,140	17,140	17,140	17,140	17,140	17,140	-	**205,680**	199,341	(6,339)
5812	District Oversight Fee	-	4,107	5,727	6,928	6,637	6,637	6,928	6,637	8,257	6,658	6,367	6,367	6,658	**77,909**	75,252	(2,656)
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	1,208	1,208	2,174	2,174	2,174	2,174	2,174	2,174	2,174	2,174	2,174	4,697	**26,679**	25,844	(836)
5815	Public Relations/Recruitment	499	499	499	499	499	499	499	499	499	499	499	499	-	**5,984**	5,800	(184)
		35,119	40,434	42,054	52,200	51,910	51,910	44,221	66,508	68,128	66,529	43,660	43,660	11,355	**617,689**	**598,383**	**(19,306)**
Depreciation																	
6900	Depreciation Expense	335	335	335	335	335	335	335	335	335	335	335	335	-	**4,024**	3,900	(124)
		335	335	335	335	335	335	335	335	335	335	335	335	-	**4,024**	**3,900**	**(124)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**346,533**	**797,817**	**834,016**	**845,470**	**814,266**	**809,529**	**809,685**	**870,107**	**860,507**	**865,725**	**819,060**	**382,317**	**34,236**	**9,089,269**	**8,813,744**	**(275,525)**
Monthly Surplus (Deficit)		**(342,158)**	**(342,454)**	**(216,647)**	**(75,835)**	**120,823**	**(47,976)**	**(494)**	**(129,558)**	**42,049**	**(8,712)**	**(105,511)**	**331,231**	**904,244**	**129,001**	**135,335**	**(6,335)**
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(342,158)	(342,454)	(216,647)	(75,835)	120,823	(47,976)	(494)	(129,558)	42,049	(8,712)	(105,511)	331,231	904,244	**129,001**		
	Cash flows from operating activities																
	Depreciation/Amortization	335	335	335	335	335	335	335	335	335	335	335	335	-	**4,024**		
	Public Funding Receivables	723,339	-	73,591	-	-	87,385	166,462	-	-	-	-	-	(938,480)	**112,297**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	(36,308)	-	-	-	-	-	-	-	-	-	-	-	34,236	**(2,072)**		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(159,737)	-	**(159,737)**		
	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	345,208	(342,119)	(142,721)	(75,500)	121,158	39,745	166,303	(129,222)	42,384	(8,377)	(105,176)	171,830				
	Cash, Beginning of Month	3,805,277	4,150,485	3,808,366	3,665,646	3,590,146	3,711,304	3,751,049	3,917,352	3,788,129	3,830,513	3,822,136	3,716,961				
Cash, End of Month		**4,150,485**	**3,808,366**	**3,665,646**	**3,590,146**	**3,711,304**	**3,751,049**	**3,917,352**	**3,788,129**	**3,830,513**	**3,822,136**	**3,716,961**	**3,888,790**				

FY26-27 Connecting Waters East Bay Original Budget

Monthly Cash Flow/Forecast FY28-29

Revised 6/7/26

ADA = 581.71

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
LCFF State Aid	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
New School/New Grade Apportionment	0.0%	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a			
In Lieu of Property Taxes	0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%			
New School In Lieu of Property Taxes	0.0%	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a			
Special Education	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
Revenues															ADA = 581.71	
State Aid - Revenue Limit																
LCFF - New Grade	-	-	-	-	-	-	-	-						-	-	-
LCFF - Continuing Charters	-	260,767	260,767	469,381	469,381	469,381	469,381	469,381	469,381	469,381	469,381	469,381	469,381	**5,215,348**	4,974,403	240,945
8011 LCFF State Aid	-	260,767	260,767	469,381	469,381	469,381	469,381	469,381	469,381	469,381	469,381	469,381	469,381	**5,215,348**	4,974,403	240,945
8012 Education Protection Account	-	-	-	29,086	-	-	29,086	-	-	29,086	-	-	29,086	**116,342**	116,342	-
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	162,007	324,013	216,009	216,009	216,009	216,009	216,009	378,016	189,008	189,008	189,008	189,008	**2,700,111**	2,700,111	-
	-	422,774	584,781	714,476	685,390	685,390	714,476	685,390	847,397	687,475	658,389	658,389	687,475	**8,031,801**	**7,790,856**	**240,945**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	84,100	**84,100**	84,100	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	7,299	**7,299**	7,080	219
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	91,399	**91,399**	**91,180**	**219**
Other State Revenue																
8311 State Special Education	-	41,505	41,505	74,709	74,709	74,709	74,709	74,709	74,709	74,709	74,709	74,709	74,709	**830,096**	805,215	24,881
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8550 Mandated Cost	-	-	-	-	-	21,004	-	-	-	-	-	-	649	**21,653**	21,004	649
8560 State Lottery	-	-	-	-	-	-	39,556	-	-	39,556	-	-	79,113	**158,225**	158,225	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	194,772	-	-	-	-	74,912	-	-	29,965	**299,649**	299,290	359
	-	41,505	41,505	74,709	269,480	95,712	114,265	74,709	74,709	189,177	74,709	74,709	184,435	**1,309,623**	1,283,734	25,889
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	52,500	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	-	**52,500**	**52,500**	**-**
Total Revenue	**4,375**	**468,654**	**630,661**	**793,559**	**959,246**	**785,478**	**833,116**	**764,474**	**926,480**	**881,027**	**737,473**	**737,473**	**963,309**	**9,485,323**	**9,218,270**	**267,053**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	270,671	270,671	270,671	270,671	270,671	270,671	270,671	270,671	270,671	270,671	-	-	**2,706,713**	2,634,014	(72,699)
1170 Teachers' Substitute Hours	-	8,544	8,544	8,544	8,544	8,544	8,544	8,544	8,544	8,544	8,544	-	-	**85,440**	83,146	(2,295)
1175 Teachers' Extra Duty/Stipends	-	9,807	9,807	9,807	9,807	9,807	9,807	9,807	9,807	9,807	9,807	-	-	**98,066**	95,432	(2,634)
1200 Pupil Support Salaries	-	32,701	32,701	32,701	32,701	32,701	32,701	32,701	32,701	32,701	32,701	-	-	**327,010**	318,227	(8,783)
1300 Administrators' Salaries	43,638	43,638	43,638	43,638	43,638	43,638	43,638	43,638	43,638	43,638	43,638	43,638	-	**523,660**	509,595	(14,065)
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	43,638	365,361	365,361	365,361	365,361	365,361	365,361	365,361	365,361	365,361	365,361	43,638	-	**3,740,889**	**3,640,414**	**(100,475)**
Classified Salaries																
2100 Instructional Salaries	-	16,064	16,064	16,064	16,064	16,064	16,064	16,064	16,064	16,064	16,064	-	-	**160,640**	156,325	(4,315)
2200 Support Salaries	-	154	154	154	154	154	154	154	154	154	154	-	-	**1,536**	1,494	(41)
2300 Classified Administrators' Salaries	144	144	144	144	144	144	144	144	144	144	144	144	-	**1,731**	1,685	(47)
2400 Clerical and Office Staff Salaries	61,877	61,877	61,877	61,877	61,877	61,877	61,877	61,877	61,877	61,877	61,877	61,877	-	**742,524**	722,581	(19,943)
2900 Other Classified Salaries	-	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	-	**26,667**	25,950	(716)
	62,021	80,663	80,663	80,663	80,663	80,663	80,663	80,663	80,663	80,663	80,663	64,446	-	**933,098**	**908,036**	**(25,062)**
Benefits																
3101 STRS	8,335	69,784	69,784	69,784	69,784	69,784	69,784	69,784	69,784	69,784	69,784	8,335	-	**714,510**	695,319	(19,191)
3202 PERS	16,021	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	16,647	-	**241,672**	243,354	1,681
3301 OASDI	3,835	5,003	5,003	5,003	5,003	5,003	5,003	5,003	5,003	5,003	5,003	3,985	-	**57,852**	56,298	(1,554)
3311 Medicare	1,531	6,468	6,468	6,468	6,468	6,468	6,468	6,468	6,468	6,468	6,468	1,566	-	**67,773**	65,953	(1,820)
3401 Health and Welfare	51,678	51,678	51,678	51,678	51,678	51,678	51,678	51,678	51,678	51,678	51,678	51,678	-	**620,135**	603,479	(16,656)
3501 State Unemployment	318	318	318	318	318	318	1,588	1,270	635	318	318	318	-	**6,351**	6,361	11
3601 Workers' Compensation	1,056	4,460	4,460	4,460	4,460	4,460	4,460	4,460	4,460	4,460	4,460	1,080	-	**46,740**	45,484	(1,255)
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	82,774	158,611	158,611	158,611	158,611	158,611	159,881	159,564	158,928	158,611	158,611	83,609	-	**1,755,032**	**1,716,248**	**(38,784)**
Books and Supplies																
4100 Textbooks and Core Curricula	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	-	**12,299**	11,969	(330)
4200 Books and Other Materials	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	-	**24,598**	23,938	(661)
4302 School Supplies	849	12,813	22,958	23,342	14,272	12,883	14,811	26,093	22,988	25,081	18,099	7,905	6,713	**208,807**	203,199	(5,608)
4305 Software	45,186	45,186	45,186	45,186	45,186	45,186	45,186	45,186	45,186	45,186	45,186	45,186	-	**542,226**	527,663	(14,563)
4310 Office Expense	2,845	2,845	2,845	2,845	2,845	2,845	2,845	2,845	2,845	2,845	2,845	2,845	-	**34,141**	33,224	(917)
4311 Business Meals	398	398	398	398	398	398	398	398	398	398	398	398	-	**4,771**	4,643	(128)
4312 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	1,328	20,038	35,904	36,503	22,320	20,147	23,162	40,805	35,949	39,223	28,304	12,362	10,498	**326,543**	317,772	(8,771)
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	53,680	84,354	110,365	111,349	88,095	84,533	89,476	118,400	110,439	115,806	97,906	71,770	17,211	**1,153,386**	**1,122,408**	**(30,978)**
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	40,450	40,450	40,450	40,450	40,450	40,450	40,450	40,450	40,450	40,450	40,450	40,450	-	**485,395**	472,358	(13,037)

FY26-27 Connecting Waters East Bay Original Budget

Monthly Cash Flow/Forecast FY28-29

Revised 6/7/26

ADA = 581.71

		Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
5103	Substitute Teacher	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	6,123	-	**73,477**	71,504	(1,974)
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5106	Other Educational Consultants	797	12,028	21,552	21,912	13,398	12,093	13,904	24,494	21,579	23,544	16,990	7,421	6,302	**196,013**	190,748	(5,265)
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		47,370	58,601	68,124	68,485	59,971	58,666	60,476	71,067	68,152	70,117	63,563	53,993	6,302	**754,885**	**734,610**	**(20,275)**
Operations and Housekeeping																	
5201	Auto and Travel	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	-	**46,016**	44,780	(1,236)
5300	Dues & Memberships	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	1,078	-	**12,935**	12,588	(347)
5400	Insurance	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	3,464	-	**41,563**	40,447	(1,116)
5501	Utilities	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	1,582	-	**18,979**	18,469	(510)
5502	Janitorial Services	398	398	398	398	398	398	398	398	398	398	398	398	-	**4,771**	4,643	(128)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	1,546	1,546	1,546	1,546	1,546	1,546	1,546	1,546	1,546	1,546	1,546	1,546	-	**18,555**	18,057	(498)
5901	Postage and Shipping	150	150	150	150	150	150	150	150	150	150	150	150	-	**1,802**	1,754	(48)
		12,052	12,052	12,052	12,052	12,052	12,052	12,052	12,052	12,052	12,052	12,052	12,052	-	**144,622**	**140,738**	**(3,884)**
Facilities, Repairs and Other Leases																	
5601	Rent	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	13,567	-	**162,800**	162,800	-
5602	Additional Rent	274	274	274	274	274	274	274	274	274	274	274	274	-	**3,287**	3,199	(88)
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	-	**40,185**	39,105	(1,079)
		17,189	17,189	17,189	17,189	17,189	17,189	17,189	17,189	17,189	17,189	17,189	17,189	-	**206,271**	**205,104**	**(1,168)**
Professional/Consulting Services																	
5801	IT	5,116	5,116	5,116	5,116	5,116	5,116	5,116	5,116	5,116	5,116	5,116	5,116	-	**61,390**	59,741	(1,649)
5802	Audit & Taxes	-	-	-	8,199	8,199	8,199	-	-	-	-	-	-	-	**24,598**	23,938	(661)
5803	Legal	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	-	**30,748**	29,922	(826)
5804	Professional Development	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	-	**30,748**	29,922	(826)
5805	General Consulting	5,867	5,867	5,867	5,867	5,867	5,867	5,867	5,867	5,867	5,867	5,867	5,867	-	**70,402**	68,512	(1,891)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	23,201	23,201	23,201	-	-	-	**69,602**	67,733	(1,869)
5807	Bank Charges	106	106	106	106	106	106	106	106	106	106	106	106	-	**1,272**	1,238	(34)
5808	Printing	106	106	106	106	106	106	106	106	106	106	106	106	-	**1,272**	1,238	(34)
5809	Other taxes and fees	106	106	106	106	106	106	106	106	106	106	106	106	-	**1,272**	1,238	(34)
5810	Payroll Service Fee	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	-	**18,449**	17,953	(496)
5811	Management Fee	17,613	17,613	17,613	17,613	17,613	17,613	17,613	17,613	17,613	17,613	17,613	17,613	-	**211,357**	205,680	(5,677)
5812	District Oversight Fee	-	4,228	5,848	7,145	6,854	6,854	7,145	6,854	8,474	6,875	6,584	6,584	6,875	**80,318**	77,909	(2,409)
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5814	SPED Encroachment	-	1,245	1,245	2,241	2,241	2,241	2,241	2,241	2,241	2,241	2,241	2,241	4,764	**27,426**	26,679	(746)
5815	Public Relations/Recruitment	512	512	512	512	512	512	512	512	512	512	512	512	-	**6,150**	5,984	(165)
		36,088	41,561	43,181	53,674	53,383	53,383	45,474	68,384	70,004	68,405	44,914	44,914	11,639	**635,006**	**617,689**	**(17,317)**
Depreciation																	
6900	Depreciation Expense	345	345	345	345	345	345	345	345	345	345	345	345	-	**4,135**	4,024	(111)
		345	345	345	345	345	345	345	345	345	345	345	345	-	**4,135**	**4,024**	**(111)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**355,157**	**818,738**	**855,892**	**867,728**	**835,670**	**830,803**	**830,918**	**893,025**	**883,134**	**888,549**	**840,604**	**391,956**	**35,152**	**9,327,325**	**9,089,269**	**(238,056)**
Monthly Surplus (Deficit)		**(350,782)**	**(350,084)**	**(225,231)**	**(74,169)**	**123,576**	**(45,325)**	**2,198**	**(128,551)**	**43,346**	**(7,523)**	**(103,131)**	**345,517**	**928,157**	**157,998**	**129,001**	**28,997**
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(350,782)	(350,084)	(225,231)	(74,169)	123,576	(45,325)	2,198	(128,551)	43,346	(7,523)	(103,131)	345,517	928,157	**157,998**		
	Cash flows from operating activities																
	Depreciation/Amortization	345	345	345	345	345	345	345	345	345	345	345	345	-	**4,135**		
	Public Funding Receivables	665,790	-	79,113	-	-	-	193,578	-	-	-	-	-	(963,309)	**(24,828)**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	(34,236)	-	-	-	-	-	-	-	-	-	-	-	35,152	**916**		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(159,737)	-	**(159,737)**		
	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	281,116	(349,739)	(145,774)	(73,824)	123,920	(44,981)	196,121	(128,207)	43,691	(7,178)	(102,787)	186,125				
	Cash, Beginning of Month	3,888,790	4,169,906	3,820,167	3,674,393	3,600,569	3,724,489	3,679,508	3,875,629	3,747,422	3,791,113	3,783,935	3,681,149				
Cash, End of Month		**4,169,906**	**3,820,167**	**3,674,393**	**3,600,569**	**3,724,489**	**3,679,508**	**3,875,629**	**3,747,422**	**3,791,113**	**3,783,935**	**3,681,149**	**3,867,274**				

Coversheet

Approval of the Connecting Waters Charter School, Central Valley 2026-2027 Budget

Section: XI. Items Scheduled for Consideration and/or Action
Item: I. Approval of the Connecting Waters Charter School, Central Valley 2026-2027 Budget
Purpose:
Submitted by:
Related Material: FY27_CWCV_Budget Package.pdf

BACKGROUND:

Approval of the Connecting Waters Charter School, Central Valley 2026-2027 Budget

CHARTER IMPACT

BOARD FINANCIALS

Connecting Waters– Central Valley

Budget Presentation – 2026-27

CHARTER IMPACT

TK–12 FUNDING HIGHLIGHTS

COLA, Special Education & Student Support

Comparison of Governor's Budget Proposal vs. May Revision

	Governor's Budget Proposal (Jan 2026)	May Revision (May 2026)	Change
COLA (LCFF) Cost-of-Living Adjustment for Local Control Funding Formula	**2.41%** statutory COLA	**2.87%** statutory COLA **4.31%** total COLA (includes super COLA)	↑ **Increased significantly**
Special Education Ongoing Proposition 98 Investments	**$509M** ongoing increase to equalize SPED base rates statewide **Per ADA Amount** **$998** per ADA	**$2.4B** total ongoing increase (includes additional $1.8B) *43% increase over 2025 Budget Act* **Per ADA Amount** **$1,340** per ADA	↑ **Major augmentation** **+$342** per ADA increase
Student Support & Professional Development Block Grant One-Time Proposition 98 Discretionary	**$2.8B** one-time block grant	**$5.0B** one-time block grant	↑ **+$2.2B increase**

ⓘ Current EDCOE SELPA rate (2025–26): **$918 per ADA**
May Revision rate is $422 per ADA higher than EDCOE's current SELPA rate.

Source: 2026–27 Governor's Budget Proposal (Jan 2026) and May Revision (May 2026)

KEY TAKEAWAYS

- The May Revision provides stronger ongoing operational support for LEAs through a higher COLA and significant SPED investment.
- Total COLA increases to 4.31% when including the discretionary "super COLA," providing meaningful flexibility for districts and charters.
- Special Education funding receives a major boost with nearly $2.4B in ongoing increases, advancing rate equity across the state.
- SPED per ADA funding increases from $998 to $1,340, a $342 per ADA improvement. This is $422 per ADA higher than EDCOE's current SELPA rate of $918.
- The Student Support & Professional Development Block Grant is expanded to $5B one-time, offering critical resources for educator recruitment, retention, and training.
- These investments reflect the state's continued commitment to academic recovery, student well-being, and long-term system stability.

CWCV - Budget Highlights

- FY27 budget balanced with **$117K** surplus (**1.0%** of expenses)
- Multi-year projection healthy, with revenues and surpluses increasing annually across next 3 years

State COLA	*4.31%*	*3.30%*	*3.09%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*
Enrollment	*787.00*	*787.00*	*787.00*
Average Daily Attendance	*779.39*	*779.39*	*779.39*
Total Revenue	**$ 12,216,116**	**$ 12,692,302**	**$ 12,998,156**
Total Expenses	**$ 12,098,893**	**$ 12,488,117**	**$ 12,822,047**
Surplus (Deficit)	**$ 117,222**	**$ 204,185**	**$ 176,108**
Fund Balance, Beginning of Year	$ 9,414,189	$ 9,531,411	$ 9,735,597
Fund Balance, End of Year	**$ 9,531,411**	**$ 9,735,597**	**$ 9,911,705**
	78.8%	***78.0%***	***77.3%***

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	*787*
ADA	*779*
Attendance Rate	*99.0%*
Unduplicated %	*51.4%*
Revenue per ADA	*$15,674*
Expenses per ADA	*$15,524*

Compliance

- SB740 Requirements:

Cert.	Instr.
61.8%	81.6%
2,662,061	194,995

Must exceed 40% / 80%

Pupil:Teacher Ratio
16.69 :1

Must be equal to or less than 25:1

CHARTER IMPACT

Powered by BoardOnTrack

CWCV – Revenue & Expenses

	Annual/Full Year Budget
Revenue	
State Aid-Rev Limit	$ 10,405,144
Federal Revenue	116,975
Other State Revenue	1,650,247
Other Local Revenue	43,750
Total Revenue	**$ 12,216,116**

Revenue: +6.3% YoY, driven by:

- ADA growth: **+5.4%**
- Super-COLA: **+4.31%**
- State SPED funding rate increase: **+46%** = **+$265K**
- Specialty Funding: -**$695K**

	Annual/Full Year Budget
Expenses	
Certificated Salaries	$ 5,327,354
Classified Salaries	1,144,063
Benefits	2,469,401
Books and Supplies	1,085,751
Subagreement Services	679,816
Operations	318,800
Facilities	120,200
Professional Services	623,308
Depreciation	330,200
Interest	-
Total Expenses	**$ 12,098,893**

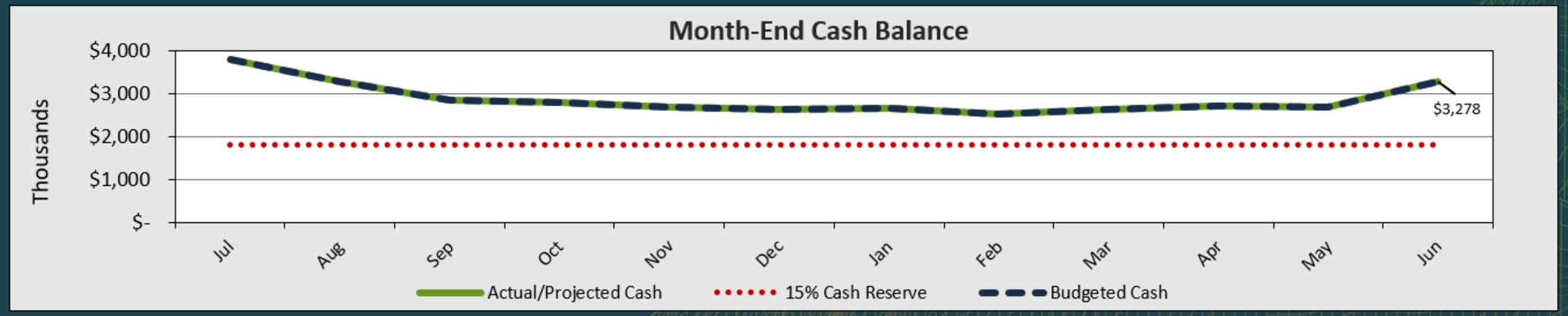
Expenses: +4.2% YoY

- **Staffing: +3.3%**
  - Incorporates appropriate salary increases
- **Other Expenses:** Increased in line with FY26 estimated actuals per ADA plus CA CPI (+3.76%)

CWCV – Fund & Cash Balance

	Annual/Full Year Budget
Total Surplus(Deficit)	**$ 117,223**
Beginning Fund Balance	9,414,189
Ending Fund Balance	**$ 9,531,412**
As a % of Annual Expenses	*78.8%*

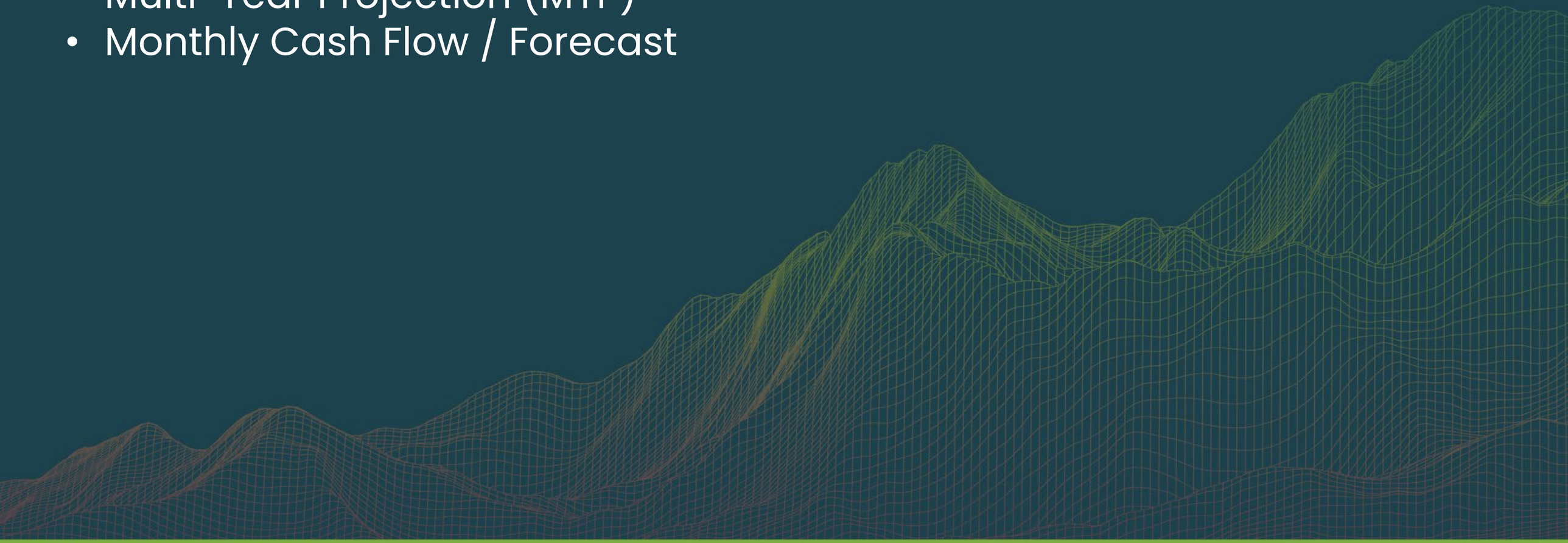
- Fund balance and surplus within state and authorizer requirements
- Fund balance subject to change, pending June 2026 financial close



- No borrowing anticipated in current year or future years budgets

Appendix

- Adopted Budget Alternative Form
- Multi-Year Projection (MYP)
- Monthly Cash Flow / Forecast



CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name:	**Connecting Waters, Central Valley**
(name continued)	
CDS #:	**50 71167 0138057**
Charter Approving Entity:	**Modesto City Elementary**
County:	**Stanislaus**
Charter #:	**1973**
Fiscal Year:	**2026-27**

To the entity that approved the charter school:

(x) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print Name: Tammy Hushaw Title: Acting Executive Director

To the County Superintendent of Schools:

(x) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Tim Zearley Title: Assoc Sup CBO

For additional information on the BUDGET, please contact:

For Approving Entity:	For Charter School:
Michelle Price	Jason Sitomer
Name	Name
Senior Director, Financial Services	Charter Impact, Inc.
Title	Title
209-574-8496	888-474-0322
Telephone	Telephone
price.mi@monet.k12.ca.us	jsitomer@charterimpact.com
E-mail address	E-mail address

(___) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
District Advisor

Revised 5/8/19

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Waters, Central Valley
(name continued)
CDS #: 50 71167 0138057
Charter Approving Entity: Modesto City Elementary
County: Stanislaus
Charter #: 1973
Budgeting Period: 2026-27

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	8,150,826.00	8,946,453.00		8,946,453.00
Education Protection Account State Aid - Current Year	8012	146,322.00	155,878.00		155,878.00
State Aid - Prior Years	8019	0.00	0.00		0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,058,355.00	1,302,813.00		1,302,813.00
Other LCFF Transfers	8091, 8097	0.00	0.00		0.00
Total, LCFF Sources		9,355,503.00	10,405,144.00	0.00	10,405,144.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	0.00		0.00	0.00
Special Education - Federal	8181, 8182	120,823.00		116,975.00	116,975.00
Child Nutrition - Federal	8220	0.00		0.00	0.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00		0.00	0.00
Total, Federal Revenues		120,823.00	0.00	116,975.00	116,975.00
3. Other State Revenues					
Special Education - State	StateRevSE	685,646.00		1,044,382.60	1,044,382.60
All Other State Revenues	StateRevAO	1,297,987.00	193,144.01	412,720.00	605,864.01
Total, Other State Revenues		1,983,633.00	193,144.01	1,457,102.60	1,650,246.61
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	29,000.00	43,750.00	0.00	43,750.00
Total, Local Revenues		29,000.00	43,750.00	0.00	43,750.00
5. TOTAL REVENUES		11,488,959.00	10,642,038.01	1,574,077.60	12,216,115.61
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	3,880,388.30	3,380,448.41	659,668.17	4,040,116.58
Certificated Pupil Support Salaries	1200	541,386.30	211,817.04	340,586.30	552,403.34
Certificated Supervisors' and Administrators' Salaries	1300	707,623.00	666,567.76	68,266.61	734,834.37
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00
Total, Certificated Salaries		5,129,397.60	4,258,833.22	1,068,521.07	5,327,354.29
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	247,790.18	239,983.97	0.00	239,983.97
Non-certificated Support Salaries	2200	11,548.22	3,578.00	0.00	3,578.00
Non-certificated Supervisors' and Administrators' Sal.	2300	5,278.16	2,323.65	0.00	2,323.65
Clerical and Office Salaries	2400	844,905.51	746,058.71	102,910.43	848,969.14
Other Non-certificated Salaries	2900	17,500.00	0.00	49,207.88	49,207.88
Total, Non-certificated Salaries		1,127,022.07	991,944.33	152,118.31	1,144,062.64

Revised 5/8/19

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Waters, Central Valley
(name continued)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
3. Employee Benefits					
STRS	3101-3102	979,714.91	820,365.31	197,159.36	1,017,524.67
PERS	3201-3202	302,154.62	261,873.31	40,159.23	302,032.54
OASDI / Medicare / Alternative	3301-3302	160,593.75	138,162.78	26,604.65	164,767.43
Health and Welfare Benefits	3401-3402	886,260.54	739,390.67	174,775.33	914,166.00
Unemployment Insurance	3501-3502	3,128.36	4,953.33	1,242.73	6,196.06
Workers' Compensation Insurance	3601-3602	64,065.82	52,870.51	11,843.66	64,714.17
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00
Total, Employee Benefits		2,395,918.00	2,017,615.90	451,784.97	2,469,400.87
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00
Materials and Supplies	4300	681,057.99	693,441.18	51,058.82	744,500.00
Noncapitalized Equipment	4400	290,531.01	328,151.36	0.00	328,151.36
Food	4700	12,019.79	13,100.00	0.00	13,100.00
Total, Books and Supplies		983,608.79	1,034,692.54	51,058.82	1,085,751.36
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	171,316.22	508,500.00	679,816.22
Travel and Conferences	5200	77,507.21	0.00	0.00	0.00
Dues and Memberships	5300	23,952.97	26,200.00	0.00	26,200.00
Insurance	5400	53,052.01	58,000.00	0.00	58,000.00
Operations and Housekeeping Services	5500	165,012.94	180,500.00	0.00	180,500.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	110,608.55	120,200.00	0.00	120,200.00
Transfers of Direct Costs	5700-5799	0.00	683,826.50	(683,826.50)	0.00
Professional/Consulting Services & Operating Expend.	5800	1,055,382.67	588,726.81	34,580.93	623,307.74
Communications	5900	50,696.58	54,100.00	0.00	54,100.00
Total, Services and Other Operating Expenditures		1,536,212.93	1,882,869.53	(140,745.57)	1,742,123.96
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170	0.00			0.00
Buildings and Improvements of Buildings	6200	0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00			0.00
Equipment	6400	0.00			0.00
Equipment Replacement	6500	0.00			0.00
Depreciation Expense (for full accrual basis only)	*6900*	313,438.00	330,200.00		330,200.00
Total, Capital Outlay		313,438.00	330,200.00	0.00	330,200.00
7. Other Outgo					
Tuition to Other Schools	7110-7143	0.00			0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00			0.00
All Other Transfers	7281-7299	0.00			0.00
Transfer of Indirect Costs	7300-7399	0.00			0.00
Debt Service:					
Interest	7438	123,323.00			0.00
Principal	7439	0.00			0.00
Total, Other Outgo		123,323.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		11,608,920.38	10,516,155.53	1,582,737.60	12,098,893.12
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(119,961.38)	125,882.48	(8,660.00)	117,222.48

Revised 5/8/19

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Connecting Waters, Central Valley
(name continued)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(119,961.38)	125,882.48	(8,660.00)	117,222.48
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	9,559,812.13	9,358,628.75	55,561.00	9,414,189.75
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(25,661.00)	0.00		0.00
c. Adjusted Beginning Balance		9,534,151.13	9,358,628.75	55,561.00	9,414,189.75
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,414,189.75	9,484,511.23	46,901.00	9,531,412.23
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	1,379,007.00	476,570.61		476,570.61
Unassigned / Unappropriated Amount	9790	8,035,182.75	9,007,940.62	46,901.00	9,054,841.62

Revised 5/8/19

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Waters, Central Valley
(name continued)
CDS #: 50 71167 0138057
Charter Approving Entity: Modesto City Elementary
County: Stanislaus
Charter #: 1973
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	Totals for 2027/28	Totals for 2028/29
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	8,946,453.00	0.00	8,946,453.00	9,264,274.00	9,595,850.00
Education Protection Account State Aid - Current Year	8012	155,878.00	0.00	155,878.00	155,878.00	155,878.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,302,813.00	0.00	1,302,813.00	1,302,813.00	1,302,813.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		10,405,144.00	0.00	10,405,144.00	10,722,965.00	11,054,541.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182	0.00	116,975.00	116,975.00	123,061.00	123,337.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	116,975.00	116,975.00	123,061.00	123,337.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	1,044,382.60	1,044,382.60	1,078,847.23	1,112,183.61
All Other State Revenues	StateRevAO	193,144.01	412,720.00	605,864.01	723,678.77	664,344.39
Total, Other State Revenues		193,144.01	1,457,102.60	1,650,246.61	1,802,526.00	1,776,528.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	43,750.00	0.00	43,750.00	43,750.00	43,750.00
Total, Local Revenues		43,750.00	0.00	43,750.00	43,750.00	43,750.00
5. TOTAL REVENUES		10,642,038.01	1,574,077.60	12,216,115.61	12,692,302.00	12,998,156.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,380,448.41	659,668.17	4,040,116.58	4,168,592.00	4,283,645.00
Certificated Pupil Support Salaries	1200	211,817.04	340,586.30	552,403.34	569,969.77	585,700.94
Certificated Supervisors' and Administrators' Salaries	1300	666,567.76	68,266.61	734,834.37	758,202.10	779,128.48
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		4,258,833.22	1,068,521.07	5,327,354.29	5,496,763.87	5,648,474.41
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	239,983.97	0.00	239,983.97	247,615.46	254,449.64
Non-certificated Support Salaries	2200	3,578.00	0.00	3,578.00	3,691.78	3,793.67
Non-certificated Supervisors' and Administrators' Sal.	2300	2,323.65	0.00	2,323.65	2,397.54	2,463.72
Clerical and Office Salaries	2400	746,058.71	102,910.43	848,969.14	875,966.36	900,143.03
Other Non-certificated Salaries	2900	0.00	49,207.88	49,207.88	50,772.70	52,174.02
Total, Non-certificated Salaries		991,944.33	152,118.31	1,144,062.64	1,180,443.83	1,213,024.08

Revised 5/8/19

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Waters, Central Valley
(name continued)

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	Totals for 2027/28	Totals for 2028/29
3. Employee Benefits						
STRS	3101-3102	820,365.31	197,159.36	1,017,524.67	1,049,881.96	1,078,858.70
PERS	3201-3202	261,873.31	40,159.23	302,032.54	316,358.95	314,173.24
OASDI / Medicare / Alternative	3301-3302	138,162.78	26,604.65	164,767.43	170,007.00	174,699.00
Health and Welfare Benefits	3401-3402	739,390.67	174,775.33	914,166.00	943,236.48	969,269.81
Unemployment Insurance	3501-3502	4,953.33	1,242.73	6,196.06	6,172.72	6,150.25
Workers' Compensation Insurance	3601-3602	52,870.51	11,843.66	64,714.17	66,772.08	68,614.99
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		2,017,615.90	451,784.97	2,469,400.87	2,552,429.19	2,611,765.99
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	693,441.18	51,058.82	744,500.00	768,175.00	789,377.00
Noncapitalized Equipment	4400	328,151.36	0.00	328,151.36	338,586.58	347,931.57
Food	4700	13,100.00	0.00	13,100.00	13,516.58	13,889.64
Total, Books and Supplies		1,034,692.54	51,058.82	1,085,751.36	1,120,278.16	1,151,198.20
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	171,316.22	508,500.00	679,816.22	701,434.00	720,794.00
Travel and Conferences	5200	0.00	0.00	0.00	0.00	0.00
Dues and Memberships	5300	26,200.00	0.00	26,200.00	27,033.00	27,779.00
Insurance	5400	58,000.00	0.00	58,000.00	59,844.00	61,496.00
Operations and Housekeeping Services	5500	180,500.00	0.00	180,500.00	186,240.00	191,380.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	120,200.00	0.00	120,200.00	124,022.00	127,445.00
Transfers of Direct Costs	5700-5799	683,826.50	(683,826.50)	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	588,726.81	34,580.93	623,307.74	643,108.47	661,226.14
Communications	5900	54,100.00	0.00	54,100.00	55,820.00	57,361.00
Total, Services and Other Operating Expenditures		1,882,869.53	(140,745.57)	1,742,123.96	1,797,501.47	1,847,481.14
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	*6900*	330,200.00	0.00	330,200.00	340,700.00	350,104.00
Total, Capital Outlay		330,200.00	0.00	330,200.00	340,700.00	350,104.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		10,516,155.53	1,582,737.60	12,098,893.12	12,488,116.52	12,822,047.83
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		125,882.48	(8,660.00)	117,222.48	204,185.48	176,108.17

Revised 5/8/19

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Connecting Waters, Central Valley
(name continued)

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	Totals for 2027/28	Totals for 2028/29
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		125,882.48	(8,660.00)	117,222.48	204,185.48	176,108.17
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	9,358,628.75	55,561.00	9,414,189.75	9,531,412.23	9,735,597.71
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		9,358,628.75	55,561.00	9,414,189.75	9,531,412.23	9,735,597.71
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,484,511.23	46,901.00	9,531,412.23	9,735,597.71	9,911,705.89
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	0.00		0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	476,570.61	0.00	476,570.61	624,405.83	9,911,705.89
Undesignated / Unappropriated Amount	9790	9,007,940.62	46,901.00	9,054,841.62	9,111,191.89	0.00

Revised 5/8/19

FY26-27 Connecting Waters Central Valley Original Budget

Multi-Year Forecast

Revised 6/7/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*
Enrollment	*787.00*	*787.00*	*787.00*
Average Daily Attendance	*779.39*	*779.39*	*779.39*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 8,946,453	$ 9,264,274	$ 9,595,850
8012 Education Protection Account	155,878	155,878	155,878
8096 In Lieu of Property Taxes	1,302,813	1,302,813	1,302,813
	10,405,144	10,722,965	11,054,541
Federal Revenue			
8181 Special Education - Entitlement	108,315	114,115	114,115
8182 Special Education - Discretionary	8,660	8,946	9,222
	116,975	123,061	123,337
Other State Revenue			26,692
8311 State Special Education	1,044,383	1,078,847	1,112,184
8550 Mandated Cost	23,549	25,892	26,692
8560 State Lottery	211,994	211,994	211,994
8599 Other State Revenue	370,321	485,793	425,658
	1,650,247	1,802,526	1,776,528
Other Local Revenue			
8660 Interest Revenue	43,750	43,750	43,750
8699 School Fundraising	-	-	-
	43,750	43,750	43,750
Total Revenue	**$ 12,216,116**	**$ 12,692,302**	**$ 12,998,156**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	3,786,131	3,906,530	4,014,350
1170 Teachers' Substitute Hours	114,676	118,323	121,588
1175 Teachers' Extra Duty/Stipends	139,310	143,740	147,707
1200 Pupil Support Salaries	552,403	569,970	585,701
1300 Administrators' Salaries	734,834	758,202	779,128
	5,327,354	5,496,764	5,648,475
Classified Salaries			
2100 Instructional Salaries	239,984	247,615	254,450
2200 Support Salaries	3,578	3,692	3,794
2300 Classified Administrators' Salaries	2,324	2,398	2,464
2400 Clerical and Office Staff Salaries	848,969	875,966	900,143
2900 Other Classified Salaries	49,208	50,773	52,174
	1,144,063	1,180,444	1,213,024
Benefits			
3101 STRS	1,017,525	1,049,882	1,078,859
3202 PERS	302,033	316,359	314,173
3301 OASDI	70,932	73,188	75,207
3311 Medicare	93,836	96,820	99,492
3401 Health and Welfare	914,166	943,236	969,270
3501 State Unemployment	6,196	6,173	6,150
3601 Workers' Compensation	64,714	66,772	68,615
	2,469,401	2,552,429	2,611,766
Books and Supplies			
4305 Software	689,800	711,736	731,380
4310 Office Expense	47,800	49,320	50,681
4311 Business Meals	6,900	7,119	7,316
4400 Noncapitalized Equipment	328,151	338,587	347,932
4700 Food Services	13,100	13,517	13,890
	1,085,751	1,120,278	1,151,198
Subagreement Services			
5102 Special Education	508,500	524,670	539,151
5103 Substitute Teacher	45,300	46,741	48,031
5106 Other Educational Consultants	126,016	130,024	133,612
	679,816	701,434	720,794
Operations and Housekeeping			
5300 Dues & Memberships	26,200	27,033	27,779
5400 Insurance	58,000	59,844	61,496

FY26-27 Connecting Waters Central Valley Original Budget

Multi-Year Forecast

Revised 6/7/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
5501 Utilities	112,600	116,181	119,387
5502 Janitorial Services	21,400	22,081	22,690
5516 Miscellaneous Expense	46,500	47,979	49,303
5900 Communications	51,900	53,550	55,028
5901 Postage and Shipping	2,200	2,270	2,333
	318,800	328,938	338,017
Facilities, Repairs and Other Leases			
5602 Additional Rent	1,700	1,754	1,802
5610 Repairs and Maintenance	118,500	122,268	125,643
	120,200	124,022	127,445
Professional/Consulting Services			
5801 IT	16,400	16,922	17,389
5802 Audit & Taxes	21,900	22,596	23,220
5803 Legal	32,800	33,843	34,777
5804 Professional Development	14,200	14,652	15,056
5805 General Consulting	71,300	73,567	75,598
5806 Special Activities/Field Trips	56,474	58,270	59,879
5811 Management Fee	271,601	280,238	287,972
5812 District Oversight Fee	104,051	107,230	110,545
5814 SPED Encroachment	34,581	35,789	36,789
	623,308	643,107	661,225
Depreciation			
6900 Depreciation Expense	330,200	340,700	350,104
	330,200	340,700	350,104
Interest			
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 12,098,893**	**$ 12,488,117**	**$ 12,822,047**
Surplus (Deficit)	**$ 117,222**	**$ 204,185**	**$ 176,108**
Fund Balance, Beginning of Year	$ 9,414,189	$ 9,531,411	$ 9,735,597
Fund Balance, End of Year	**$ 9,531,411**	**$ 9,735,597**	**$ 9,911,705**
	78.8%	***78.0%***	***77.3%***
Cash Flow Adjustments			
Surplus (Deficit)	117,222	204,185	176,108
Cash Flows From Operating Activities			
Depreciation/Amortization	330,200	340,700	350,104
Public Funding Receivables	(1,399,119)	60,435	(27,905)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	32,502	(1,461)	804
Accrued Expenses	-	-	-
Deferred Revenue	-	(226,863)	(226,863)
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	(919,195)	376,997	272,249
Cash, Beginning of Year	4,197,581	3,278,386	3,655,383
Cash, End of Year	**$ 3,278,386**	**$ 3,655,383**	**$ 3,927,632**

FY26-27 Connecting Waters Central Valley Original Budget

Monthly Cash Flow/Forecast FY26-27

Revised 6/7/26

Actuals Through:

ADA = 779.39

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 779.39	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	424,583	424,583	764,250	764,250	764,250	764,250	764,250	855,207	855,207	855,207	855,207	855,209	**8,946,453**	8,946,453	-
8012	Education Protection Account	-	-	38,970	-	-	38,970	-	-	38,970	-	-	-	38,970	**155,878**	155,878	-
8096	In Lieu of Property Taxes	-	74,195	148,390	98,927	98,927	98,927	98,927	98,927	195,198	97,599	97,599	97,599	97,599	**1,302,813**	1,302,813	-
		-	498,778	611,943	863,176	863,176	902,146	863,176	863,176	1,089,375	952,806	952,806	952,806	991,778	**10,405,144**	**10,405,144**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	108,315	**108,315**	108,315	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	8,660	**8,660**	8,660	-
		-	-	-	-	-	-	-	-	-	-	-	-	116,975	**116,975**	**116,975**	**-**
Other State Revenue																	
8311	State Special Education	-	50,729	50,729	91,312	91,312	91,312	91,312	91,312	97,273	97,273	97,273	97,273	97,273	**1,044,383**	1,044,383	-
8550	Mandated Cost	-	-	-	-	-	23,549	-	-	-	-	-	-	-	**23,549**	23,549	-
8560	State Lottery	-	-	-	-	-	-	50,304	-	-	50,304	-	-	111,385	**211,994**	211,994	-
8599	Other State Revenue	-	3,397	3,397	81,708	6,115	6,115	81,708	6,115	6,115	81,708	6,115	6,115	81,708	**370,321**	370,321	-
		-	54,127	54,127	173,021	97,428	120,976	223,325	97,428	103,388	229,285	103,388	103,388	290,366	**1,650,247**	**1,650,247**	**-**
Other Local Revenue																	
8660	Interest Revenue	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	-	**43,750**	43,750	-
		3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	-	**43,750**	**43,750**	**-**
Total Revenue		**3,646**	**556,550**	**669,715**	**1,039,843**	**964,250**	**1,026,768**	**1,090,147**	**964,250**	**1,196,409**	**1,185,738**	**1,059,840**	**1,059,840**	**1,399,119**	**12,216,116**	**12,216,116**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	378,613	378,613	378,613	378,613	378,613	378,613	378,613	378,613	378,613	378,613	-	-	**3,786,131**	3,786,131	-
1170	Teachers' Substitute Hours	-	11,468	11,468	11,468	11,468	11,468	11,468	11,468	11,468	11,468	11,468	-	-	**114,676**	114,676	-
1175	Teachers' Extra Duty/Stipends	-	13,931	13,931	13,931	13,931	13,931	13,931	13,931	13,931	13,931	13,931	-	-	**139,310**	139,310	-
1200	Pupil Support Salaries	-	55,240	55,240	55,240	55,240	55,240	55,240	55,240	55,240	55,240	55,240	-	-	**552,403**	552,403	-
1300	Administrators' Salaries	61,236	61,236	61,236	61,236	61,236	61,236	61,236	61,236	61,236	61,236	61,236	61,236	-	**734,834**	734,834	-
		61,236	520,488	520,488	520,488	520,488	520,488	520,488	520,488	520,488	520,488	520,488	61,236	-	**5,327,354**	**5,327,354**	**-**
Classified Salaries																	
2100	Instructional Salaries	-	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	-	-	**239,984**	239,984	-
2200	Support Salaries	-	358	358	358	358	358	358	358	358	358	358	-	-	**3,578**	3,578	-
2300	Classified Administrators'	194	194	194	194	194	194	194	194	194	194	194	194	-	**2,324**	2,324	-
2400	Clerical and Office Staff Salaries	70,747	70,747	70,747	70,747	70,747	70,747	70,747	70,747	70,747	70,747	70,747	70,747	-	**848,969**	848,969	-
2900	Other Classified Salaries	-	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	-	**49,208**	49,208	-
		70,941	99,771	99,771	99,771	99,771	99,771	99,771	99,771	99,771	99,771	99,771	75,415	-	**1,144,063**	**1,144,063**	**-**
Benefits																	
3101	STRS	11,696	99,413	99,413	99,413	99,413	99,413	99,413	99,413	99,413	99,413	99,413	11,696	-	**1,017,525**	1,017,525	-
3202	PERS	18,728	26,339	26,339	26,339	26,339	26,339	26,339	26,339	26,339	26,339	26,339	19,909	-	**302,033**	302,033	-
3301	OASDI	4,398	6,186	6,186	6,186	6,186	6,186	6,186	6,186	6,186	6,186	6,186	4,676	-	**70,932**	70,932	-
3311	Medicare	1,917	8,994	8,994	8,994	8,994	8,994	8,994	8,994	8,994	8,994	8,994	1,981	-	**93,836**	93,836	-
3401	Health and Welfare	76,181	76,181	76,181	76,181	76,181	76,181	76,181	76,181	76,181	76,181	76,181	76,181	-	**914,166**	914,166	-
3501	State Unemployment	310	310	310	310	310	310	1,549	1,239	620	310	310	310	-	**6,196**	6,196	-
3601	Workers' Compensation	1,322	6,203	6,203	6,203	6,203	6,203	6,203	6,203	6,203	6,203	6,203	1,367	-	**64,714**	64,714	-
		114,552	223,625	223,625	223,625	223,625	223,625	224,864	224,555	223,935	223,625	223,625	116,119	-	**2,469,401**	**2,469,401**	**-**
Books and Supplies																	
4305	Software	57,483	57,483	57,483	57,483	57,483	57,483	57,483	57,483	57,483	57,483	57,483	57,483	-	**689,800**	689,800	-
4310	Office Expense	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	-	**47,800**	47,800	-
4311	Business Meals	575	575	575	575	575	575	575	575	575	575	575	575	-	**6,900**	6,900	-
4400	Noncapitalized Equipment	1,334	20,137	36,080	36,683	22,430	20,246	23,276	41,006	36,126	39,416	28,444	12,423	10,550	**328,151**	328,151	-
4700	Food Services	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	-	**13,100**	13,100	-
		64,468	83,270	99,214	99,817	85,563	83,379	86,410	104,139	99,259	102,549	91,577	75,556	10,550	**1,085,751**	**1,085,751**	**-**
Subagreement Services																	
5102	Special Education	42,375	42,375	42,375	42,375	42,375	42,375	42,375	42,375	42,375	42,375	42,375	42,375	-	**508,500**	508,500	-
5103	Substitute Teacher	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	-	**45,300**	45,300	-
5106	Other Educational Consultants	512	7,733	13,856	14,087	8,614	7,775	8,939	15,747	13,873	15,136	10,923	4,771	4,051	**126,016**	126,016	-
		46,662	53,883	60,006	60,237	54,764	53,925	55,089	61,897	60,023	61,286	57,073	50,921	4,051	**679,816**	**679,816**	**-**
Operations and Housekeeping																	
5300	Dues & Memberships	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	-	**26,200**	26,200	-
5400	Insurance	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	-	**58,000**	58,000	-
5501	Utilities	9,383	9,383	9,383	9,383	9,383	9,383	9,383	9,383	9,383	9,383	9,383	9,383	-	**112,600**	112,600	-
5502	Janitorial Services	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	-	**21,400**	21,400	-
5516	Miscellaneous Expense	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	-	**46,500**	46,500	-
5900	Communications	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	-	**51,900**	51,900	-
5901	Postage and Shipping	183	183	183	183	183	183	183	183	183	183	183	183	-	**2,200**	2,200	-
		26,567	26,567	26,567	26,567	26,567	26,567	26,567	26,567	26,567	26,567	26,567	26,567	-	**318,800**	**318,800**	**-**
Facilities, Repairs and Other Leases																	
5602	Additional Rent	142	142	142	142	142	142	142	142	142	142	142	142	-	**1,700**	1,700	-

FY26-27 Connecting Waters Central Valley Original Budget

CHARTER IMPACT

Monthly Cash Flow/Forecast FY26-27

Revised 6/7/26

Actuals Through:

ADA = 779.39

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5610	Repairs and Maintenance	9,875	9,875	9,875	9,875	9,875	9,875	9,875	9,875	9,875	9,875	9,875	9,875	-	**118,500**	118,500	-
		10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	10,017	-	**120,200**	**120,200**	-
Professional/Consulting Services																	
5801	IT	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	-
5802	Audit & Taxes	-	-	-	7,300	7,300	7,300	-	-	-	-	-	-	-	**21,900**	21,900	-
5803	Legal	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	-	**32,800**	32,800	-
5804	Professional Development	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	-	**14,200**	14,200	-
5805	General Consulting	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	5,942	-	**71,300**	71,300	-
5806	Special Activities/Field Trips	230	3,466	6,209	6,313	3,860	3,484	4,006	7,057	6,217	6,783	4,895	2,138	1,816	**56,474**	56,474	-
5811	Management Fee	22,633	22,633	22,633	22,633	22,633	22,633	22,633	22,633	22,633	22,633	22,633	22,633	-	**271,601**	271,601	-
5812	District Oversight Fee	-	4,988	6,119	8,632	8,632	9,021	8,632	8,632	10,894	9,528	9,528	9,528	9,918	**104,051**	104,051	-
5814	SPED Encroachment	-	1,522	1,522	2,739	2,739	2,739	2,739	2,739	2,918	2,918	2,918	2,918	6,168	**34,581**	34,581	-
		34,088	43,834	47,709	58,843	56,390	56,404	49,235	52,287	53,888	53,088	51,200	48,443	17,901	**623,308**	**623,308**	-
Depreciation																	
6900	Depreciation Expense	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	-	**330,200**	330,200	-
		27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	-	**330,200**	**330,200**	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**456,047**	**1,088,971**	**1,114,912**	**1,126,880**	**1,104,701**	**1,101,692**	**1,099,957**	**1,127,236**	**1,121,464**	**1,124,908**	**1,107,834**	**491,790**	**32,502**	**12,098,893**	**12,098,893**	**-**
Monthly Surplus (Deficit)		**(452,401)**	**(532,420)**	**(445,197)**	**(87,038)**	**(140,451)**	**(74,924)**	**(9,810)**	**(162,986)**	**74,945**	**60,830**	**(47,994)**	**568,051**	**1,366,617**	**117,222**	**117,222**	**-**
															1.0%		
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(452,401)	(532,420)	(445,197)	(87,038)	(140,451)	(74,924)	(9,810)	(162,986)	74,945	60,830	(47,994)	568,051	1,366,617	**117,222**		
	Cash flows from operating activities																
	Depreciation/Amortization	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	27,517	-	**330,200**		
	Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(1,399,119)	**(1,399,119)**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	32,502	**32,502**		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	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		(424,884)	(504,904)	(417,681)	(59,521)	(112,934)	(47,407)	17,707	(135,470)	102,462	88,347	(20,477)	595,567				
Cash, Beginning of Month		4,197,581	3,772,696	3,267,793	2,850,112	2,790,591	2,677,657	2,630,250	2,647,957	2,512,488	2,614,949	2,703,296	2,682,819				
Cash, End of Month		**3,772,696**	**3,267,793**	**2,850,112**	**2,790,591**	**2,677,657**	**2,630,250**	**2,647,957**	**2,512,488**	**2,614,949**	**2,703,296**	**2,682,819**	**3,278,386**				

Cert.	Instr.
61.8%	81.6%
2,662,061	194,995

Pupil:Teacher Ratio
16.69 :1

FY26-27 Connecting Waters Central Valley Original Budget

Monthly Cash Flow/Forecast FY27-28

Revised 6/7/26

CHARTER IMPACT

ADA = 779.39	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
															ADA = 779.39	
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	463,214	463,214	833,785	833,785	833,785	833,785	833,785	833,785	833,785	833,785	833,785	833,785	**9,264,274**	8,946,453	317,821
8012 Education Protection Account	-	-	-	38,970	-	-	38,970	-	-	38,970	-	-	38,970	**155,878**	155,878	-
8096 In Lieu of Property Taxes	-	78,169	156,338	104,225	104,225	104,225	104,225	104,225	182,394	91,197	91,197	91,197	91,197	**1,302,813**	1,302,813	-
	-	541,382	619,551	976,979	938,010	938,010	976,979	938,010	1,016,178	963,951	924,982	924,982	963,951	**10,722,965**	**10,405,144**	**317,821**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	114,115	**114,115**	108,315	5,800
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	8,946	**8,946**	8,660	286
	-	-	-	-	-	-	-	-	-	-	-	-	123,061	**123,061**	**116,975**	**6,086**
Other State Revenue																
8311 State Special Education	-	53,942	53,942	97,096	97,096	97,096	97,096	97,096	97,096	97,096	97,096	97,096	97,096	**1,078,847**	1,044,383	34,465
8550 Mandated Cost	-	-	-	-	-	25,892	-	-	-	-	-	-	-	**25,892**	23,549	2,344
8560 State Lottery	-	-	-	-	-	-	52,999	-	-	52,999	-	-	105,997	**211,994**	211,994	-
8599 Other State Revenue	-	-	-	-	315,765	-	-	-	-	121,448	-	-	48,579	**485,793**	370,321	115,472
	-	53,942	53,942	97,096	412,862	122,989	150,095	97,096	97,096	271,543	97,096	97,096	251,673	**1,802,526**	1,650,247	152,280
Other Local Revenue																
8660 Interest Revenue	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	-	**43,750**	43,750	-
	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	-	**43,750**	**43,750**	**-**
Total Revenue	**3,646**	**598,971**	**677,139**	**1,077,721**	**1,354,517**	**1,064,644**	**1,130,720**	**1,038,752**	**1,116,921**	**1,239,140**	**1,025,724**	**1,025,724**	**1,338,685**	**12,692,302**	**12,216,116**	**476,187**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	390,653	390,653	390,653	390,653	390,653	390,653	390,653	390,653	390,653	390,653	-	-	**3,906,530**	3,786,131	(120,399)
1170 Teachers' Substitute Hours	-	11,832	11,832	11,832	11,832	11,832	11,832	11,832	11,832	11,832	11,832	-	-	**118,323**	114,676	(3,647)
1175 Teachers' Extra Duty/Stipends	-	14,374	14,374	14,374	14,374	14,374	14,374	14,374	14,374	14,374	14,374	-	-	**143,740**	139,310	(4,430)
1200 Pupil Support Salaries	-	56,997	56,997	56,997	56,997	56,997	56,997	56,997	56,997	56,997	56,997	-	-	**569,970**	552,403	(17,566)
1300 Administrators' Salaries	63,184	63,184	63,184	63,184	63,184	63,184	63,184	63,184	63,184	63,184	63,184	63,184	-	**758,202**	734,834	(23,368)
	63,184	537,040	537,040	537,040	537,040	537,040	537,040	537,040	537,040	537,040	537,040	63,184	-	**5,496,764**	**5,327,354**	**(169,410)**
Classified Salaries																
2100 Instructional Salaries	-	24,762	24,762	24,762	24,762	24,762	24,762	24,762	24,762	24,762	24,762	-	-	**247,615**	239,984	(7,631)
2200 Support Salaries	-	369	369	369	369	369	369	369	369	369	369	-	-	**3,692**	3,578	(114)
2300 Classified Administrators' Salaries	200	200	200	200	200	200	200	200	200	200	200	200	-	**2,398**	2,324	(74)
2400 Clerical and Office Staff Salaries	72,997	72,997	72,997	72,997	72,997	72,997	72,997	72,997	72,997	72,997	72,997	72,997	-	**875,966**	848,969	(26,997)
2900 Other Classified Salaries	-	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	4,616	-	**50,773**	49,208	(1,565)
	73,197	102,943	102,943	102,943	102,943	102,943	102,943	102,943	102,943	102,943	102,943	77,813	-	**1,180,444**	**1,144,063**	**(36,381)**
Benefits																
3101 STRS	12,068	102,575	102,575	102,575	102,575	102,575	102,575	102,575	102,575	102,575	102,575	12,068	-	**1,049,882**	1,017,525	(32,357)
3202 PERS	19,617	27,589	27,589	27,589	27,589	27,589	27,589	27,589	27,589	27,589	27,589	20,854	-	**316,359**	302,033	(14,326)
3301 OASDI	4,538	6,382	6,382	6,382	6,382	6,382	6,382	6,382	6,382	6,382	6,382	4,824	-	**73,188**	70,932	(2,256)
3311 Medicare	1,978	9,280	9,280	9,280	9,280	9,280	9,280	9,280	9,280	9,280	9,280	2,044	-	**96,820**	93,836	(2,984)
3401 Health and Welfare	78,603	78,603	78,603	78,603	78,603	78,603	78,603	78,603	78,603	78,603	78,603	78,603	-	**943,236**	914,166	(29,070)
3501 State Unemployment	309	309	309	309	309	309	1,543	1,235	617	309	309	309	-	**6,173**	6,196	23
3601 Workers' Compensation	1,364	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	1,410	-	**66,772**	64,714	(2,058)
	118,476	231,137	231,137	231,137	231,137	231,137	232,372	232,063	231,446	231,137	231,137	120,112	-	**2,552,429**	**2,469,401**	**(83,028)**
Books and Supplies																
4305 Software	59,311	59,311	59,311	59,311	59,311	59,311	59,311	59,311	59,311	59,311	59,311	59,311	-	**711,736**	689,800	(21,936)
4310 Office Expense	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	-	**49,320**	47,800	(1,520)
4311 Business Meals	593	593	593	593	593	593	593	593	593	593	593	593	-	**7,119**	6,900	(219)
4400 Noncapitalized Equipment	1,377	20,777	37,228	37,850	23,143	20,890	24,016	42,310	37,275	40,669	29,348	12,818	10,885	**338,587**	328,151	(10,435)
4700 Food Services	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	-	**13,517**	13,100	(417)
	66,518	85,918	102,369	102,991	88,284	86,031	89,157	107,451	102,416	105,810	94,489	77,959	10,885	**1,120,278**	**1,085,751**	**(34,527)**
Subagreement Services																
5102 Special Education	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	43,723	-	**524,670**	508,500	(16,170)
5103 Substitute Teacher	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	-	**46,741**	45,300	(1,441)
5106 Other Educational Consultants	529	7,979	14,296	14,535	8,887	8,022	9,223	16,248	14,314	15,618	11,270	4,922	4,180	**130,024**	126,016	(4,007)
	48,146	55,596	61,914	62,153	56,505	55,640	56,840	63,865	61,932	63,235	58,888	52,540	4,180	**701,434**	**679,816**	**(21,618)**
Operations and Housekeeping																
5300 Dues & Memberships	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	-	**27,033**	26,200	(833)
5400 Insurance	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	-	**59,844**	58,000	(1,844)
5501 Utilities	9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	-	**116,181**	112,600	(3,581)
5502 Janitorial Services	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	-	**22,081**	21,400	(681)
5516 Miscellaneous Expense	3,998	3,998	3,998	3,998	3,998	3,998	3,998	3,998	3,998	3,998	3,998	3,998	-	**47,979**	46,500	(1,479)
5900 Communications	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	-	**53,550**	51,900	(1,650)
5901 Postage and Shipping	189	189	189	189	189	189	189	189	189	189	189	189	-	**2,270**	2,200	(70)
	27,411	27,411	27,411	27,411	27,411	27,411	27,411	27,411	27,411	27,411	27,411	27,411	-	**328,938**	**318,800**	**(10,138)**

FY26-27 Connecting Waters Central Valley Original Budget

Monthly Cash Flow/Forecast FY27-28

Revised 6/7/26

ADA = 779.39

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Facilities, Repairs and Other Leases																
5602 Additional Rent	146	146	146	146	146	146	146	146	146	146	146	146	-	**1,754**	1,700	(54)
5610 Repairs and Maintenance	10,189	10,189	10,189	10,189	10,189	10,189	10,189	10,189	10,189	10,189	10,189	10,189	-	**122,268**	118,500	(3,768)
	10,335	10,335	10,335	10,335	10,335	10,335	10,335	10,335	10,335	10,335	10,335	10,335	-	**124,022**	**120,200**	**(3,822)**
Professional/Consulting Services																
5801 IT	1,410	1,410	1,410	1,410	1,410	1,410	1,410	1,410	1,410	1,410	1,410	1,410	-	**16,922**	16,400	(522)
5802 Audit & Taxes	-	-	-	7,532	7,532	7,532	-	-	-	-	-	-	-	**22,596**	21,900	(696)
5803 Legal	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	-	**33,843**	32,800	(1,043)
5804 Professional Development	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	-	**14,652**	14,200	(452)
5805 General Consulting	6,131	6,131	6,131	6,131	6,131	6,131	6,131	6,131	6,131	6,131	6,131	6,131	-	**73,567**	71,300	(2,267)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	19,423	19,423	19,423	-	-	-	**58,270**	56,474	(1,796)
5811 Management Fee	23,353	23,353	23,353	23,353	23,353	23,353	23,353	23,353	23,353	23,353	23,353	23,353	-	**280,238**	271,601	(8,637)
5812 District Oversight Fee	-	5,414	6,196	9,770	9,380	9,380	9,770	9,380	10,162	9,640	9,250	9,250	9,640	**107,230**	104,051	(3,178)
5814 SPED Encroachment	-	1,618	1,618	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	6,336	**35,789**	34,581	(1,208)
	34,935	41,967	42,749	55,150	54,760	54,760	47,618	66,652	67,433	66,911	47,098	47,098	15,976	**643,107**	**623,308**	**(19,799)**
Depreciation																
6900 Depreciation Expense	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	-	**340,700**	330,200	(10,500)
	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	-	**340,700**	**330,200**	**(10,500)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**470,594**	**1,120,740**	**1,144,290**	**1,157,552**	**1,136,808**	**1,133,690**	**1,132,109**	**1,176,152**	**1,169,348**	**1,173,215**	**1,137,734**	**504,844**	**31,041**	**12,488,117**	**12,098,893**	**(389,224)**
Monthly Surplus (Deficit)	**(466,948)**	**(521,770)**	**(467,151)**	**(79,831)**	**217,709**	**(69,045)**	**(1,389)**	**(137,400)**	**(52,428)**	**65,925**	**(112,010)**	**520,880**	**1,307,643**	**204,185**	**117,222**	**86,963**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(466,948)	(521,770)	(467,151)	(79,831)	217,709	(69,045)	(1,389)	(137,400)	(52,428)	65,925	(112,010)	520,880	1,307,643	**204,185**		
Cash flows from operating activities																
Depreciation/Amortization	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	28,392	-	**340,700**		
Public Funding Receivables	991,778	-	81,708	-	-	111,385	214,248	-	-	-	-	-	#########	**60,435**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(32,502)	-	-	-	-	-	-	-	-	-	-	-	31,041	**(1,461)**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(226,863)	-	**(226,863)**		
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	520,719	(493,378)	(357,050)	(51,439)	246,101	70,732	241,250	(109,009)	(24,036)	94,316	(83,618)	322,409				
Cash, Beginning of Month	3,278,386	3,799,105	3,305,727	2,948,677	2,897,238	3,143,339	3,214,070	3,455,321	3,346,312	3,322,276	3,416,592	3,332,974				
Cash, End of Month	**3,799,105**	**3,305,727**	**2,948,677**	**2,897,238**	**3,143,339**	**3,214,070**	**3,455,321**	**3,346,312**	**3,322,276**	**3,416,592**	**3,332,974**	**3,655,383**				

FY26-27 Connecting Waters Central Valley Original Budget

Monthly Cash Flow/Forecast FY28-29

Revised 6/7/26

ADA = 779.39

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
															ADA = 779.39	
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	479,793	479,793	863,627	863,627	863,627	863,627	863,627	863,627	863,627	863,627	863,627	863,627	**9,595,850**	9,264,274	331,576
8012 Education Protection Account	-	-	-	38,970	-	-	38,970	-	-	38,970	-	-	38,970	**155,878**	155,878	-
8096 In Lieu of Property Taxes	-	78,169	156,338	104,225	104,225	104,225	104,225	104,225	182,394	91,197	91,197	91,197	91,197	**1,302,813**	1,302,813	-
	-	557,961	636,130	1,006,821	967,852	967,852	1,006,821	967,852	1,046,020	993,793	954,823	954,823	993,793	**11,054,541**	**10,722,965**	**331,576**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	114,115	**114,115**	114,115	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	9,222	**9,222**	8,946	276
	-	-	-	-	-	-	-	-	-	-	-	-	123,337	**123,337**	**123,061**	**276**
Other State Revenue																
8311 State Special Education	-	55,609	55,609	100,097	100,097	100,097	100,097	100,097	100,097	100,097	100,097	100,097	100,097	**1,112,184**	1,078,847	33,336
8550 Mandated Cost	-	-	-	-	-	25,892	-	-	-	-	-	-	800	**26,692**	25,892	800
8560 State Lottery	-	-	-	-	-	-	52,999	-	-	52,999	-	-	105,997	**211,994**	211,994	-
8599 Other State Revenue	-	-	-	-	276,677	-	-	-	-	106,414	-	-	42,566	**425,658**	485,793	(60,135)
	-	55,609	55,609	100,097	376,774	125,989	153,095	100,097	100,097	259,509	100,097	100,097	249,459	**1,776,528**	1,802,526	(25,999)
Other Local Revenue																
8660 Interest Revenue	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	-	**43,750**	43,750	-
	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	3,646	-	**43,750**	**43,750**	**-**
Total Revenue	**3,646**	**617,216**	**695,385**	**1,110,563**	**1,348,271**	**1,097,486**	**1,163,562**	**1,071,594**	**1,149,763**	**1,256,948**	**1,058,566**	**1,058,566**	**1,366,589**	**12,998,156**	**12,692,302**	**305,853**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	401,435	401,435	401,435	401,435	401,435	401,435	401,435	401,435	401,435	401,435	-	-	**4,014,350**	3,906,530	(107,820)
1170 Teachers' Substitute Hours	-	12,159	12,159	12,159	12,159	12,159	12,159	12,159	12,159	12,159	12,159	-	-	**121,588**	118,323	(3,266)
1175 Teachers' Extra Duty/Stipends	-	14,771	14,771	14,771	14,771	14,771	14,771	14,771	14,771	14,771	14,771	-	-	**147,707**	143,740	(3,967)
1200 Pupil Support Salaries	-	58,570	58,570	58,570	58,570	58,570	58,570	58,570	58,570	58,570	58,570	-	-	**585,701**	569,970	(15,731)
1300 Administrators' Salaries	64,927	64,927	64,927	64,927	64,927	64,927	64,927	64,927	64,927	64,927	64,927	64,927	-	**779,128**	758,202	(20,926)
	64,927	551,862	551,862	551,862	551,862	551,862	551,862	551,862	551,862	551,862	551,862	64,927	-	**5,648,475**	**5,496,764**	**(151,711)**
Classified Salaries																
2100 Instructional Salaries	-	25,445	25,445	25,445	25,445	25,445	25,445	25,445	25,445	25,445	25,445	-	-	**254,450**	247,615	(6,834)
2200 Support Salaries	-	379	379	379	379	379	379	379	379	379	379	-	-	**3,794**	3,692	(102)
2300 Classified Administrators' Salaries	205	205	205	205	205	205	205	205	205	205	205	205	-	**2,464**	2,398	(66)
2400 Clerical and Office Staff Salaries	75,012	75,012	75,012	75,012	75,012	75,012	75,012	75,012	75,012	75,012	75,012	75,012	-	**900,143**	875,966	(24,177)
2900 Other Classified Salaries	-	4,743	4,743	4,743	4,743	4,743	4,743	4,743	4,743	4,743	4,743	4,743	-	**52,174**	50,773	(1,401)
	75,217	105,785	105,785	105,785	105,785	105,785	105,785	105,785	105,785	105,785	105,785	79,960	-	**1,213,024**	**1,180,444**	**(32,580)**
Benefits																
3101 STRS	12,401	105,406	105,406	105,406	105,406	105,406	105,406	105,406	105,406	105,406	105,406	12,401	-	**1,078,859**	1,049,882	(28,977)
3202 PERS	19,481	27,398	27,398	27,398	27,398	27,398	27,398	27,398	27,398	27,398	27,398	20,710	-	**314,173**	316,359	2,186
3301 OASDI	4,663	6,559	6,559	6,559	6,559	6,559	6,559	6,559	6,559	6,559	6,559	4,958	-	**75,207**	73,188	(2,020)
3311 Medicare	2,032	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	2,101	-	**99,492**	96,820	(2,672)
3401 Health and Welfare	80,772	80,772	80,772	80,772	80,772	80,772	80,772	80,772	80,772	80,772	80,772	80,772	-	**969,270**	943,236	(26,033)
3501 State Unemployment	308	308	308	308	308	308	1,538	1,230	615	308	308	308	-	**6,150**	6,173	22
3601 Workers' Compensation	1,401	6,576	6,576	6,576	6,576	6,576	6,576	6,576	6,576	6,576	6,576	1,449	-	**68,615**	66,772	(1,843)
	121,059	236,555	236,555	236,555	236,555	236,555	237,785	237,477	236,862	236,555	236,555	122,698	-	**2,611,766**	**2,552,429**	**(59,337)**
Books and Supplies																
4305 Software	60,948	60,948	60,948	60,948	60,948	60,948	60,948	60,948	60,948	60,948	60,948	60,948	-	**731,380**	711,736	(19,644)
4310 Office Expense	4,223	4,223	4,223	4,223	4,223	4,223	4,223	4,223	4,223	4,223	4,223	4,223	-	**50,681**	49,320	(1,361)
4311 Business Meals	610	610	610	610	610	610	610	610	610	610	610	610	-	**7,316**	7,119	(196)
4400 Noncapitalized Equipment	1,415	21,351	38,255	38,894	23,782	21,466	24,679	43,478	38,304	41,792	30,158	13,172	11,186	**347,932**	338,587	(9,345)
4700 Food Services	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	-	**13,890**	13,517	(373)
	68,354	88,289	105,194	105,833	90,721	88,405	91,618	110,416	105,243	108,731	97,097	80,111	11,186	**1,151,198**	**1,120,278**	**(30,920)**
Subagreement Services																
5102 Special Education	44,929	44,929	44,929	44,929	44,929	44,929	44,929	44,929	44,929	44,929	44,929	44,929	-	**539,151**	524,670	(14,481)
5103 Substitute Teacher	4,003	4,003	4,003	4,003	4,003	4,003	4,003	4,003	4,003	4,003	4,003	4,003	-	**48,031**	46,741	(1,290)
5106 Other Educational Consultants	543	8,199	14,691	14,936	9,133	8,244	9,477	16,696	14,709	16,049	11,581	5,058	4,296	**133,612**	130,024	(3,589)
	49,475	57,131	63,623	63,868	58,065	57,175	58,409	65,628	63,641	64,981	60,513	53,990	4,296	**720,794**	**701,434**	**(19,360)**
Operations and Housekeeping																
5300 Dues & Memberships	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	-	**27,779**	27,033	(746)
5400 Insurance	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	-	**61,496**	59,844	(1,652)
5501 Utilities	9,949	9,949	9,949	9,949	9,949	9,949	9,949	9,949	9,949	9,949	9,949	9,949	-	**119,387**	116,181	(3,207)
5502 Janitorial Services	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	-	**22,690**	22,081	(609)
5516 Miscellaneous Expense	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	-	**49,303**	47,979	(1,324)
5900 Communications	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	-	**55,028**	53,550	(1,478)
5901 Postage and Shipping	194	194	194	194	194	194	194	194	194	194	194	194	-	**2,333**	2,270	(63)
	28,168	28,168	28,168	28,168	28,168	28,168	28,168	28,168	28,168	28,168	28,168	28,168	-	**338,017**	**328,938**	**(9,079)**
Facilities, Repairs and Other Leases																

FY26-27 Connecting Waters Central Valley Original Budget

Monthly Cash Flow/Forecast FY28-29

Revised 6/7/26

ADA = 779.39

		Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
5602	Additional Rent	150	150	150	150	150	150	150	150	150	150	150	150	-	**1,802**	1,754	(48)
5610	Repairs and Maintenance	10,470	10,470	10,470	10,470	10,470	10,470	10,470	10,470	10,470	10,470	10,470	10,470	-	**125,643**	122,268	(3,375)
		10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	10,620	-	**127,445**	**124,022**	**(3,423)**
Professional/Consulting Services																	
5801	IT	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	-	**17,389**	16,922	(467)
5802	Audit & Taxes	-	-	-	7,740	7,740	7,740	-	-	-	-	-	-	-	**23,220**	22,596	(624)
5803	Legal	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	-	**34,777**	33,843	(934)
5804	Professional Development	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	-	**15,056**	14,652	(404)
5805	General Consulting	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	-	**75,598**	73,567	(2,030)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	19,960	19,960	19,960	-	-	-	**59,879**	58,270	(1,608)
5811	Management Fee	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	23,998	-	**287,972**	280,238	(7,735)
5812	District Oversight Fee	-	5,580	6,361	10,068	9,679	9,679	10,068	9,679	10,460	9,938	9,548	9,548	9,938	**110,545**	107,230	(3,316)
5814	SPED Encroachment	-	1,668	1,668	3,003	3,003	3,003	3,003	3,003	3,003	3,003	3,003	3,003	6,426	**36,789**	35,789	(1,000)
		35,899	43,147	43,929	56,710	56,321	56,321	48,970	68,540	69,322	68,800	48,450	48,450	16,364	**661,225**	**643,107**	**(18,118)**
Depreciation																	
6900	Depreciation Expense	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	-	**350,104**	340,700	(9,403)
		29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	-	**350,104**	**340,700**	**(9,403)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**482,896**	**1,150,733**	**1,174,911**	**1,188,577**	**1,167,271**	**1,164,067**	**1,162,393**	**1,207,673**	**1,200,678**	**1,204,676**	**1,168,226**	**518,101**	**31,846**	**12,822,047**	**12,488,117**	**(333,931)**
Monthly Surplus (Deficit)		**(479,250)**	**(533,517)**	**(479,526)**	**(78,014)**	**181,000**	**(66,581)**	**1,169**	**(136,079)**	**(50,916)**	**52,272**	**(109,660)**	**540,465**	**1,334,744**	**176,108**	**204,185**	**(28,077)**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(479,250)	(533,517)	(479,526)	(78,014)	181,000	(66,581)	1,169	(136,079)	(50,916)	52,272	(109,660)	540,465	1,334,744	**176,108**		
Cash flows from operating activities																	
	Depreciation/Amortization	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	29,175	-	**350,104**		
	Public Funding Receivables	963,951	-	105,997	-	-	-	268,737	-	-	-	-	-	(1,366,589)	**(27,905)**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	(31,041)	-	-	-	-	-	-	-	-	-	-	-	31,846	**804**		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(226,863)	-	**(226,863)**		
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		482,835	(504,341)	(344,353)	(48,838)	210,175	(37,405)	299,081	(106,903)	(21,740)	81,447	(80,485)	342,778				
Cash, Beginning of Month		3,655,383	4,138,218	3,633,877	3,289,523	3,240,685	3,450,860	3,413,455	3,712,536	3,605,632	3,583,892	3,665,339	3,584,854				
Cash, End of Month		**4,138,218**	**3,633,877**	**3,289,523**	**3,240,685**	**3,450,860**	**3,413,455**	**3,712,536**	**3,605,632**	**3,583,892**	**3,665,339**	**3,584,854**	**3,927,632**				

Coversheet

Approval of the Decision for Connecting Waters Charter School to not Participate in the Consolidated Application (ConApp) for 2026-2027

Section: XI. Items Scheduled for Consideration and/or Action
Item: J. Approval of the Decision for Connecting Waters Charter School to not Participate in the Consolidated Application (ConApp) for 2026-2027
Purpose: Vote
Submitted by:
Related Material: CWCS 2026 CARS Spring Release Filing.pdf

BACKGROUND:

The Consolidated Application (ConApp) is the fiscal mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California.

California Department of Education **Consolidated Application**

Connecting Waters Charter (50 75572 5030317)

Status: Certified
Saved by: Berenice Oceguera
Date: 6/12/2026 3:18 PM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Debbie Howard
Authorized Representative's Signature	
Authorized Representative's Title	DMS Director of Client Finance
Authorized Representative's Signature Date	06/12/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Connecting Waters Charter (50 75572 5030317)

Status: Certified
Saved by: Berenice Oceguera
Date: 6/12/2026 3:18 PM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Debbie Howard
Authorized Representative's Title	DMS Director of Client Finance
Authorized Representative's Signature Date	06/11/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	School does not participate in Title funding.

Warning
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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/10/2025
Authorized Representative's Full Name	Debbie Howard
Authorized Representative's Title	DMS Director of Client Finance

*****Warning*****
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California Department of Education **Consolidated Application**

Connecting Waters Charter (50 75572 5030317)

Status: Certified
Saved by: Berenice Oceguera
Date: 6/12/2026 3:18 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	No
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	No

Warning
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California Department of Education **Consolidated Application**

Connecting Waters Charter (50 75572 5030317)

Status: Certified
Saved by: Berenice Oceguera
Date: 6/12/2026 3:18 PM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
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Coversheet

Approval of the Decision for Connecting Waters Charter School, East Bay to not Participate in the Consolidated Application (ConApp) for 2026-2027

Section: XI. Items Scheduled for Consideration and/or Action
Item: K. Approval of the Decision for Connecting Waters Charter School, East Bay to not Participate in the Consolidated Application (ConApp) for 2026-2027
Purpose: Vote
Submitted by:
Related Material: CWEB 2026 CARS Spring Release Filing.pdf

BACKGROUND:

The Consolidated Application (ConApp) is the fiscal mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California.

California Department of Education **Consolidated Application**

Connecting Waters Charter - East Bay (01 10017 0136101)

Status: Certified
Saved by: Berenice Oceguera
Date: 6/12/2026 3:20 PM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Debbie Howard
Authorized Representative's Signature	
Authorized Representative's Title	DMS Director of Client Finance
Authorized Representative's Signature Date	06/12/2026

Warning
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California Department of Education **Consolidated Application**

Connecting Waters Charter - East Bay (01 10017 0136101)

Status: Certified
Saved by: Berenice Oceguera
Date: 6/12/2026 3:20 PM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Debbie Howard
Authorized Representative's Title	DMS Director of Client Finance
Authorized Representative's Signature Date	06/11/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	School does not participate in Title funding.

Warning
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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/10/2025
Authorized Representative's Full Name	Debbie Howard
Authorized Representative's Title	DMS Director of Client Finance

*****Warning*****
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California Department of Education **Consolidated Application**

Connecting Waters Charter - East Bay (01 10017 0136101)

Status: Certified
Saved by: Berenice Oceguera
Date: 6/12/2026 3:20 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	No
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	No

Warning
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2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
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Coversheet

Approval of the Resolution # 25-26-100 Connecting Waters Charter School 2026-2027 Education Protection Account Expenditure Summary

Section: XI. Items Scheduled for Consideration and/or Action
Item: L. Approval of the Resolution # 25-26-100 Connecting Waters Charter School 2026-2027 Education Protection Account Expenditure Summary
Purpose: Vote
Submitted by:
Related Material: FY27-CWCS-EPA Budget.pdf

BACKGROUND:

The Education Protection Account (EPA) is a state funding source established by California voters that provides unrestricted revenues to schools and charter schools to support educational programs and services. EPA expenditures are reported annually and are used to enhance classroom instruction and student learning.

Connecting Waters Charter School
Budgeted Expenditures: July 1, 2026 through June 30, 2027
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	2,137,405.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		2,137,405.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	1,496,183.50
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	641,221.50
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	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		2,137,405.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Approval of the Resolution # 25-26-101 Connecting Waters Charter School, East Bay 2026-2027 Education Protection Account Expenditure Summary

Section: XI. Items Scheduled for Consideration and/or Action
Item: M. Approval of the Resolution # 25-26-101 Connecting Waters Charter School, East Bay 2026-2027 Education Protection Account Expenditure Summary
Purpose:
Submitted by:
Related Material: FY27-CWEB-EPA Budget.pdf

BACKGROUND:

The Education Protection Account (EPA) is a state funding source established by California voters that provides unrestricted revenues to schools and charter schools to support educational programs and services. EPA expenditures are reported annually and are used to enhance classroom instruction and student learning.

Connecting Waters East Bay Charter School
Budgeted Expenditures: July 1, 2026 through June 30, 2027
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	116,342.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		116,342.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	81,439.40
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	34,902.60
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	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		116,342.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Approval of the Resolution # 25-26-102 Connecting Waters Charter School, Central Valley 2026-2027 Education Protection Account Expenditure Summary

Section: XI. Items Scheduled for Consideration and/or Action
Item: N. Approval of the Resolution # 25-26-102 Connecting Waters Charter School, Central Valley 2026-2027 Education Protection Account Expenditure Summary
Purpose:
Submitted by:
Related Material: FY27-CWCV-EPA Budget.pdf

BACKGROUND:

The Education Protection Account (EPA) is a state funding source established by California voters that provides unrestricted revenues to schools and charter schools to support educational programs and services. EPA expenditures are reported annually and are used to enhance classroom instruction and student learning.

Connecting Waters Central Valley Charter School
Budgeted Expenditures: July 1, 2026 through June 30, 2027
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	155,878.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		155,878.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	109,114.60
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	46,763.40
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	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		155,878.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Approval of the Connecting Waters Charter School Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year

Section: XI. Items Scheduled for Consideration and/or Action
Item: O. Approval of the Connecting Waters Charter School Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year
Purpose: Vote
Submitted by:
Related Material: DON_CW 2026-2027 (2).pdf

BACKGROUND:

Per Lindy Janssen, this document needs to be approved as an Action item, not a Consent item

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026/2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Connecting Waters Charter School District CDS Code: 50755725030317

Name of County: Stanislaus County CDS Code: 501050540000000

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Tammy Hushaw		Acting Executive Director
Name	*Signature*	*Title*
	209-874-1119x6	
Fax Number	*Telephone Number*	*Date*

12420 Bentley Street, Waterford, Ca 95386
Mailing Address

thushaw@cwcharter.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA_____ County of Location _____

Powered by BoardOnTrack

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2027.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	2
Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization: _____	
Resource Specialist	
Teacher Librarian Services	
Emergency Transitional Kindergarten (ETK)	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	3
Single Subject	4
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art	1	Music	
Business		Physical Education	
Dance		Science: Biological Sciences	1
English		Science: Chemistry	1
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	1
Industrial & Technology Education		World Languages (specify)	

Powered by BoardOnTrack

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain._____

Does your agency participate in a Commission-approved college or university internship program? ○ Yes ◉ No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

We are a non-classroom based school and do not qualify to have an internship program.

_____

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Coversheet

Approval of the Connecting Waters Charter School, East Bay Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year

Section: XI. Items Scheduled for Consideration and/or Action
Item: P. Approval of the Connecting Waters Charter School, East Bay Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year
Purpose: Vote
Submitted by:
Related Material: DON_CWEB 2026-2027(2).pdf

BACKGROUND:

Per Lindy Janssen, this document needs to be approved as an Action item, not a Consent item

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026/2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Connecting Waters East Bay District CDS Code: 01-10017-0136101

Name of County: Alameda County CDS Code: 01100170000000

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Tammy Hushaw		Acting Executive Director
Name	*Signature*	*Title*
	209-874-1119x6	
Fax Number	*Telephone Number*	*Date*

12420 Bentley Street, Waterford, Ca 95386
Mailing Address

thushaw@cwcharter.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA_____ County of Location _____

Powered by BoardOnTrack

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2027.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	2
Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization: _____	
Resource Specialist	
Teacher Librarian Services	
Emergency Transitional Kindergarten (ETK)	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	3
Single Subject	4
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art	1	Music	
Business		Physical Education	
Dance		Science: Biological Sciences	1
English		Science: Chemistry	1
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	1
Industrial & Technology Education		World Languages (specify)	

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain._____

Does your agency participate in a Commission-approved college or university internship program? ○ Yes ◉ No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

We are a non-classroom based school and do not qualify to have an internship program.

_____

Coversheet

Approval of the Connecting Waters Charter School, Central Valley Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year

Section: XI. Items Scheduled for Consideration and/or Action
Item: Q. Approval of the Connecting Waters Charter School, Central Valley Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year
Purpose: Vote
Submitted by:
Related Material: DON_CV 2026-2027 (2).pdf

BACKGROUND:

Per Lindy Janssen, this document needs to be approved as an Action item, not a Consent item

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2006/2007

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Connecting Waters Central Valley District CDS Code: 5071167-0138057

Name of County: Stanislaus County CDS Code: 501050540000000

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

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▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Tammy Hushaw		Acting Executive Director
Name	*Signature*	*Title*
	209-874-1119x6	
Fax Number	*Telephone Number*	*Date*

12420 Bentley Street, Waterford, Ca 95386
Mailing Address

thushaw@cwcharter.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

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Powered by BoardOnTrack

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

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▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

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AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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List target language(s) for bilingual authorization: _____	
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Emergency Transitional Kindergarten (ETK)	

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Dance		Science: Biological Sciences	1
English		Science: Chemistry	1
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	1
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

Powered by BoardOnTrack

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If no, explain._____

Does your agency participate in a Commission-approved college or university internship program? ○ Yes ◉ No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

We are a non-classroom based school and do not qualify to have an internship program.

_____

Powered by BoardOnTrack

Coversheet

Review Draft Employee Residency and Relocation Policy Development

Section: XII. Items scheduled for Information & Discussion
Item: A. Review Draft Employee Residency and Relocation Policy Development
Purpose: Discuss
Submitted by:

BACKGROUND:

Review discussion of the Employee Relocation Policy Development

Coversheet

Review of the 2025-2026 Spring Canvas Survey Results for all Three Schools

Section: XII. Items scheduled for Information & Discussion
Item: D. Review of the 2025-2026 Spring Canvas Survey Results for all Three Schools
Purpose: Discuss
Submitted by:
Related Material: 2026 Spring Canvas Survey Results (All Grades).pdf
2026 Fall Site Based Parent_Student Feedback.pdf
2025-2026 Spring Canvas Student Responses.pdf

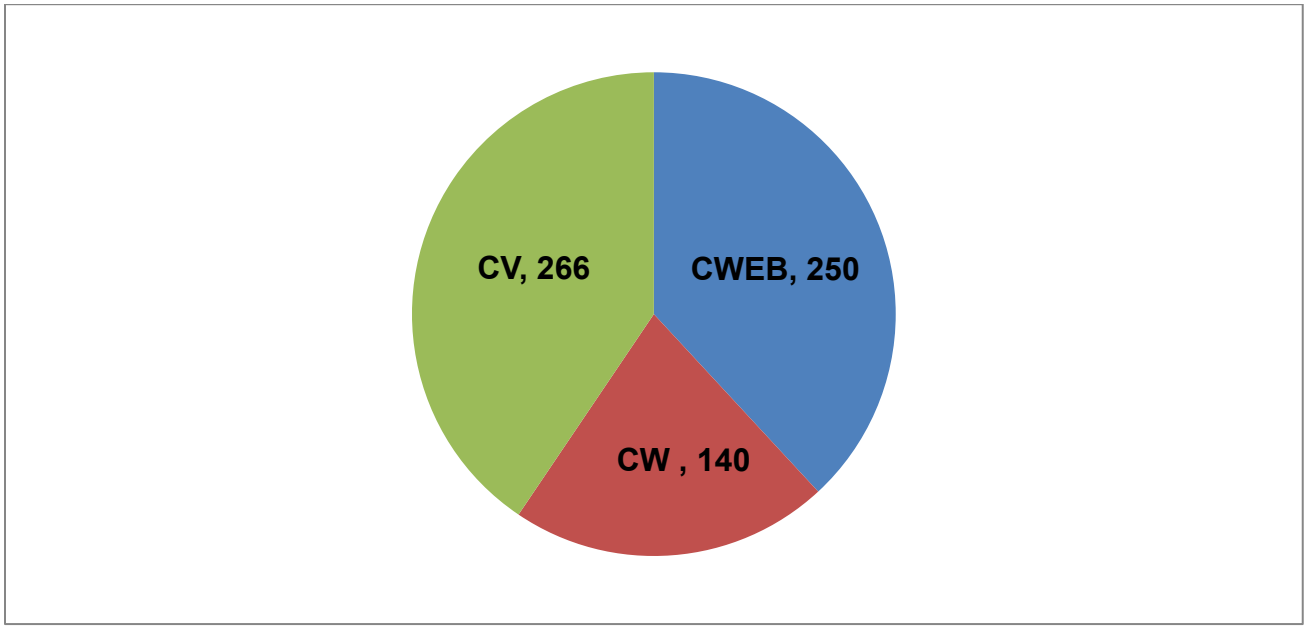
BACKGROUND:

Spring 2026 Canvas Survey results

2025/2026 Spring Canvas Survey Results

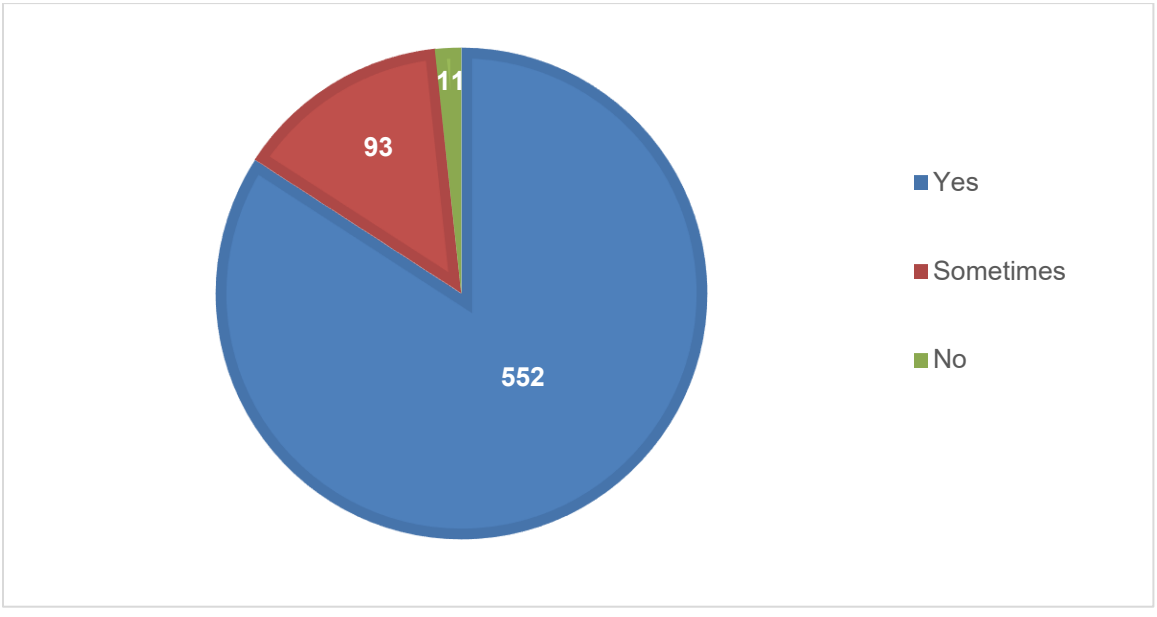
Students= 656 total

School

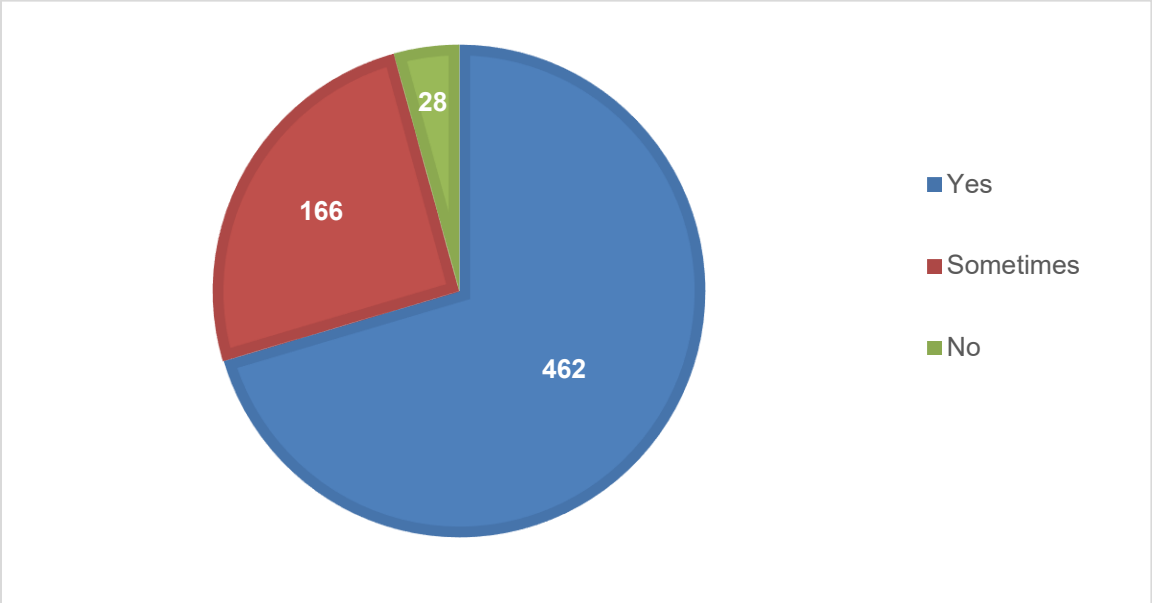


Survey Questions

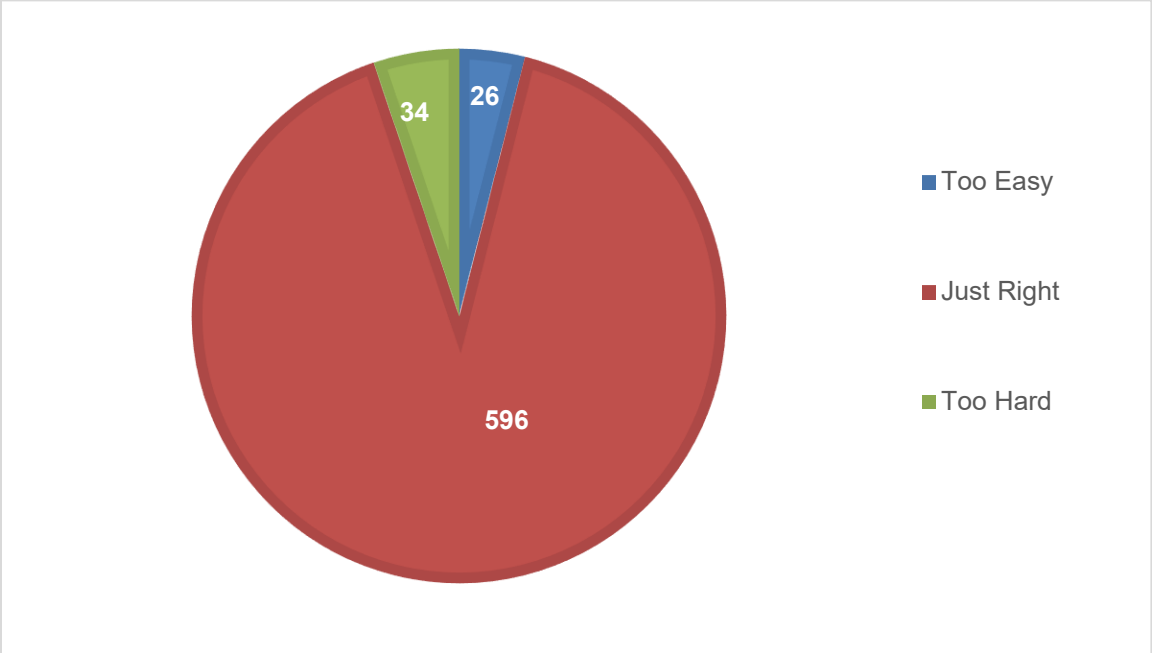
1. Does your teacher explain things in a way that makes sense to you?



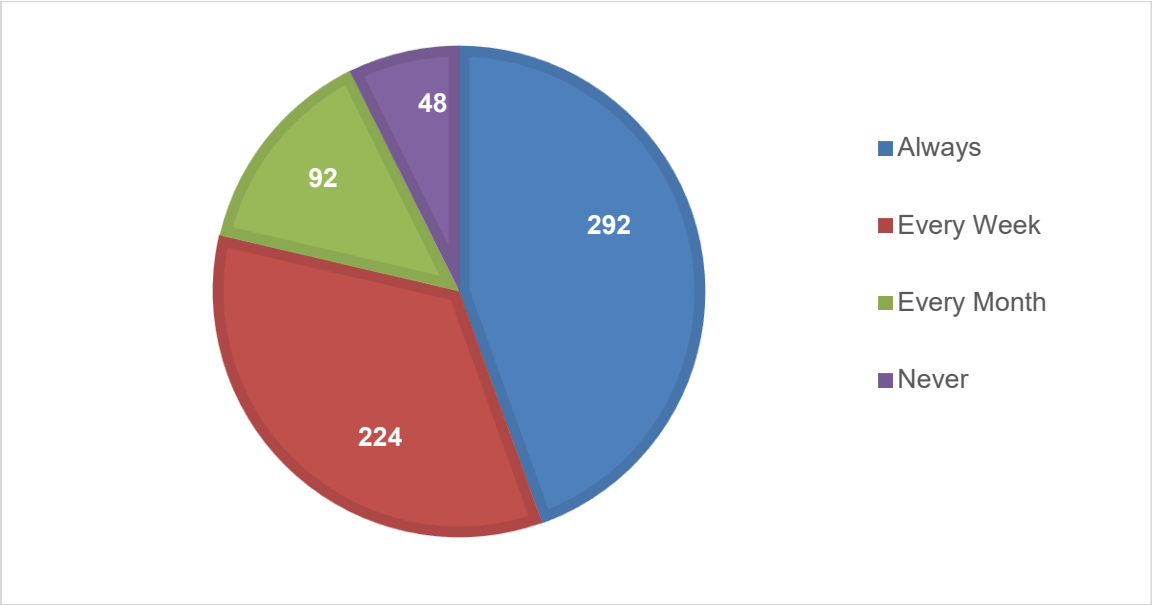
2. Are the lessons interesting and engaging?



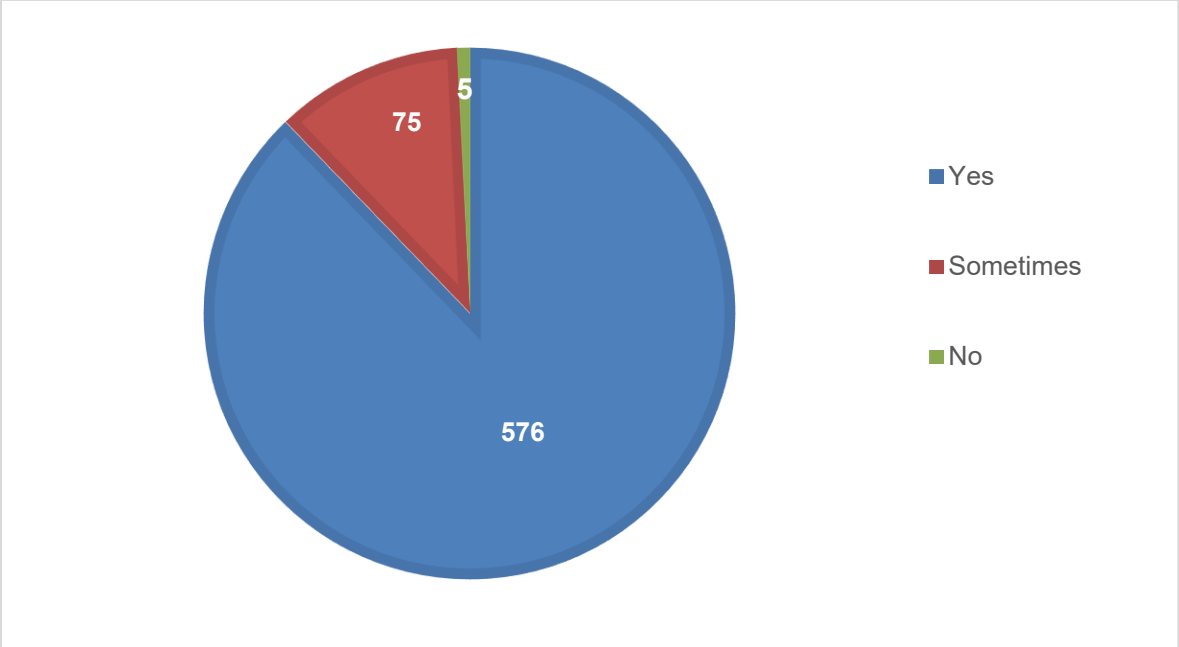
3. Is the work in this class…



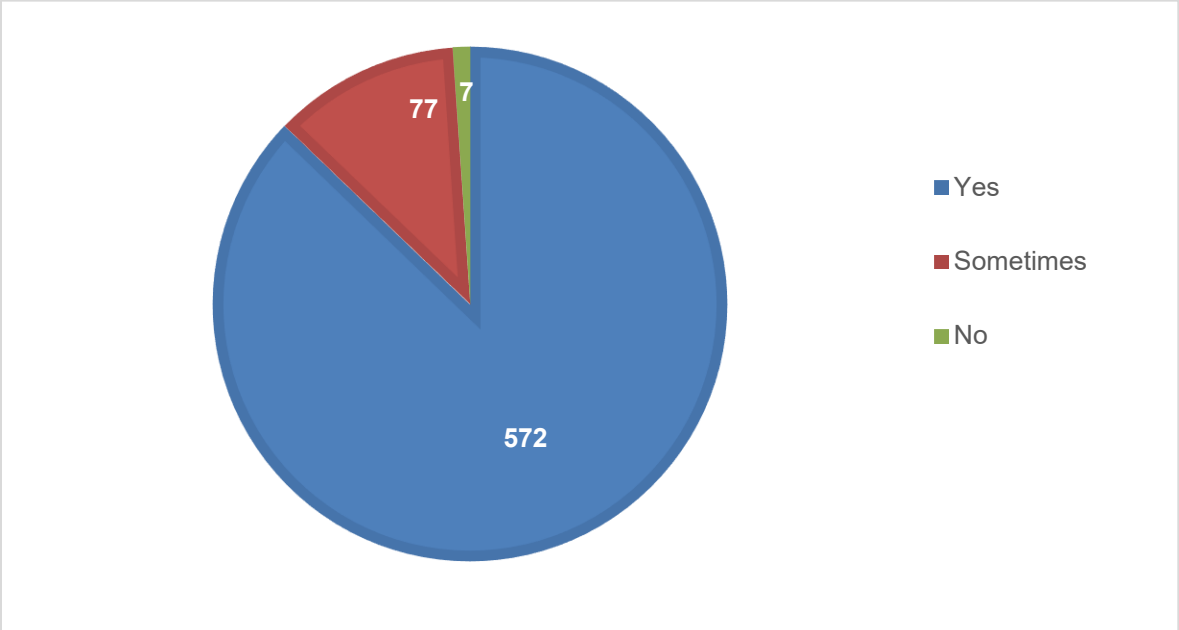
4. How often do you receive feedback that helps you to improve?



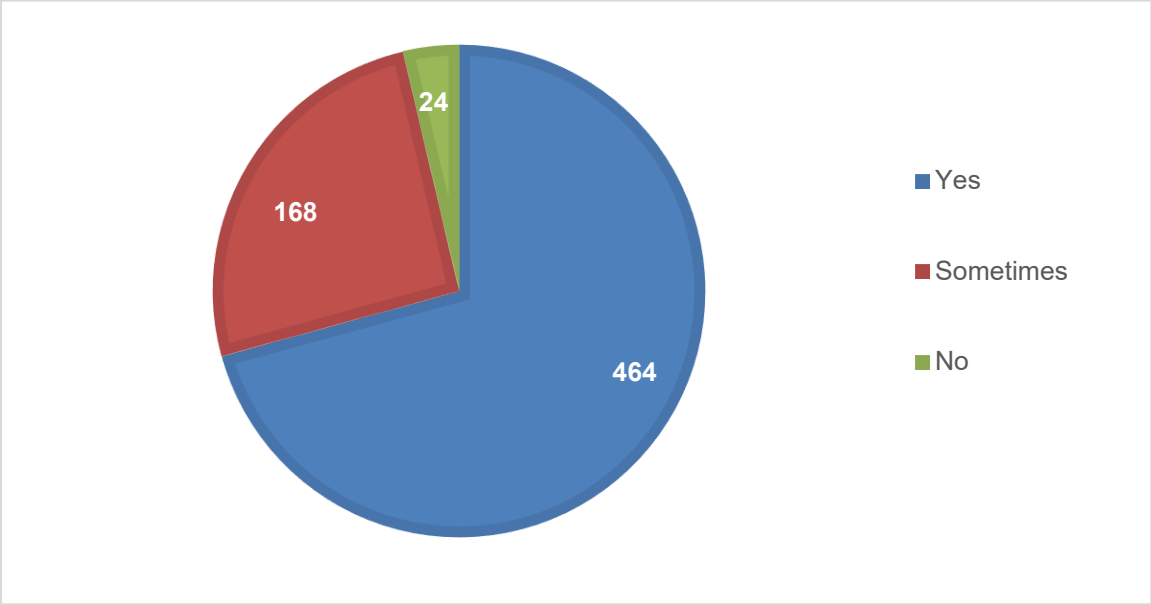
5. Do you understand the learning objectives for this class?



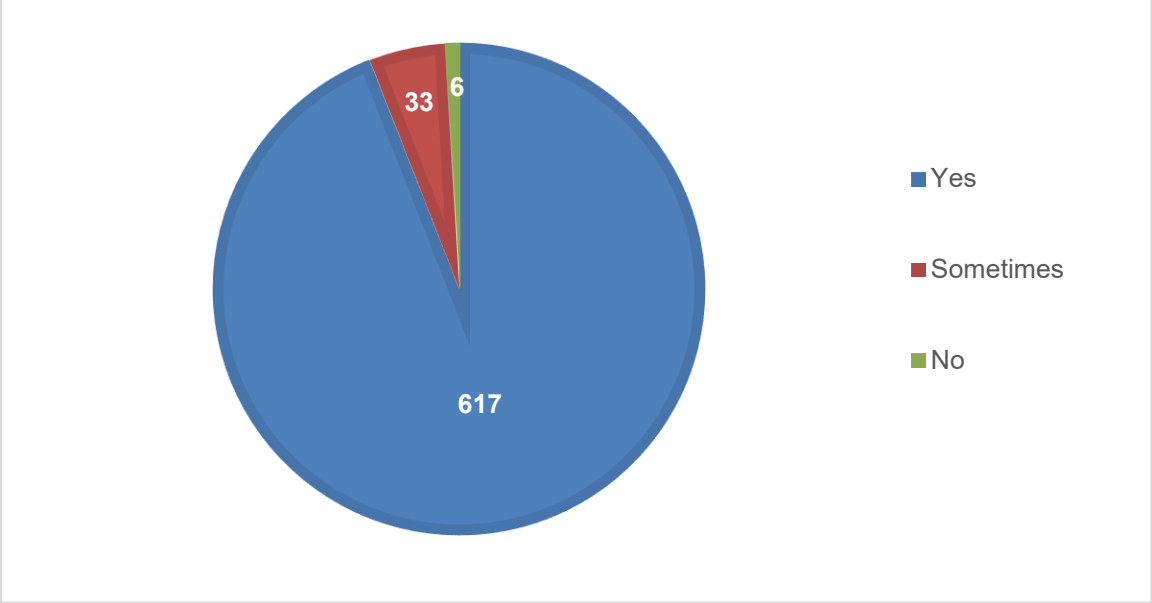
6. Do students treat each other respectfully?



7. Do you feel comfortable participating in class (mic/camera/chat)?



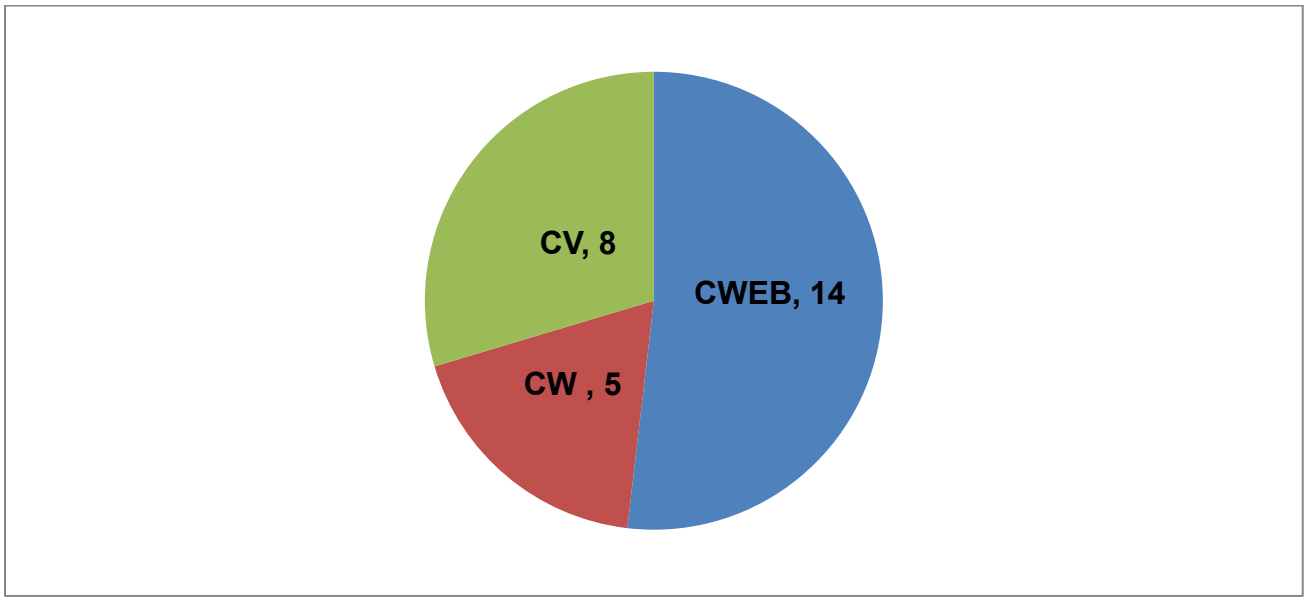
8. If you need help, do you know how to get it?



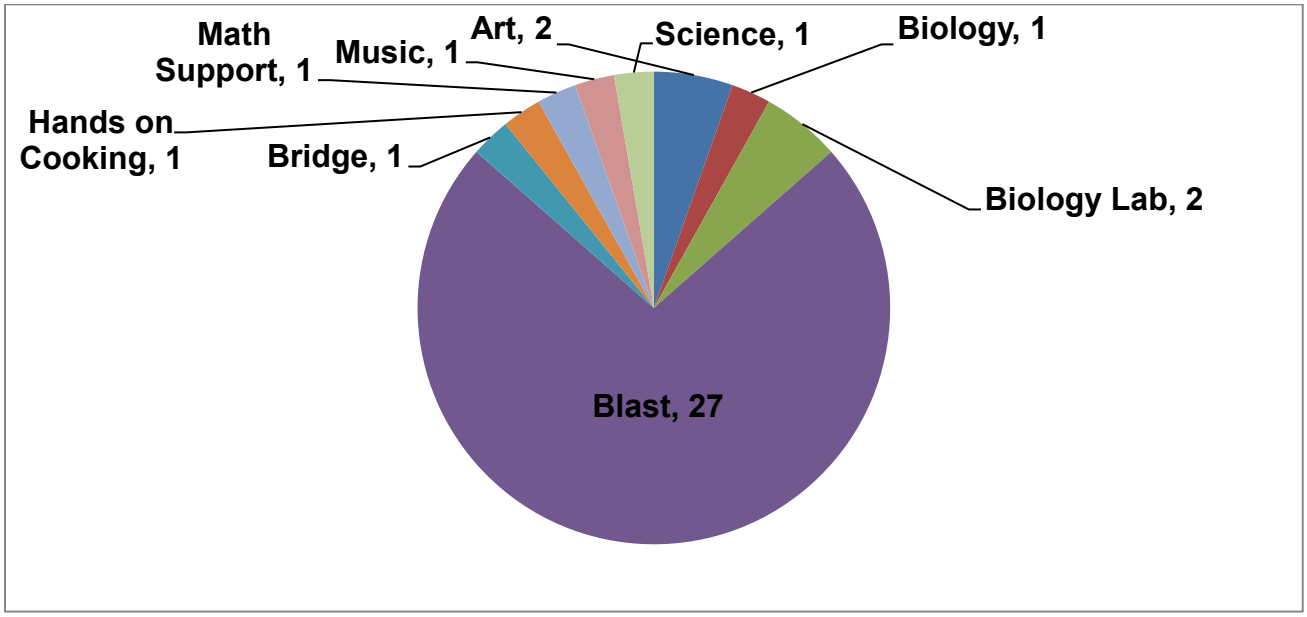
2025/2026 Fall Site Based Parent & Student Feedback

Total: 27 Families

School

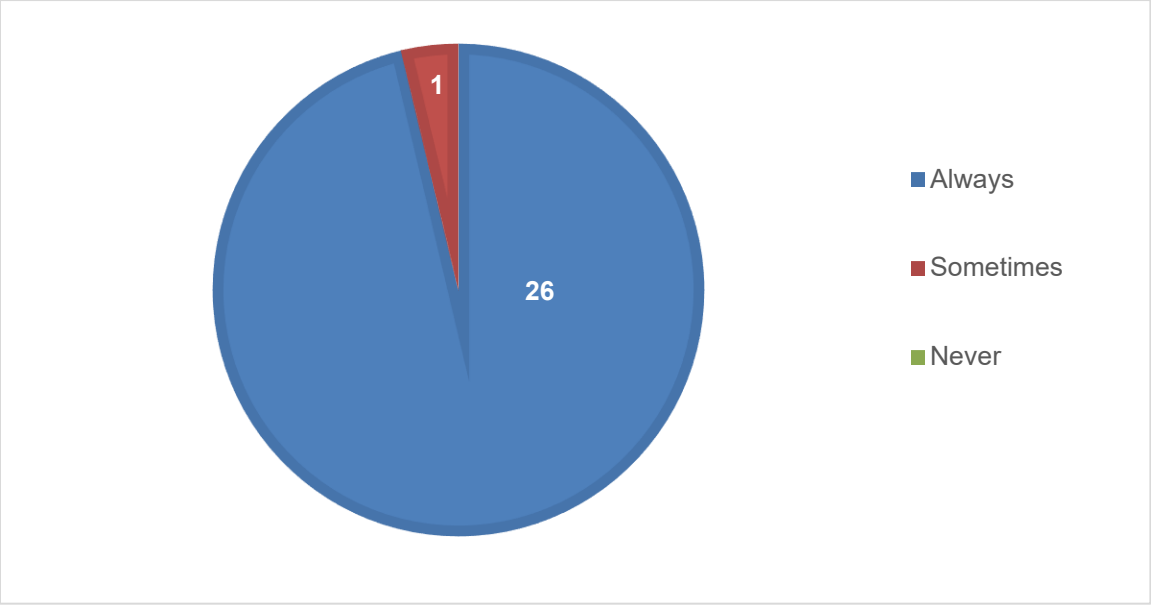


Classes

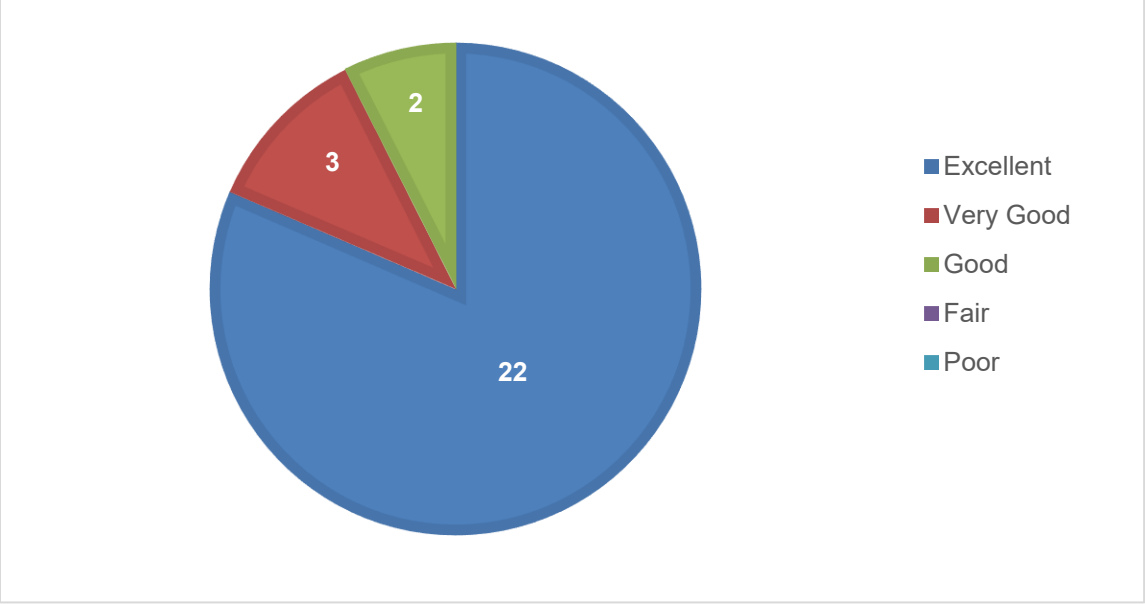


Survey Questions

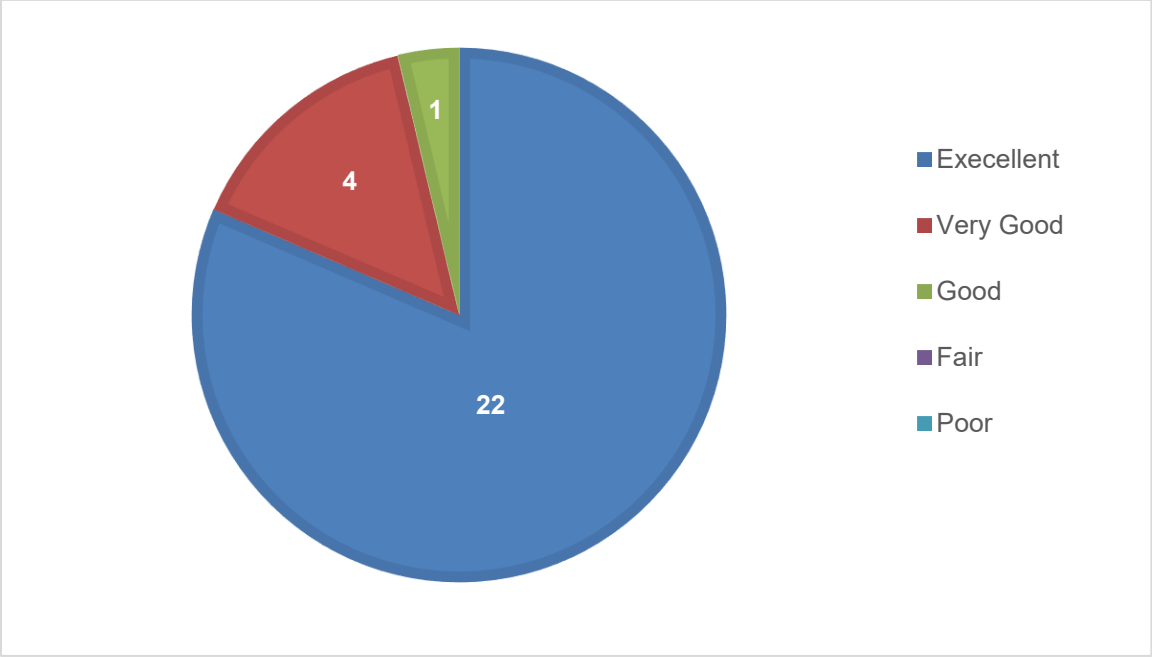
1. Do you feel welcome when coming to the school site?



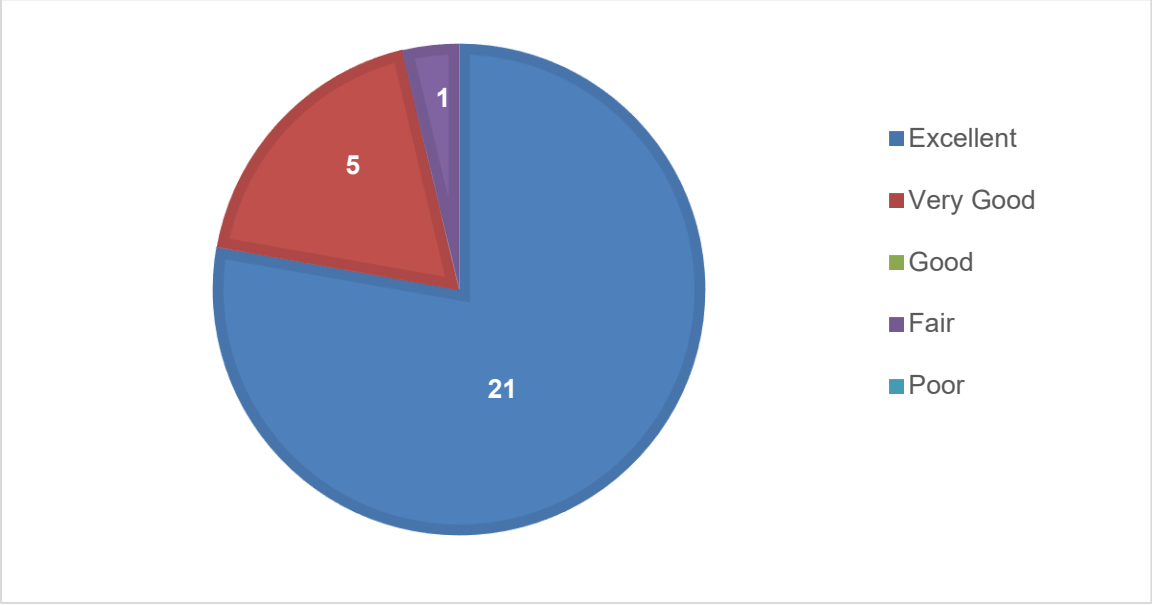
2. My student enjoys working with the teachers on site



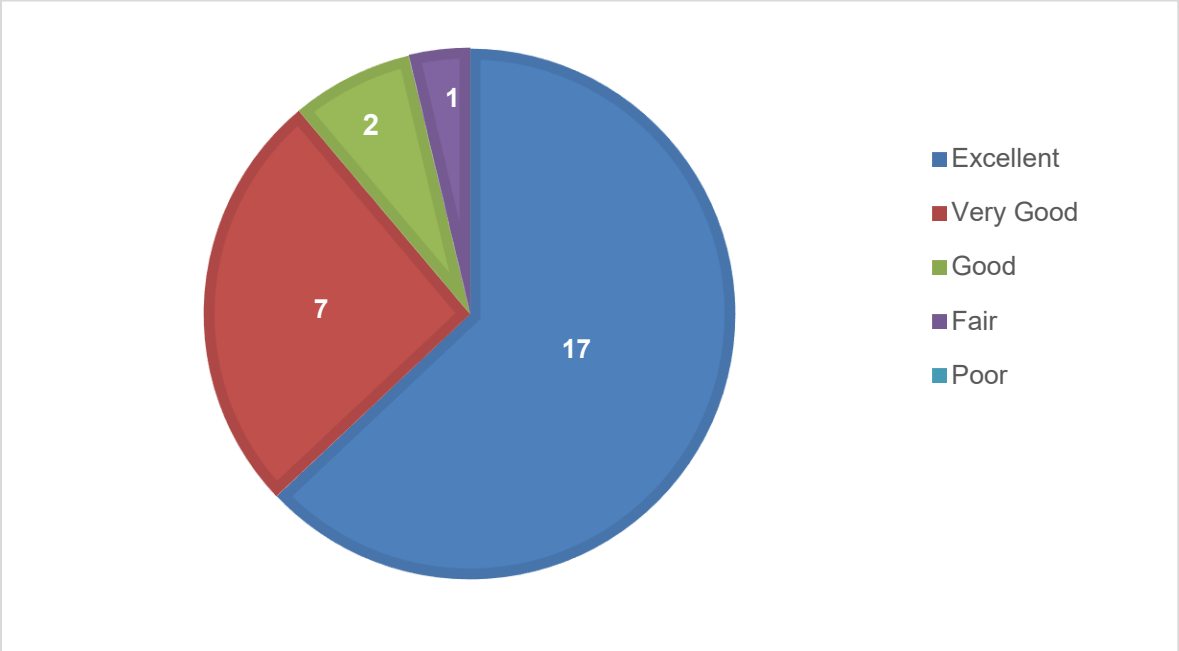
3. The teachers are friendly and welcoming to the students



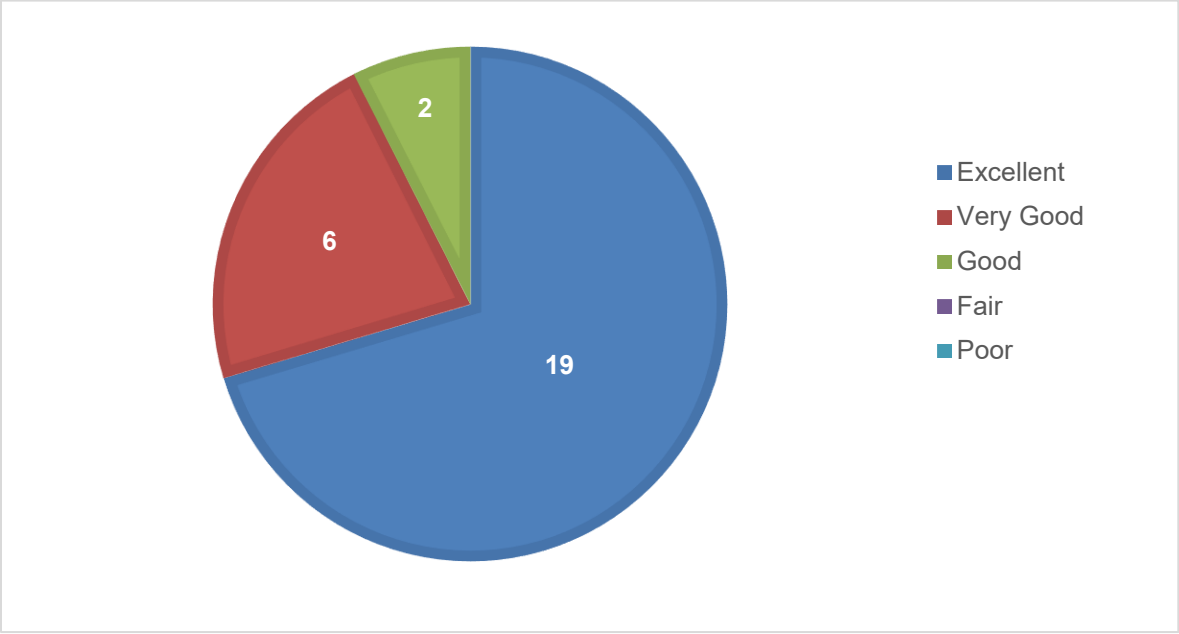
4. The teachers are attentive to my student's needs



5. The classes are engaging and interesting for my student/students



6. Overall, my students are happy with their enrichment experience



Comments:

7. What does your student enjoy most about the classes/program?

- Fun and interactive
- The friends
- He enjoys paint or drawing.
- Paint and drawings. Something interactive.
- Drowning and paint, something interactive.
- He enjoys the games for Blast classes and music class.
- Time with his friends
- Being with students in his grade level
- Language arts
- Recess
- his teachers and being around the other students
- the way the teacher's help and care
- PE
- Learning new skills and socializing with peers in a hybrid homeschool environment. It’s the perfect balance of what she needs to continue with her academic growth. The CV team is supportive and amazing and it’s always a positive experience. We’re so grateful that she has this educational opportunity!
- Art class, seeing friends, they liked the potluck ;)
- Hands on learning
- Mrs Landeros is great
- She says the labs are fun
- Companie
- Art
- Art and PE

8. What could be improved in future sessions?

- We did enjoy the earlier start from from prior years because of the opportunity for association the children get to enjoy and I feel is an instrumental resource for their more complete development in the home-focused learning environment that we as parents benefit from in different ways.
- We did enjoy the earlier start from from prior years because of the opportunity for association the children get to enjoy and I feel is an instrumental resource for their more complete development in the home-focused learning environment that we as parents benefit from in different ways.
- art and pe
- More programs for the little ones, other areas/activities for social interactions with school spirit in mind(bingo night, movie night, food drives, kitchen help with church, etc)
- They really miss having music class!
- More ELA please
- More movements in classes
- Maybe history or social studies class.
- Nothing for now.
- Nothing for now.

- Would like to know more of what takes place in the classes and how my child is doing. Maybe a monthly or semester feedback from the teachers would be great.
- It would be nice if the art, music and science lab classes were at a consistent time on Fridays like Blast is on Wednesdays. Offering in person foreign language would also be great.
- I'd love it if the BLAST teachers met the parents and chatted with them them. I use to know the old blast teachers now, I don't who any of the teachers are.
- Have enough art materials so that they don't need to share between the tables.
- Longer recess
- more art and music
- more personalized to student's needs
- science classes for elementary
- Nothing comes to mind - thank you for the opportunity!
- Better communication with parents. Who is the point person for blast class? Who is the point person for each subject and how do we get ahold of them? Do the kids need to wear tennis shoes? Okay to wear dresses for pe class? When does blast class start after semester break? (We didn't show up last week- oops!) What are the kids learning?

  We would also prefer a different subject instead of ELA. Any subject!- science, music, life skills, social studies, etc. From the bits and pieces I pick up from my kids, it seems hard to meet the needs of such a wide range of students for a core subject. A subject like science would be better suited for a larger age and academic range. I know it can be a challenge to find blast teachers, so this is just something for your consideration. Thank you!
- Nothing
- The kids should be able to go to the Modesto location
- Na
- English
- More academic enrichment (for example: math used to be in blast) they used to build their math skills with games and problem solving. Also they took our science and social studies.

Student's Written Responses-Spring 2026

1. What do you enjoy most about this class?

- 10 year planing
- about learning what smoking and drinking does to your body
- after the work we play games only sometimes if we have time
- All the labs we get to do on Wednesday.
- Assignments were not too challenging.
- At the start of class we watch a live stream of eagle chicks.
- BCE and BC
- Being able to do fun projects that interest me.
- Being able to get my work done at my own pace.
- Being able to have discussions with classmates.
- Being able to participate, read and give advice to students about assignments.
- Being at home
- Blookets, and Kahoots
- Breakout rooms
- Challenges in math
- Chatting with everyone in the class
- Class is interactive and allows for collaboration with other students.
- Classmate interactions
- Cool topics
- Discussing writing
- Doing experiments in class.
- doing projects but i don't like reading it to the class i get really nervous
- Doing the literary terms slides and reading the books
- Drawing art
- Drums
- Easy lessons to understand
- easy quizes
- Ela class
- Everybody is very active and fun in the chat and the teacher tries to help us if we ask questions during class.
- everyone feels included
- Everything was amazing, I loved it all
- EVERYTHING! ESPECIALLY HOW FUN AND INTERACTIVE THE CLASS IS!
- EVERYTHING! The teacher taught with a perfect mix of sweetness and kindness and a little bit of sternness, which is perfect in my opinion. She is also very fun loving, and she really does know how to teach. I LOVE EVERYTHING ABOUT HER AND HER CLASS.
- Everything!! I like how we explain everything in detail about every assingment
- Explains everything wonderfully!
- Explantions, In-class activities, games, and videos.
- Getting good at math and the teacher and students are nice.
- Having mentors day, and presenting.

- Her enthusiasm about science, her dedication to make the classes engaging, and helping us to understand the topics
- Her lectures are very enjoyable and the class is very interactive.
- Her teaching style and engagement.
- How caring and nice my teacher is.
- How engaging it is and the Labs
- How engaging the class is and how helful the teacher is with the subject.
- How free we are to be creative in our work
- How fun and interesting Mr. Quist makes the class, but also knows when it is time to stop and pay attention.
- how i get to learn new ways to do math
- How i got to talk to other people!
- How Mrs. Landeros makes everything fun while we are learning
- How Mrs. liosatkis gives us plenty of interactive that make learning fun.
- How welcoming the Ms. Casey is. :)
- I absolutely love this class! No exaggeration at all. I feel like online classes always have this barrier shown between screens, but Mr. Quist makes the class so interactive while still learning the curriculum. It's actually a really good approach because students are more prone to participating in an environment where everyone's beliefs are valued and treated with respect.
- I can participate by reading or talking. I also enjoy that the information in easy to understand.
- I don't enjoy anything about school in general.
- I don't really enjoy math but it's nice to see my friends in class.
- I enjoined the support and teaching
- I enjoy all of it. I enjoy english a subject, and the teacher is great. Her classes are structured very well, and they are informative, and paced very well. The one thing that I like about this class that sets it apart is the late policy. I thought it was too strict at the beginning, but now I realise it has made me into a better student. I actually worry about turning things in on time because there is an immediate consequense. For me, I need immediate high stakes to keep things on time not get missing assignments.
- I enjoy all of the different projects and essays that we are given to complete.
- I enjoy being able to be creative and comfortable in this class. Out of all my classes, this is the top class where I'm excited to enter class.
- I enjoy engaging with the other students and learning about what their strengths are artistically.
- I enjoy how creative we get to be, how we truly can be as creative as we want.
- I enjoy how engaging the teacher is when teaching the topic
- I enjoy how organized and clear the assignments are.
- I enjoy learning about Earth science, and I also enjoy how everyone is very fun and inclusive
- I enjoy learning about how life was then. It's interesting to see people's different way of dressing, decisions, struggles, and their overall daily lives. It really shows how society has evolved into what we know today.
- I enjoy learning about how technology was long ago.
- I enjoy learning about our countries history as far as people's experiences with it. I also enjoy being able to know more about the background of different groups whether that be their struggles, or how they overcome them.
- I enjoy learning about the climate change.
- I enjoy learning new defintions of words I didn't know before.
- I enjoy learning the different things. Labs were always really fun and interesting this year. Mrs. Landeros is an amazing teacher. She makes learning fun, shes such a bright person, and you can see that she truly cares about all of her students.
- I enjoy making presentations, doing group projects and sharing my notes in class
- I enjoy meeting my classmates and teacher.
- I enjoy most about the class is the friendly social environment. Everyone is very social enable to get their opinion on how they feel about art for the struggles and there's no judgment.

- I enjoy most about this class is the teacher is very nice and also the classmate are so kind to each other.
- I enjoy Mrs Ferraira and her overall personality and the way she functions class
- I enjoy taking the reading quizzes after reading the textbook.
- I enjoy teh inperson labs. The labs really help me understand what were working on.
- I enjoy that every student gets to red from the textbook whenever they ask the teacher.
- I enjoy that the class times fit well in my schedule.
- I enjoy that we get to have some more creativity within the guidelines of a project.
- I enjoy that we get to learn about all the things that happened in the past and to see the different between stuff in the past and now what it looks like in the present.
- I enjoy the class lectures, group work with students, and the teaching style.
- I enjoy the classes in general, they are very interesting and informative.
- i enjoy the creative assignments
- I enjoy the creative atmosphere and overall lay-back, low pressure experience.
- I enjoy the friendly, fun atmosphere of the teacher and students in this class!
- I enjoy the Nearpod in class work and reading from texts as a class.
- I enjoy the overall joyful vibe, I find it comforting which helps with everything else.
- I enjoy the way Mr. Quist teaches us.
- I enjoy the way Ms. Opena makes sure we understand the concept very well so we don't find any of the tests or homework difficult.
- I enjoy the way the teacher presents the material. It is very engaging and she goes in depth.
- I enjoy the way we did the work by slowly progressing through the book.
- I enjoyed how Mrs. Alcorn, enjoyed to teach this class.
- I enjoyed how simple and straight forward Mrs. Alcorn made this class.
- I enjoyed how the class was divided throughout the semester.
- I enjoyed how the teacher used real-world examples of the multiple paths we can take. She primed us for what we will see and how to get around finding jobs and attainning a proper education. I left the class with a well-rounded understanding of how I should go about my future.
- I enjoyed logging in every Monday and Wednesday to the teacher always happy and the other students always chatting and being funny.
- i enjoyed that we leanred about DNA and other stuff.
- I enjoyed the books we have read. Such as: Murder on the Orient Express, Fahrenheit 451, and Fast Food Nation.
- i enjoys commenting on others post and get there feedback on mine
- I get to learn about our history and learn new things .
- I honestly didn't really enjoy anything about math classes
- I like all of the slides and videos used
- I like how engaging and interactive the students in this class are. I have some of the same students in other classes, and they're very quiet. To me, that means that this class is something special.
- I like how it isn't challening yet is still hands with computer science. I feel like we did a good amount of things and I learned a lot.
- I like how its interactive, how every class we learn not by looking at a textbook and flipping pages, but how we read and do fun activities.
- I like how Mrs. Opena's concise with teaching. I also like the amount of homework she assigns. I know a lot of people say that she gives too much, but I would say it's a moderate amount to make sure that we understand the material.
- I like how the class participates in the questions during the class
- I like how the teacher teaches and how sometimes she makes time for homework during class
- i like my friends
- I like reading some books that interest me
- I like science in general, and i like how our teacher was very king and not strict.
- I like that I'm never stressed to get things done before the due date
- I like that Miss. Elizabeth always answers any questions I have and clarifies my doubts.

- I like that we are able to redo the module tests if we dontn get a good grade the first time
- I like the breakout rooms!
- I like the choices of books the teacher uses.
- I like the essays
- I like the group works where we go into breakout rooms, it is really fun unless some of the students don't participate. I also like writing in general so I also enjoy doing essays.
- I like the labs
- I like the portfolio tasks.
- I like the projects, theyre fun to do
- I like the subject in general but the way Miss. Allyson teaches us its very engaging and I love it! and also it made me like biology even more!
- I like watching documentaries and taking notes.
- I like when she allows us to talk to each other for a couple minutes before she starts class, and while she's waiting for more people to come in.
- I liked being able to talk and joke around with everyone, including the teacher, it made learning so much more fun.
- I liked how flexible the teacher and assignments were.
- I liked how we did not do a lot of reading/writing only, we would do fun activities in class based on the topic
- I liked the activities, amount of work, and flexibility the teacher had.
- I love doing the polls, research questions, and the what if scenarios
- I love everything about this class and especially the way she teaches.
- I love going into breakout rooms and working in that quiet space
- I love how all the students are kind and helpful to each other.
- I love how fun and engaging she makes the class. Shes easily my favorite teacher
- I love how inviting everyone is
- I love how Mrs. Landeros keeps the chat on topic even though some of us blow up the chat.
- I love how our teacher cares about our time and trusts us.
- I love learning about what happened a long time ago and how it shaped where we are today. I also like playing the review games as it reminds me that the stakes aren't super high.
- I love Ms covers personality, it actually makes me enjoy class more.
- I love that she is very motivating
- I love the games and review!
- I love the way Mrs. Felix makes our lessons fun and interesting, and that she manages to do so digitally
- I loved my teacher she is so funny and she made going to class and learning so much fun!!
- I most enjoy how engaging this class is and the way it is taught!
- I most enjoy learning about the world wars.
- I most enjoy reading the book, by myself.
- I most enjoy the writing we do in this class; paragraphs and essays and etc.
- I really enjoy how we get into break out rooms and participate with other students as well!
- I really enjoyed filling out my science book! And we learn in depth on the topic through videos, websites, hands-on projects, etc. My favorite thing to do is writing our notes.
- I really enjoyed that everyone in this class got to speak to each other on mic because it made it feel like a safe and fun classroom. I also loved making the skill videos for CTE Health as they gave me lots of experience!
- I really like being able to participate in polls and research questions.
- I really like how my teacher Mr Galvan is so interactive with his students because it makes the class feel more engaging and less stressful. He puts effort into making both the lessons and schoolwork fun and enjoyable, which honestly makes a big difference in how I learn. One thing I especially liked was the training videos we did, they really brought what we've been reading to life. Seeing the concepts in action helped me understand them a lot better and mak
- I really like the games.

- I really like the polls she gives in class.
- I really liked how I learnt alot and improved so much from this class.
- I really love learning about the functions of the body and the physiology behind it.
- I really loved how sweet and lovely she was, always caring and never ever criticizing anyone!
- I struggled but I got a lot of help.
- I think the video we watch and then answer the question in the poll
- I think the way its so organized and neat, like everything is easy to understand and not messy
- I've really enjoyed developing my art skills, especially since it's something I didn't feel confident in before.
- If i had to choose probably the ap classroom videos
- im not a big fan of math but i did enjoy doing the presentations
- Instructors focus on reality and connecting literature with the real world.
- It interactive a informative
- It is a really great class environment, Ms. Nishihama is always open to feedback and open discussions about our materials each week, which makes the class feel a lot more interactive.
- It is very fun and engaging with polls and slides! Mrs. Nishihama is a great teacher.
- It is very fun and interactive
- It really makes you think because its math and i did learn a lot
- It was easy and fun
- it was funnier than my old school
- It was very informational!
- It's got a really fun and interesting way about it that I enjoy a lot
- It's algebraic thinking and clear teaching.
- It's chill and not to stressful or overcomplicated
- It's easy to understand and complete the work without to many misunderstandings.
- It's fun and it has people I know in it
- Its intriguing and a lot of participation and
- It's mostly that Mrs. Alcorn makes the slides fun and creative and that makes it feel enjoyable.
- Its pretty calm and the teacher is nice
- Its very fun and the teacher explains things very well.
- It's very interactive
- I've always loved literature, so I enjoy the curriculum and reading and analyzing literature
- I've enjoyed all of the books we have read.
- just paying attention and looking at what the students are saying
- Kahoot and reading, sometimes the videos
- Kahoot's and in-class assignments
- learning about a poems
- Learning about animals.
- learning about cool and complicated mechanisms in a way that makes it seem like it all works and fits together
- Learning about hitory of around the globe
- learning about my future and knowing what to do
- Learning about our bodies, the different systems, and how they all connect. Labs as well with more hands on projects and dissections.
- learning about the really old stuff
- Learning about the world
- Learning about wars and the history behind it
- learning american history
- Learning and taking notes.
- learning and taking tests
- Learning how to be a better writer.
- Learning Journals
- Learning math

- Learning with friends
- Learning with math tools and going over the lessons.
- Lecture and breakout rooms.
- Lots of opportunities to interact and answer questions
- making prentations working in groups and sharing my notes.
- making presentations
- Making the art.
- Marching
- Math is one of my favorite subjects, and I love math classes more than any other class.
- meeting on zoom
- Module tests
- Most of all, basically the way that Mrs. Bengson teaches the lessons and SOMETIMES lets us play Blookets.
- Mr. Quist is fun and he teaches really well
- Mr.Quist‘s energy and also how he allows us to join a few mins early to chat and hangout.
- Mrs. Carella is very respectful about the students
- Mrs. L made it really engaging
- Mrs. Lanchester makes the topic so fun and engaging.
- Mrs. Nishihama is funny and makes the class enjoyable & easy to follow.
- Mrs. Nishihama is so funny and wise, and she enjoys helping everyone. Besides that, the class culture/atmosphere is awesome
- Mrs. Nishihama is very involved and allows us to be involved in the class as well.
- Mrs. Nishihama's way of teaching, she makes it fun
- Mrs. Seifert makes the classes very interesting, the thing I enjoy most is when we go over an assignment as a class and share what we picked out from the text.
- Ms. Lanchester shows us respect and kindness, and that makes it easy to learn.
- Ms. Legatos' thoughtful feedback on each submission.
- Ms. Mirza's teaching style
- Ms. Opena explains everything smoothly
- Ms.Lanchester is really nice.
- Ms.Orvell makes the lessons really easy to understand
- My career choices
- My favorite thing was Mostly Break out rooms to discuss things together and work together, with friends. :)
- My friends(IMMA MISS THEM :_-(
- My teacher is amazing and the class has been so much fun! We also get plenty of prep before a test.
- My teacher uses of simple yet great illustrations
- My teacher. She is so great at explaining multiple math concepts. I also enjoy doing the portfolio tasks in her class.
- My teacher's commentary and opinion.
- not a big fan of math, but i enjoyed doing project slides
- one thing i enjoy in this class is reading and answering the questions in quizzes
- Online classes
- Online field trips and games, along with topic projects.
- Our in group activities
- Our Teacher :)
- Participating
- playing blooket to compete with other students.
- Playing blooket/kahoot with the class
- Portfolio Tasks
- Practicing in class with Kahoots
- Presentaions, IXL group jams, and kahoots

- Presentations and getting to talk to my peers
- Reading interesting books (Fast Food Nation, Fahrenheit 451, etc.)
- Reading novels.
- Reading the slides
- Rhythm and music related
- Science
- Seeing artworks from classmates.
- She answers our questiojns
- she explains everything
- She is very nice,her teaching skill are great.
- She kept it nice and natural making the class fun and interesting.
- Something that I enjoy and appreciate about the class is that students are respectful and won't make fun of you if the teacher asks about the question and you get it wrong.
- sometimes the tests
- Structured learning
- talking to my friends.
- Talking to my teacher in the mornings
- Talking with my classmates
- Teacher is nice and work is balanced
- That is are teacher lets us read
- that it is flexible and fun
- that it is online
- That it’s ELA
- that my teacher answers my questions and helps explain things well
- That she asks if we understand the topic and tells us to ask questions.
- that the teacher is so awesome
- that we get feedback quick
- That we get to do projects
- The ability to do corrections on a test so that way I can gain both credit and understanding on what I missed
- The activates and polls.
- the activites in class and how we get put into breakout rooms to work on assignments with other students
- The activities
- The activities about fitness.
- The amount of assignments.
- The amount of progress i made through the year
- the art assigments
- The Art Projects that we had
- The assignments
- The Atmosphere
- The attendance quiz
- The attendence quizes
- the books we read
- The Canvas format, and how easy it is to navigate.
- the Chat being turned off
- The Chat.
- The class and the assignments.
- The class discussions were always really interesting
- The class discussions, specifically on the novel we are reading.
- the class participation and her slides.

- The classes and the teachers enthusiasm and style of teaching
- The classes/meetings
- The clear homework
- the comedy
- The content we learned
- The different elements and the projects that we did
- The discussions and feeling like your part of the class.
- The Documents we do in class.
- The ease and comfort of the class.
- The encouraging nature of the class.
- The enthusiasm and kindness of my teacher; you can tell she loves teaching and loves all her students!
- The essays
- The extra credit and fun assignments
- The fact that it isn't drowning you in homework and that the teacher goes over most if not all of the hw with you.
- the fact that the teacher was super helpful
- The first semester with Mrs. Legatos was amazing very helpful and egagnging the second semester was very hard to follow and not setup well by the teacher.
- The Friendlines
- The fun and enjoyable enviorment also that it was very interactive at the labs
- The fun assignments
- The fun Kahoot games we play sometimes.
- The fun lectures
- The fun live classes
- the fun sea live videos! i love learning about animals
- The Fun stories we read together
- the funny joke at me and the class make
- The games
- the games and the fun actives we get!
- The games my teacher does
- The hands on activities.
- The help
- the history
- The history itself
- The in person labs
- The informative but fun topics Mr. Quist teaches, he makes it very engaging
- The in-person labs.
- The instructor.The instructor makes the lessons and lectures very interesting and engaging. He is also one of the most nicest, and understanding instructors I've had.
- the interaction between students and teacher
- The Kahoots/Blookets
- The late work policy, the puzzles in the beginning.
- The learning journals
- The Live classes
- The meetings. Mrs. Seifert makes class really fun!
- The note taking and blooket and gimkits.
- The novels
- The online sessions/labs
- The ooportunity to learn
- the people and teacher

- The people and teacher, they are very kind and easy to communicate with.
- The Polling Questions
- The projects we get and kahoot.
- the puzzles, portfolio tasks
- the snare drum and the mini drumline we did last week
- The socialness
- The students and her willingness to let us interact with eachother.
- The students having fun and interacting with each other, and the teacher is really nice to everybody.
- The stuff I am learning and how nice my teacher/classmates are
- The teacher and how she presented the information to us.
- The teacher expects us to be 'independent learners' teaching us to become one and treats us like we are.
- The teacher explains the concept in a way that is fun
- the teacher explains the material really well
- The teacher helping uus understand.
- The teacher helps out a lot and makes class fun and engaging.
- The teacher is very nice and fun to be with and gives really good information about the subject
- The teacher she is the best one I've had being homeschooled, she's kind, caring and funny!
- The teacher was fun and explained well and engaged with us
- The thing I enjoy most about this class is the flexibility we have with assignments.
- The video we watch and then answers question maybe.
- The videos we got to watch that were related to our novels
- The videos we would watch to help us bette understand what we were reading.
- The way he teaches is really nice and informative. He is a really nice teacher as well
- The way Mrs. Ferreria is engaging and invites questions and comments.
- The way Mrs. Gomes explains the topics we are learning
- The way she had explained very clearly and she had made me love Math for the first time in my life
- The way we can relate to Mr. Quist while going over different topics.
- The weekly quizzes and the MEGA quiz are very helpful in preparing for unit tests and the final exam. I also like going in-person for my labs.
- The work is not to hard and probably the teacher
- The work. When I finally got a question I had been struggling with right I felt really accomplished.
- Very fun teacher! The assignments were organized nicely and simply.
- We always get to work together in teams and the teacher shows active support in helping us.
- We always have something to do in every class we have, and we get to work in groups very frequently.
- We don't get much homework on the days we have classes!
- What i enjoy most about this class is being able to improve my writing skills and analyzing stories.
- What I enjoy most about this class is that I learn how to solve different types of math problems step by step. Even though it can be challenging sometimes, it feels good when I understand how to get the answer.
- What I enjoy most about this class is the many different types of books/stories we read, how we learn them, and how organized all of our work is presented as
- What I enjoy most about this ELA class is expressing my ideas through writing and discussions. I also like having time in class to work independently and improve my skills.
- What I love most about this class is the environment. This class was very open to questions and conversation and the teacher was very knowlegale about the subject. I really loved taking this class.
- When we play games and, Mrs loisatkis always makes class fun.
- When we see the movies in the book we are watching so we can understand more.

2. If you could change one thig about this class, what would it be and why?

- There isn’t anything I would change, it is all pretty straight forward.
- ...nothing because this is my favorite class
- A little less work but other then that it's fine
- A more structured curriculum and pace, the class is a bit disorganized
- Absolutely nothing!
- Add more time to play educational games because it really helps us grasp the lessons with a twist of fun at the end.
- Assigning work on the weekends. I think that has to stop. Especially, since we are encourage to have a work life balance.
- Assignments being due by the end of class instead of end of the day.
- Assignments focused more on deep thinking than memorization and writing
- Be in person
- Be more in tune wih emails and flexiblr
- Being more focused on the topic because most of the time the teach lags out and the majority of the class is wasted by trying to fix their internet.
- better reading material
- Break time to be longer
- change hrw homework to workbook homework
- Class seems a bit slow, I don't know how to explain further.
- Display the entire coursework at the beginning of the semester so students can work ahead
- Do more than just reading most of the time because sometimes it gets kinda boring
- Do more topic related projects.
- Everything in this class is good so there's no need for change.
- for the homework to be a little bit more enforced
- Fun ways to interact during meetings.
- graphs i hate graphs
- have a small quiz at the end of class on what we learned in class
- have more practice assignments because a lot of times I forget the previous lessons
- have more talking
- Have more time for each subject
- haveing another homework assignment besides doing the quiz.
- having less homework. its hard to juggle all the assignments and my other work
- Having the classes a bit more fun.
- Homework amount because she puts really alot of homework assignments weekely.
- Honestly nothing because I think it's balanced and perfect the way it is.
- How many students are in the class, because I think it would be better if we had more students to work with.
- How the teacher teaches the subjects and uses class time a lot of wasted time and just time going over the "book" I never felt like we learned anything in the actaul classes in the second semester.
- HRW was a bit confusing to me at first, but it slowly made sense to me. The tests being on HRW is something I personally wouldn't prefer.
- HRWS because they take alot of time and it gets overwhelming
- I can't really think of anything off the top of my head. If I had to choose something though, it might be that every once in a blue moon an assignment date gets messed up. But that only happened once or twice and it got fixed very quickly since it was just an error with Canvas.
- I did not like the breakout rooms so I would change it to no breakout rooms.

- I dislike how off topic the chat is sometimes, but i understand its difficult for the teacher to control that
- I don't have anything to change about this class, because this class is straightforward and easy to understand and follow.
- I dont like how we would have to go into in person classes, i live far away.
- I don't really need to change anything because the teacher is always in touch, answers emails quickly, and grades things on time.
- I feel like next time it should be either Khan Academy OR my.hrw not both, because it feels a bit like additional work, since my.hrw generally covers the topic.
- I feel like their was a lot going on like so many projects like when we got done with one project Mrs.wendi had a another one for us
- I found this class engaging. But if I could change one thing about this class is to maybe incorporate different assignments (presentations, essays, group projects) which might benefit the different ways others learn.
- I kind of wish the class was more hands-on.
- I personally do not have anything I would change. The course as a whole, fit very well for me in both instructor and structure.
- I personally don't think there is anything that i would change about this class, Mr. Galvans class was my favorite class throughout my years at the school
- I really like the class the way it is, I don't think that I would change anything, but maybe there could be more Kahoots after the class is done reading a book, this may be good and fun for a review
- I think people should be asked to read more often because I feel like it would help people open up.
- I think that in class we do get behind in lecture, so we have to take more notes on our own as a result.
- I think that the reading quizzes could be posted sooner
- I think the class is fine the way it is
- I think the class is great as it is. I especially like the way my teacher explains and actually goes over it.
- I think the class was perfect but sometimes kids would type stuff very off topic.
- I wish less people would stop bickering in class because it was a little annoying.
- I wish Ms. Bengson could play more games with us.
- I wish that this class was able to meet more often.
- I wish the class would focus more on drawing rather than worksheets. I feel like the worksheets are too long and it can be very frustrating. I would enjoy more step- by step creative drawings ideas as well/
- I wish the students would participate on mic more.
- I wish this class was in person and more interactive.
- I wish we did less worksheets and more projects because I feel like worksheets and the book study always cut into our actual art time.
- I would add more hands-on projects, which may help me understand the perspective of people back then.
- I would add more interactive activities because they would make the lessons even more engaging and fun. Also, I felt the reading labels lesson went on a little longer than I thought, which soon made the lesson boring. Maybe a shorter lesson on reading labels.
- I would add more kahoots for students to prepare for a topic rather than only finals
- I would add some creative writing. I did not feel like there was any opportunity to be creative and for students to use their imagination.
- I would change his syllabus because if you want to upload something you have to go into assignments
- I would change it to where we can use shared notes, but only to take notes about what we're learning in History class.
- I would change some history parts of the class because it would change world history/

- I would change some of the projects so that more consistent time could be spent on art mediums and make most of the weeks similar in the amount of coursework.
- I would change that some quizzes/assignments do not show which questions you get wrong from time to time. Of course, it doesn't need to say the correct answer, but some of them immediately hide your score so if you retake the quiz you don't know which question you should correct your answer on.
- I would change the amount of time we get to do lectures, since I feel we learn al ot from those.
- i would change the assignment about your past and future classes because it was quite confusing for alot of students and i believe as unnessasary
- I would change the assignment workload, this teacher assigns us a lot of work compared to must other classes.
- I would change the books we are reading especially if it is on romance as I feel it is best for high schoolers to not be exposed to romance until they properly learn on it.
- I would change the chat rules, because of how the students respect each other. (sometimes)
- I would change the due time, because all of my classes assignments are due at 11:59 pm but this class is at 3:30. It sometimes slips my mind, which usually lands me to late assignments, or it is to early especially since the art projects take a while to do.
- I would change the fact that u need to have your camera on for credit. I do not like being on camera.
- I would change the grace period after a due date, because sometimes if something comes up and I miss an assignment it is locked so I am not able to get any partial credit.
- I would change the pacing a little. It is a tiny bit fast, which means not having enough time fully flesh out certain topics.
- I would change the quiz questions, because they do not focus a lot on the things we cover in class together.
- I would change the reading assignments because it can get overwhelming with all the other homework in a week
- I would change the strictness of due dates
- I would change the system of almost all of the assignments being graded out of 4. Considering that the teacher does accept late work (with points deducted) I feel that it is very easy for grades to drop if you get anything less than a 4/4 on more than one assignment. I personally become demotivated in turning in a late assignment when I already know that the grade will be low despite the time and effort it takes to complete the assignment.
- I would change the Thursday meetings so that we cover more content in them.
- I would change the time, I am more comfortable with 9:30- 10:30
- I would change the times the HRW assignments closed. I don't understand why she knew that they closed early than intended but still didn't set the time later so it closed at the intended time.
- I would chnage that we would have labs more often to get to see other more.
- I would get rid of breakout rooms becuase I usually get stuck with partners who don't do much work.
- I would have it be that everyone is able to see each other on camera.
- I would have liked it if the teacher had given us the rubric at the start of the final project. This semester, we only got it after we finished our slides and made our prosthetic arm, and gave us about a week to go back and fix stuff. I finished early, but it would've been way easier to have it while building the arm and while answering the questions on the slides.
- I would have more field trip opportunities.
- I would have more in class activities or discussions, like breakout rooms, presentations, etc.
- I would have more practice tests rather than explaining what to do on the test. This is because while theory is helpful, it is not good enough to do well in the AP exam and practical familiarity is more helpful, at least for me.
- I would have this class be once a week instead of twice a week because I feel like twice a week is too much.

- I would hope the teacher could pick on different students when we do group reading because she always picks the same three students to read.
- I would increase the amount of essays assigned
- I would let the class choose an assignment that they want to do. i think this would be fun.
- I would like for the mics to be available during class because it's easier to ask questions.
- i would like it if the participation was increased during group work
- I would like it if we had performances, you should make the next drumline have performances. :)
- I would like more instances of students writing about literature from outside of the classroom.
- I would like more time to discuss our final project before it’s due, because we went over it ,but I still feel insecure about it, maybe because it’s worth 20% of my grade.
- I would like this class to be before break but other than that nothing.
- I would like to be able to see every art project we will do throughout the semester so I can get a head start on them
- I would like to be able to use the mic because i find it easier to speak out the problem I have instead of typing it in the chat next time.
- I would like to have it 1 once a week. Although the class is nice, its really unnecessary for 2 classes per week. :)
- I would like to have more breakout rooms.
- I would like to have no test because it’s basically the same as the quizzes we take.
- I would limit the questions asked during class since I sometimes dont know the answers.
- I would love to play some games in class more often. It validates me thinking that I've absorbed the lesson, haha.
- I would love to write more essays! But besides that, this class is amazing.
- I would make all the homework due on the last day of the week so that you can do it when you have time instead of having to make time.
- I would make it so I am able to see my teacher. I would also prefer to have less reading comprehension worksheets(which we get a ton of) and more writing assignments. I also wish there was more of a focus on grammar.
- I would make the assignments a bit more creative instead of answering questions or writing an essay all the time, maybe try creating a case file on a character.
- I would make the class have more student engaging but instead of just having just a lecture we can call on students to answer and maybe take some time at the end for Q&A
- i would make the class longer because i love it
- I would make the homework due every week or every other week so it doesnt pile up
- I would make the online portion of the class shorter. I dislike being in front of a computer for long periods of time.
- I would make the quizzes a bit longer/more varied. They can be really quick and easy to finish which is nice from time to time but it doesn't always reflect my understanding of the material
- I would maybe add less notes and more activities. (in first semester we did a lot of note writing)
- I would move the classes to be a little earlier in the day
- I would not change anything. I LOVE everything about this class!
- I would probably want for the teacher to randomly select a student to read a passage so everyone gets a chance to read and not just the person who raises their hand first.
- I would put in more interactive things during class instead of just a presentation.
- I would say that if the chat classmate is allowed to chat with each other because then they make friends and they know each other.
- I would say to spend more time on learning new things rather than spending this much time on homework.

- I would slow down the lessons, it is a lot to memorize and use within 3 meetings, but the note cards help.
- i would spread the assignments over the course of the week. Sometimes we would have no assignments on Mondays then four assignments on Tuesdays.
- i would switch the book "Night" with the book "allies" or "ground zero"
- I would take attendance differently, like a word quiz
- I wouldn’t change anything. This class was perfect
- I wouldn't change a single thing about this class, it is already easy to follow, the teacher understands if you need more time she will allow it, and the work is straight forward and understandable.
- I wouldnt change a thing this class is amazing and the teacher is very helpful.
- I wouldn't change a thing! It's pretty fun, and since it's early in the morning, it helps me wake up earlier in general.
- I wouldn't change anything about it because, my teacher explains things very well. She makes it fun sometimes too.
- I wouldn't change anything! This class is really informative, as well as fun. I think it's a really good class.
- I wouldn't change much, maybe have us come on mic more to get students out of their comfort zones.
- I wouldn't want to change anything about this class because the teacher is amazing and i learn a lot.
- I wouldn't want to change anything because I think this class is perfect .
- I'd make it later in the day. 10:30 isn't early, but it's also hard for me to pay attention when im half asleep.
- I'd make there be less assignments because it get's confusing sometimes with how many there are.
- If i could change one thing about my class, it would be the books we read. I would prefer more interesting and engaging books.
- If I could change one thing about this class, I would change the amount of lessons that we need to review at once. Near the end of this semester, we were given two and a half modules to review all at the same time. If I could adjust one point in this class, I would distribute the lessons to review throughout the semester instead of all at the end of it.
- If I could change one thing about this class, I would change the homework load because sometime it can be overwhelming, especially when paired with other classes.
- If I could change one thing about this class, I would change the homework. Sometimes we had to do the lesson check, which was sometimes hard. But at the end, she started making us write notes and upload them instead, which I liked better.
- If I could change one thing about this class, I would make the examples easier to understand.
- If I could change one thing about this class, it would be for other students to use their mics.
- If I could change one thing about this class, it would be having all due dates at the end of the week instead of scattered throughout the week. This would help because I already have a lot of schoolwork from other classes, and having everything due on the same day makes it harder to manage my time. Spreading things out to the end of the week would make the workload feel more organized and less stressful.
- If I could change one thing about this class, it would be the high volume of 12 weekly assignments. While I appreciate the need for practice, the current workload is extremely time-consuming, often causing students to fall behind in other courses and leading to significant burnout and stress. Some students may be juggling this course with dual enrollment or other rigorous college-level classes. Consequently, sometimes we are forced to stay up until 2 or 3 in the morning to complete the math, which negatively impacts our energy levels and ability to function the next day. I believe a reduced, more focused workload would still allow us to master the material without overwhelming our schedules.
- If I could change one thing about this class, it would be the number of assignments we have every week. I don't know if that's something that can be reduced, but it would take a lot of stress of the class.

- If I could change one thing about this class, it would be to have Blooket or Kahoot more often, or in every class.
- If I could change one thing I would make us read more in class, it would make people pay attention more and give us more initiative to read our lessons
- If I could change one thing it would be, having to be politically involved with most of the projects, like choosing between a candidate or citizen. I would change this because not everyone wants to be involved in these types of discussions so I would provide an alternative that still allows the student to have a voice.
- If I could change one thing, it would be to establish a consistent weekday schedule for posting and closing assignments. When new work is assigned on Friday evenings, it can be difficult for students to plan their time effectively before Monday. Similarly, keeping assignments 'open' for viewing after the deadline—even if they are late—is helpful because it ensures the instructions remain visible on our Canvas dashboard. This consistency would help students stay organized, improve their grade accuracy, and ensure everyone has the time needed to complete their work thoroughly.
- If I could change one thing, it would be to make the lecture a bit more spread out between the two class days because it is a lot of information at once.
- If I could really change one thing about it, I would advise that this class (or any English class) includes more class book reading and analysis and less Common Core in the curriculum.
- In my opinion sometimes I think there are too many group activities, I prefer working alone or with the teacher if I have questions.
- It probably would be the assignments because sometimes they'll be a lot for one week.
- It would be the way concepts are explained; Mrs. Lanchester is good at explaining, but sometimes the concepts can become a bit vague.
- It would be the way of explanation because sometime she goes very fast
- Just not so much information I feel like in one class we get so much information.
- Less assignments each week as I think they are hard to keep up with, but I understand they are necessary.
- Less assignments per week, because its hard to keep up.
- less drug/ alcohol use and more healthy living
- Less essays. I love the amount of disscussions beacuse we have a minimum limit of words, but for the most part are encouraged to keep things short. this helps me develop my thoughts, and I don't feel pressured to write as much as possible like in an essay. Every time there was a new essay, it kind of blindsided me. My other english classes did not have as many essays so I'm not used to writing so much.
- less homework because in ela and history we get a lot of homework
- Less homework, There is a lot of homework and can be slightly stressful since you have to answer all the questions but then uniformly show all of your work.
- less projects and less typong club and not much slide shows cause there very repetetive.
- Less reading - reading large swaths of the textbook is hard to balance whilst keeping A-G requirements.
- make student participate more because i felt there wasn't a lot of students that did
- make students participate more because i felt like many people in class would copy my answers and never actually do the projects we were assigned and they always got extra time on the assignments i would spend time on and turn it in time, just for them to get extra time.
- Make students participate more often.
- Make the class time earlier (12:30 - 1:30, or 11:30-12:30), make the labs more interactive, no more attendance code word (make it an exit ticket quiz, Ms. Syed does it for her algebra 2 class it works very well), no progress report work (make it so each week there are certain questions assigned, 3-5 questions, and have the teacher grade those instead of a progress report), remove the learning journals (usually we have to watch a video regarding the topic of the discussion, just make it a video quiz like with your recordings or like an Edpuzzle)

- make the homework less points and the projects more points. Because they are much harder to do and are around the same amount of points but the projects are much harder.
- make the math less hard cause i've been struggling on it
- Make turning on cameras a requirement for participation/not being absent.
- Making the class longer because I never want it to end haha.
- Math requires a lot of practice to master and therefore also means I will have a lot if homework, so it wouldn't really make sense if I said I wanted less homework. But other than that I would not want anything to change.
- maybe a discussion or two for assignments
- maybe a little bit fewer assignments
- Maybe a little less homework questions
- Maybe a little less work to make it easier on the students.
- maybe if our grade wouldn't drop so low if we miss a lab
- Maybe if we could get more porgects?
- Maybe instead of submitting notes that you do by yourself submit the class ones
- Maybe just meet once a week it's harder to plan stuff when I have two class sessions a single class session would be more helpfu. Other than that everything was perfect.
- Maybe just the time because it is pretty close to my other classes
- maybe like adding fun quizzes
- maybe longer classes so we get more done
- Maybe look more at chat
- Maybe more projects.
- maybe talking more about things that are about to be due and how to do them
- Maybe the late work policy to make turning in work a bit more easier.
- Maybe the pace
- Maybe the pace of it, sometimes its hard to keep up
- Maybe the pacing of the lessons, they are a little too fast
- Maybe varying up the class through class discussions or in-class activities. Although I enjoy looking at the slides and answering class polls, sometimes it becomes a little monotonous and boring.
- maybe we should have breakout rooms
- Maybe, more group activities or change up some assignments while still trying to teach the lesson
- Mid-Lesson checks to ensure all students are engaged in the lesson and paying attention.
- More active people in class
- More and better explaining problems so I can completely understand the material
- More fun drawings like the dragon and Mandala.
- More fun projects because I really like them
- More in-person labs. Everything else is perfect.
- More interactives or activities to have more practice and remembrance for science concepts.
- Mostly being the chat being on topic and not blowing up, because some of the students blow up the chat as the first thing when they join.
- my teacher talks like a robot and uses youtube a lot
- No career planning book
- No government textbooks, AI grading and requiring participation from other students.
- No IXL.
- No mega quiz and more extra credit.
- No, I think Ms. Lanchester does really well with the classes!

- Not much comes to mind regarding the class itself. However, I think the rules for class should be stated even more clearly, as they have already been by the instructor, when it comes to some students excessively chatting which can be a bit distracting at times.
- Not much comes to mind, maybe even more group work! The class is given great opportunities to work together already.
- Not on BBB because it is so glitchy
- Note-taking, annotating---much more fun and engaging.
- nothing much maybe set up an auto mod where no one can type any bad words or just spam really long sentences.
- Nothing much, maybe just making sure that the grades are inputted correctly because sometimes there would be mix ups.
- Nothing, I believe that Mrs. Nishihama has done a wonderful job teaching us this semester
- Nothing. This class is really good. There aren't too many projects even if it feels like that. The mix of typing club, projects and videos are really good, personally I saw a lot of improvements in my typing speed and am much more confident.
- Off the top of my head, I'm not really sure.
- On top of my other courses, three chapters plus one quiz per chapter can be overwhelming at times.
- One thing I could change about this class is to incorporate more extra credit and to leave assignments open all throughout the term!
- One thing I would change is for it to be twice a week instead of once a week since I really enjoy it.
- one thing i would change is probably.... nothing! its very good 10/10
- One thing i would change is the homework amount because the amount of homework is alot and it takes me a long time for me to get it done.
- People not spamming in the chat or swearing, even when they”re minor swears.
- Perhaps less worksheets, they can be a little bit too much sometimes.
- Personally, a little less group work.
- Picking some students to read the questions (that is if their microphones are working)
- Possibly the book that we use I feel like it doesn't really explain things well.
- Presentation slides. The instructor is truly amazing, although the main thing that needs to be worked on is the presentation slides. I feel like adding a theme would help make the slides more engaging and more interesting, rather than a basic white slide, with a historic image.
- Probably I would change some of the reading material, as I prefer other types of literature.
- Probably some more videos that can help us in the future
- Probably the class time to make it at 10:30 instead of 9:30.
- projects because i dont really like them that much
- Slightly less homework throughout the week. Homework with other classes gets piled up easily.
- Small lesson checks such as polls on one question about the lesson to make sure students are paying attention.
- Some more activities just to have deeper remembrance and understanding.
- Some more in class reading and/or discussion on the questions on the quizzes would be nice to prepare us for the week's assignments.
- Sometimes when we have a unit test we are also given a weekly quiz, maybe less quizzes, but they aren't that hard.
- Sometimes when we take notes it can be kinda long but I understand it is just there to help us learn better.
- Split up the final and final project into one semester and the other?
- Students here are sometimes a little rambunctious. If they could be a bit kinder and a little less brainrotted, and to stop bombing the chat with "6 7", that would have helped. Also, in the year of the class, everyone was mean to me best friend. If they could be nicer to fellow classmates, that would also be awesome.

- that is was more days than 1 day a week because it was fun
- that we should talk more about korea
- The books cuz some of the books were gross like romeo and juliet.
- The bullies in our class
- the chat being on because some are very rude about it
- The chat box, because most of the students blow it up in a few minutes.
- The choice of novels. We have to read 2 novels a semester which is not bad at all, but every once in a while we have to read a novel that im not interested in, and its very hard to absorb the information.
- The due dates because having assignments being due in the afternoon is too much work in my opinion.
- The efficiency of this class and the pace.
- the fact is ending and will not be taught anymore.
- The homework because i think we would be more happier what out the homework.
- The homework, because i would not give alot of homework. I would only give 1 assigment a day
- The homework, since it is a bit tedious and takes a long time to finish
- The in person labs. I don't like to be in person stuff but that is just me though.
- The late penalty
- The limitations of chat features. Sometimes the chat is locked and I don't get to express my ideas.
- The logging in line.
- The movement from on unit to another would be slower, it all moved so quickly.
- The notes because we need to write a lot and a lot of reading to.
- The online because some times i have trouble with it.
- The only thing I would change about the class is that sometimes everyone is off topic but that’s very minor
- The quiz's because it can sometimes be kinda hard.
- the rules of having your camra on if you dont she kiks u out
- The teacher because I don't understand her way of teaching and she isn't very nice either.
- The teacher because she just was not very engaging, was not at all sympathetic if we had a problem and was just not very kind in general.
- The teacher. She is not kind or necessarily willing to actually teach anything.
- The tests I just feel like there were a lot of them.
- The timing because it was kind of at a weird time every week, and after labs we would have a class immediately after and it was hard getting to class on time.
- The way the work is assigned. It would be nice if the HRW homework was properly assigned on the time given. Instead of it closing several hours earlier. I don't understand why it can't just be set to close at like 2:59 am so then it would actually close at 11:59 pm.
- The way the work is setup for the week. An easier setup way for navigating the work and a more steady schedule.
- The weekly homework would be submitted directly to the teacher and the answer key would be available to help understand the material. I would also have liked to go over the homework questions in class each week, since they are very confusing.
- The white board time because it sometimes would stress me out because it was to fast.
- the workload because the amount of work assigned stresses me out
- the writing assignments
- There is an extreme amount of homework and its very "do it all on your own," i wish there was less homework and more engagement with the teacher
- There is not really anything I would want to change. If I had to pick something, I think it would be fun if we had certain projects to do during class. The majority, if not all, of the classes have basically been the same thing, which has been helpful, but I feel like it would've been cool to do something together as a class instead of individually.

- There isn't much I'd change about the class, but if I had to pick something, I really enjoyed Popcorn Reading when I was younger. With the books we read in this class, I feel like Popcorn Reading would've been very fun to do often.
- There isn't really anything i would change.
- Theres a lot more assignments than my other classes and i also don't like it cause theres assignments like word searches that i don't really like.
- Time, MAKE IT LONGER. It’s my favorite class
- To be completely honest, I wouldn't change anything because every project or assignment my teacher makes us do is enjoyable and really easy (if you pay attention to the class)
- To be honest I like everything about the class, but maybe the syllabus part I think we should be taught a bit more grammar.
- To be honest, I wouldn't change anything because everything was amazing
- to be in class longer because its so fun
- To be more interactive, students only learn if there's more interaction
- to have a option that you you can to lead, snare and bass that what i will change
- To have it once a week instead of twice a week because it would be easier to get assignments turned in earlier.
- To make the students do the questions and submit them at least once a month so the teacher can see how well they underst and how much discipline they have.
- uhhh really nothing except seeing others
- um homework just to nit get much becasue we have other classes and it can be hard somtimes.
- Updating the project documents and resources, along with automatically being able to obtain or reserve an instrument for this class. I was unable to properly start learning piano until November because the resource center had given me a cheap keyboard in unacceptable condition. The cheap keyboard contained stickiness everywhere, yellow residue, tape, a missing adapter, and was very rough overall. Luckily, Ms. Legatos managed to give me a much better-quality keyboard, although I had to return it after a few weeks since CW had decided to purchase a brand-new Roland FX30X digital keyboard for my little sister and me.
- Using mics because it's easier to convey ideas, especially when prompted to answer a poll
- we talk about religion
- we would be allowed to make up work
- What I would change is for different students to read different pages when we're reading, instead of just Mrs. Carella.

3. Do you understand what you are expected to learn in this class?

- 100% YES!
- a little bit
- A little bit most of the time yes
- Absolutely
- BIG YES.
- Definitely!
- For the most part
- history about the past
- History and how the world was formed
- History, what has happened in the past in our state and other countries, and other histories of others who were remembered in our state and all around the countries.
- I do expect it and learn very much.
- I do understand what I am expected to learn from this class.
- I know what I need to learn, but the way she teaches makes it hard.

- I understand all the topics taught in this class
- I understand clearly, what am I expected of this class since everything is given in a clear organized manner.
- I understand that I am expected to learn Algebra 1 topics in this class.
- I understand that I am expected to learn art related topics and get a basic overview of art history.
- I understand the topics that were taught in this class really well
- I understand what I am expected to learn in the class.
- I understood 75% of the topic, it is hard but I could understand it.
- I was expected to learn more about books and improve my English skills.
- I'm mainly expected to learn how to write better and practice reading.
- Language arts, learn new words, learn the meaning, and learn how to write.
- Math, equations, problems, and formulas
- no i have to understand then i we the homework but sometime then i do at i cant understand.
- not really i am not sure because she has teacher us so much
- Partially
- perhap's but i'll never telll ha ha
- Planing for the future
- Science, about our environment, chemical reactions, etc.
- Some lessons I do, some lessons I don't fully understand, but when I go in person for labs it helps a lot.
- Sometimes I forget, but I have an idea on what to expect.
- To learn to always explain my answers
- Understanding and learning more about how to read and write in a more understanding way
- very much so
- Vocabulary, reading comprehension, and how to write.
- We are expected to learn about History which I do understand
- We learn about story's and from books about people
- yeah how back in time used to be and how we compare it to today
- yes and no
- yes cause the teacher explain everything
- Yes everything is very clear
- Yes I am expected to learn biology
- yes i am expected to learn Intensive Algebra 1A
- yes I am expected to learn more about myself and what the career I want to do
- yes i do it helps me think of the future of what im going to do
- yes i do understand what i am expected to learn in this class
- Yes I know what the teacher's expectations are.
- yes I understand it's specific and clear
- Yes I understand what I am expected to learn in this class.
- Yes I understand what I was taught throughout the lessons.
- Yes I understood everything and if not Mrs Landeros would help me. :)
- yes kinda (im not good with languages)
- Yes! It's very straightforward.
- Yes, about the history of what happened before us and why our world has become like this.
- Yes, Algebra 1
- yes, English and how to write essay's/ect properly
- Yes, expectations are very clear.
- Yes, for sure; everything is pretty easy.
- Yes, History.

- Yes, I am expected to learn 12th grade level of writing convention of the english language. I expected to know how to analyze books of the 12 grade level and write deconstructive analytic essays to prove it.
- Yes, I am supposed to learn the basics and fundamentals of visual arts and how to use them myself in my own artwork.
- Yes, I completely understand exactly what I am expected to be learning in this class.
- Yes, I understand I'm expected to improve my reading, writing, and understanding skills.
- Yes, i understand that i am learning US history.
- Yes, I understand what I am expected to learn in Earth Science B.
- Yes, I understand what I am expected to learn in this class
- Yes, I understand what I am expected to learn in this class, even though it can feel stressful at times. I know the goal is to learn how to solve algebra problems step by step and understand different types of equations and functions.
- Yes, I understand what I am expected to learn in this class.
- Yes, I understand what I am expected to learn in this class.
- Yes, I understand what I was supposed to learn from this class.
- yes, I understand what i was supposed to learn.
- Yes, I understand what was expected of me to learn in this class
- Yes, I was to read certain novels and understand an analyze the plot and theme.
- Yes, it is clear what I learn and Mrs. L makes it easy to learn science
- Yes, it's simply just expansion on things I already know.
- Yes, learning and understanding history
- Yes, Mrs. Ferreira explains what is expected well
- Yes, Mrs. Gomes makes it very clear
- Yes, Mrs. Nishihama makes it very clear what our assignments are and what material we will be going over.
- Yes, Mrs. Seifert makes it very clear what we are supposed to be doing.
- Yes, Physical Science.
- Yes, science.
- Yes, the curriculum is really great, and our homework includes drawing diagrams to help us remember/memorise the anatomy of the body.
- Yes, the expectations in this class where clear.
- Yes, this class's curriculum is well explained in the book, and further explained during class hours. We then have weekly assignments that test our knowledge of what we've learned that week.
- Yes. I'm expected to understand basic economic concepts like supply and demand, markets, personal finance, and how governments and businesses make economic decisions. I should also be able to analyze economic problems and explain how economic systems affect people and society.
- Yes. The learning expectations for this class are easy to test and straightforward.
- Yes: pay attention, read the lessons before class, and take quizzes afterward.
- Yes; example work has been a great help!
- Yup!

4. What is one thing your teacher does that really helps you?

- Adjusts each week's schedule to fit where we are
- after every lesson we get quiz questions during class, and this really helps me because it's like a little bit of a review.

- After I read the slides, our teacher explain the slide more which helps us understand in depth.
- All of the assignments are neatly organized by due date in the modules, which makes it easy to see what needs to be done without worrying about mistakenly missing an assignment simply because it was listed elsewhere.
- all the videos, and is open to questions and answers emails
- Allows for retake of weekly quizzes
- Always answers emails quickly and resolves issues.
- Always being eager to answer any and all questions I never was afarid to ask about anything.
- Always giving updates, open to help
- Always helps me when I am confused. Also emails me back really quick.
- Always made sure to make things easy to understand and remember
- Answer any questions I have.
- Answer her emails most of the time.
- Answer question that are related to class
- Answer right away when I ask a question
- Answering my questions when I need clarification.
- Answers emails quickly.
- Answers Questions and when posting the slides it really helps me re-call what I learned during class.
- Ask questions on the lesson throughout class.
- asks for responses in the chat
- Asks questions or themes homework/writing prompts in a way that makes me think more deeply about the material, such as the literary devices in plots or how the writing conveys a certain meaning, and it helps with understanding the meaning of writing terms in practice sometimes.
- Asks the peoples names individually at the end of class if they understand or have any questions.
- assigns review lessons from past math courses
- being able to ask questions when your confused and getting a answer immediately
- Being fun and ingaging
- Being very helpful in class and easy to understand
- blooket, because it helps review for me.
- breaks it down in a way i understands it better
- breaks the questions down to a way i can understand
- by explaining in ways that i could understand
- Check ins
- Chef demos what we are going to be cooking so we know what to do.
- communicate openly
- compliment from project
- Creates slides about the lessons we go over.
- Definitely showing us example work before we do a project. I have a tendency to misunderstand the assignment for classes, do the wrong thing and end up having to start all over again, so its really helpful that she breaks everything down and tells us exactly what to do and how.
- Emails me back whenever I have questions, in a reasonable time.
- Essay outlines.
- EVERYTHING
- Everything she does helps. But one thing I really love about her is the way she's so supportive.
- Everything she is a really good teacher
- explaing some topics the way i can understand it
- Explaining stuff if it's difficult.
- Explaining the lessons/tricks how to do our work.

- Explaining, and showing us tricks on how to get better with science! and helping us in real life situations too.
- Explains every part of the lesson and the Kahoot's or IXL group jams.
- explains stuff all the way through
- Explains things in a way that doesn't bore me; engagement helps with learning when in class
- Explains things more than once.
- explains things to where everyone understands it
- Explanations of topics in class, and his experiences in parts of history that he attended, also helped me realize the importance of my voice in voting and my opinion.
- Give all of us as students advice how to write and read better
- give me feedback, explain the lessons thoroughly.
- Give out extra credit points which are easy to get.
- Give study guides for the final
- gives a lot of opportunities to improve grades, and explains each topic thoroughly
- Gives feedback after grading the project submissions.
- Gives me specific feedback when writing essays.
- gives us a guide line to follow for the class notes
- Giving back feedback on quizzes and lessons.
- Giving comments on my papers, it encourages me and helps me understand what I need to do to improve.
- Giving us until Sunday's before assignments are late
- Go over what we’re doing
- Goes over the lessons nice and is very patient.
- Goes through all the homework questions
- He always explains assignments and materials very clearly in a way easy to remember, because he makes it fun.
- He does a really good job explaining the lessons to us, he makes sure we are really engaged and makes the class fun for us, is also very informative about events that happened before.
- he explained the topics very well and made class fun and engaging
- He explains everything clearly and takes pauses between class to ask if students have any questions or concerns. He also leaves a helpful amount of instructions with each assignment so the students know exactly what is expected and needs to be done.
- He helps use when we are cofused in class with a problem
- He is encouraging and takes time to get to know his students. He is enthusiastic
- He really encourages us to ask questions and answers in an easy to understand way.
- Helps explain topics and resolves issues with canvas
- Helps the students and answer my questions
- Helps us with understanding assignments
- Her explanation's are pretty good, and on how to do it is pretty clear and easy sometimes.
- Her instructions of each assignment.
- Her slides are very helpful and she explains things clearly
- his syllabus is a little bit hard to navigate he lets us email him the pages
- Honestly she is the best teacher I ever had so if I ever need help she makes sure we understand it before moving on while making the class super fun.
- How engaging and how she explains in a fun type of way
- I appropriate that we go over some of the hard test questions in class. A lot of the time the questions that confused me also confused my classmates, so its good to see my teacher go over the proper way to approach the questions.
- I ask his a question on his email and he will answer.
- I enjoyed the quizzes. They kept me on track with the book work and were fun to complete.

- I like how she always gives us tools to help us improve.
- I like how she emails us about big assignments to make sure we don't miss them
- I like that she plays recap videos for us after we read a chapter or act from a book or play.
- I like when she makes presentations and explains things instead of just reading the book. Her presentations help me understand everything better.
- I love that my teacher makes us feel very comfortable to ask questions or say our own opinions about something
- I love that she makes us do notes in class. I don’t really like writing notes ,but the notes help me review tests like finals.
- I really enjoy the Video Quizzes and the fact my teacher is always available
- I really like that we get to chose how many problems to do out of the math workbook. The assigned quizzes help me know if I really learned the material or not.
- I think he includes he includes everyone and takes their opinions into account when learning the subject
- I think that my teacher explains things in an engaging and supportive way!
- If I am confused on an assignment or how to word my essay Mrs. Seifert will help me revise it and leave notes on the docs explaining what I could do to improve it.
- if i don't understand she helps me
- If I ever have any question's she gets back to me right away.
- If i ever have questions, the teacher get's back to me right away which is very helpful.
- if i'm wrong and she tell me what are the steps and how to do it
- If points are taken off of an assignment. A note will be posted telling you what to fix.
- If someone has a question she explains the answer in details.
- If we ask for help she gives us, if we have too much work in other classes she sometimes lessens the work load but at the same time not too less that we don't understand the topic.
- If we dont understand, she will explain it again in a way that we would understand.
- IF we need to go back or missed something she will go back and help us review.
- If you have a question she will give you her full attention and try her best to help you.
- Im not sure but shes just really good at teaching lol
- In case you don't understand something or you get something wrong on the homework, you can highlight that part and ask questions about it.
- Instead of having us read everything she reads it
- Is always willing to help and very open to questions
- Is that whenever I need help I can reach out to her and she helps me with everything that I need help with.
- is when she answers my questions i send her
- It really helps me that my teacher writes out the schedule of work, both in class and outside of it, that we'll be doing every week
- It really helps me that she review the homework.
- It really helps when she encourages us with fun activities!
- Its helpful that she always explains things clearly.
- Just always being super easy to reach, and always makes sure that you are included.
- Just being there for class
- just the way she teaches is really good
- Kahoot, because it review for me.
- keeps you on check and makes you pay attention
- Learning objectives.
- Lets me finish late assignments
- Lets me submit late assignments or ask for extra credit

- lets me talk after class or during class to help me answer my questions
- lets students openly call her for help
- lets us us the book and the slide show
- Letting us figure out some of the problems by ourselves
- Like explaining the questions when I really need help.
- Like, her fun type of teaching really helps me pay attention more often.
- Lists the homework assignments for the week. (if anything its more stress but whatever)
- Makes blookets which helps me understand the lesson more
- Makes communication really easy.
- Makes engaging slideshows, even if they’re templates.
- Makes fun Google slides that helps understand
- makes it a judging free environment.
- Makes it very easy for me and all my classmates to understand.
- makes the class fun and material engaging
- Makes the resourses easy to understand
- Making Extra Credit opportunities and putting up videos.
- Making one on one meetings
- Making Quizlets to help review harder lesson
- Making the lessons fun and engaging.
- Meets with us when we need help
- Mr. Quist makes time after class to ask him questions if we need to.
- Mr.Quist explains every assignment in detail and answers any questions we have which helps a lot.
- Mrs Wendi helps by giving feed back to us students all helpful, encouraging, and supportive.
- Mrs, Landeros explains things really clearly and helpfully. :)
- Mrs. Ferreira plays videos that helps us understand what is happening in the lesson better than we can understand from the book.
- Mrs. Lanchester always reassures us to not stress about things and if I'm struggling with something she always finds a way to help me.
- Mrs. Lanchester is very kind and caring, and is always there for us whenever we need it
- Mrs. Nishihama always is reminding us what we need to get done and she does a great job going over what we will be doing in class and explaining everything in a way that makes sense.
- Mrs. Seifert always goes over our work at the beginning of the week, letting us know what we have to do and gives us an introduction on the assignments so we know what's ahead.
- Mrs.Gomes allows note cards for tests it helps me remember the types of equations that we have worked on
- Ms. Crawford is available for questions and concerns in and out of class. She encourages effort to participate/engage in class and encourages questions.
- Ms. Lanchester goes over our homework every week and goes through it so we know what to do.
- Ms. Matranga always goes over the feedback she gives us in class so that we can understand better.
- Ms. Nishihama is always available when students reach out with questions/concerns. She makes sure to answer everyone's questions and reads every student's responses in class. Ms. Nishihama takes the time for all voices to be heard.
- Ms. Nishihama is so kind and supportive, she really engages with the students despite the class being online. She provides every resource and presentation for each weekly module so you'll always have all the information you need. She is also fast to respond to emails.
- Ms. Opena encourages me to keep submitting my assignments on time and tells me that I should never aim for less.

- Ms.Lanchester lets us do our Friday Learning Journal in class sometimes, so it gives us more time to do other assignments, while also asking questions if we need to.
- My teacher always answers every question I have, and helps me figure out ways to work on an assignment when I'm stuck, or how to submit certain things when I don't know how.
- My teacher always answers in a prompt manner helping me understand what is required in the tasks given to us. She also explains the homework instructions very well.
- My teacher always gives good feedback which encourages me to keep working hard on the homework for this class.
- My teacher edits parts of my essay that i send to her during class time
- my teacher explains thing so that everyone understands
- My teacher explains things in a way that makes sense to me, which helps me a lot.
- My teacher explains things really well she is very lenient and if you need help she will help you till you get it.
- My teacher goes over the worksheets in class and it helps me get a consistent amount of time to work on it and ask questions if needed
- My teacher helps me the most by breaking down complicated instructions
- My teacher is always very eager to help us learn and nurture our love for animals.
- My teacher is quick to respond and help with whatever questions I have. She also emails very often and constantly reminds us of upcoming lessons, assignments, and due dates.
- My teacher is very understanding when I have attendance issues, or when I want to know what I did wrong on an assignment. She gives me great feedback that help me and my grade improve.
- My teacher puts the answers for our questions given in the book, which really helps.
- My teacher shares personal stories that connect to the topic we're learning on, which keeps class engaging. She also breaks down more complex topics of history into simpler terms, like the difference between popularity & electoral vote.
- My teacher shows us videos & allows us to look at websites that go in depth on the topic! I also find writing notes helpful.
- My teacher, Mr. Quist, does a really good job of making you feel like you're in a real-life classroom. He encourages discussion to test our knowledge of that piece of history!
- Not very much other than reopening assignments sometimes if we missed the deadline
- offers meetings in case you need help
- One helpful thing my teacher does is that she really explains concepts.
- One thing my teacher does that really helps is that she makes assignments due throughout days of the week which helps me stay on track.
- One thing my teacher does that really helps me is explain things clearly and give helpful examples.
- One thing my teacher does that really helps me is letting me retake tests. This helps me learn from my mistakes and improve my understanding of the material.
- One thing my teacher does that's helpful is the way she explains the concepts and she goes over the definitions of things we might not know.
- One thing my teacher does the really helps me is the structure of the class is easy for me to comprehend
- One thing my teacher helps me is asking questions during lass to check if we are paying attention. It helps me stay focused.
- One thing our teacher dd to help us was providing feedback on our work when he grades it. I also believe it to be helpful when he encourages conversation and question in a respectful way, in the sense that he makes sure we are respectful to each other.
- One thing she does is that she gives us her email. I also really like how she gives us engaging lessons and presents a slideshow to teach us.
- One thing she does that is really helpful is play kahoots or things like it to make sure we understand which I find helpful and engaging.

- One thing she would do to help me was she would answer my questions when i needed clarification.
- One thing that Ms. Syed does that helps me is going over the lessons in the meeting and having us solve them so that we understand what we are being taught.
- One thing that my teacher does that helps me is explaining everything really good about today's math topic.
- One thing that my teacher does that helps me is he really goes into detail on every lesson that were learning about, this helps a lot.
- One thing that my teacher does that helps me is responding to emails in a timely manner.
- One thing that my teacher does that helps me is when she gives reminders when a certain assignment or quiz is due.
- One thing that my teacher does that helps me is, giving me and the students enough time to complete the assignments.
- One thing that my teacher does that really helps me is the way teaches.
- One things is if i don't get a good grade on a test she say i well open it but make she to review it so your ready.
- Opens up assigments to get better grades
- Plays games and makes quizzes/final easy
- Posts very easy home work and always thoroughly explains about the subject
- Prepares a slideshow to teach us about Science better.
- Preparing us for tests and giving clear instructions for homework!
- Probably like explaning eveyrhtig and answering questions clearly
- Providing visual content (Maps, videos, etc.)
- Quizzes every week help
- Recommendations and the option to retake or review.
- Reminds me to put my camera on so i don't get distracted
- reminds the students about the homework
- Responds fast if I need help
- Retries on quizzes are super helpful, especially for notes to do well on tests!
- saying positive things even when the answer is not right.
- She actually answers the questions that we have during classes and if we don't understand something she always answers us!
- she add the quizes and help to stay focus
- She allows us to ask questions and when we need help she explains things.
- She always answers my questions in the private chat.
- She always encourages us to seek out help if we need it and gives us a lot of resources to enrich our learning with.
- She always explains everything as many times as we need it and makes intructions/homework expectations super clear. Also, if we still have questions about a topic, shes very helpful and kind about it.
- She always explains things very thoroughly, and even gives us a break halfway through class.
- She always gives us more than enough information to complete assignments, she is constantly teaching something new rather than making us research on our own, and I like that.
- She always gives us quiz questions in class, this really helps because it's like a review.
- She always makes sure to tell us where we can find assignments and other sources for help.
- She always makes us feel comfortable and supported
- She always pays attention to the chat and answers questions in class, which is extremely helpful!
- She always puts our mental health before school, which I feel like a lot of students struggle with and majority of teachers don't pay attention enough to their students' mental health.
- She always reads chat and listens to us, and if we start to loose focus during class she helps us pay attention again so we don't get off track.

- She answers her emails promptly and she keeps the class engaging by making it entertaining and educational.
- she breaks down homework assignments
- She checks in with us a lot and makes sure everyone knows what we are doing before heading to another thing and she makes the hard things feel a bit easier.
- She checks up on how i'm doing with homework
- She checks up on me and my homework
- She consistently provides options and is willing to work with you to find a solution.
- She discusses the important assignments as reminders.
- She does not lock/close late/missing assignments she's very understanding and helpful.
- She does not mind if you need help because she is their to help you.
- She does polls and helps us understand what the book or story is saying. Makes us think.
- she does polls and she has slides. she is just a amazing teacher all around.
- She does really well helping us with some assignments if we have any questions about what we're confused on.
- She does the work with us to help visualize how you're supposed to do it.
- She doesn't just mark me down and tell me to do better but she actually explains what I can work on and makes sure to point out the things I did right as well.
- She emails back super quickly!
- She emails/announces important reminders.
- She encourages asking questions and is always willing to help students or accommodate their needs.
- She ensures we understand the topics.
- She explains each concept thoroughly and makes the information easily remembered.
- She explains everything clearly and always answers any questions I have.
- She explains everything very well which makes it easy for me to understand the assignments!
- She explains everything well if we are struggling.
- She explains the lessons clearly and provides helpful feedback when needed.
- She explains the lessons in class so students understand everything and can ask question if they are confused or stuck.
- She explains the lessons properly, but something that I dislike is that sometimes she doesnt see my emails.
- She explains things clearly and helps me to understand the concepts of learning.
- She explains things really well and when you dont understand something she stops and takes the time to explain it.
- She explains things very passionately which helps me better understand.
- She explains things very well and has music at the very beginning of class.
- she explains things well and that helps compared to someone speaking gibberish
- She explains to us very specific details of the event, making it more understandable for me.
- She explains what were supposed to do and if I don't she takes steps with me to know how to do it.
- She gives a lot of extra credit assignments, so if your grade is low you can easily get it up.
- she gives genuine feedback on assignments and lets us redo them!
- She gives us enough time to submit assignments!
- She gives us lots of extra credit/is kind.
- She gives us weekly quizzes and the MEGA quiz with multiple attempts that are very helpful in preparing for unit tests and finals.
- She goes through what we are reading for the week so we know what to do
- She grades work pretty quickly and responds to emails on time
- She guides us when we are writing essays and assigns peer reviews that help a lot.
- She had a meetings with us separately when she came back from her break and let us ask any questions we had

- she has a lot of patience to explain to me
- she has labs in her in person classes
- she has office hours
- She helped understand any misconceptions or anything I was confused about.
- She helps find internship opportunities and gives us helpful suggestions when we are having a hard time understanding a class topic.
- She helps me by making sure I understand the topic and goes over it nicely.
- She helps me do corrections which helps me to really understand what I missed on a test and it's very helpful
- She helps me understand what we are reading about and how to understand it on a deeper level.
- She helps us a lot when it comes to writing an essay as he gives us a lot of resources
- she helps us by directions on where to go or how to get to a quiz
- She helps us by explaining the lesson step by step and just telling us what people have gone through in life.
- She helps us take notes. It helps me know what to write down for notes.
- She helps us with assignments fast! She also unlocks assignments fast if we need to redo them.
- she helps when our grade is messed up i tell her then she fixes it
- She is always available, and very straightforward about what the assignments are
- She is always lenient when it comes to due dates and certain requirements for assignments, she was always helpful and worked around my busy schedule.
- She is always telling us she is there if she needs us and she makes it easier for us to understand what she is telling us when she sees that we all look confused. If we have any concern and need to reach out to her she responds quickly and helps if we need it.
- She is extremely nice and caring to all of here students, she is always available for me to contact her.
- She is kind and makes the class just a good time but still keeps us on track so that we are learning.
- She is passionate about the subject.
- She is really good at explaining things and making sure the key concepts are drilled in our brains.
- She is really helpful and lenient when it comes to assignments and asking for help.
- She is so understanding/helpful and encouraging
- She is understanding and encourages us take our creative liberty on projects
- She is very engaging and caring always making sure her students are participating and understanding everything.Shes also very kind, i'm very glad and happy to have had Ms.Gomes as my teacher this year!!
- She is very helpful when I need help with issues in canvas
- she is very kind and nice and has a pleasant personality, which makes me compelled to focus
- She is very nice and open to off-topic questions
- She is very nice and outgoing, while also accepting late work and answering questions anytime!
- She is very patient and easy to approach. her weakness is engaging students.
- She is very patient with us students
- She isn't very strict on us.
- She leaves the comments on the side of the assignments and its a real confident booster
- She lets us ask questions whenever
- She lets us work at our own pace, since she's aware art takes time.
- She likes to clarify things that are unclear, and makes sure the lesson is clear.
- she listens to each and every one of us
- She listens to everyone, and gives good help when it’s needed!
- She listens to us and actually cares about what she's teaching
- She listens to us and gives advice

- She made us get tutors and it was my first time and I realized tutors are really useful to help understand topics easier if needed.
- she make joke about the work
- she makes assignments where I can be creative
- She makes class interesting.
- She makes good analogies that help me learn
- She makes her own slides and tabs for each History lesson and it really helps to see it that way because it's more organized.
- She makes it easy to learn and its a very engaging class.
- She makes it interactive.
- she makes it very known that she is always there to help us and gives us resources too consistently
- She makes kahoot quizzes for the chapter we are learning before our tests.
- She makes me want to engage in the class
- She makes slides and lets the students read, which can make us pay more attention because one of our friends is speaking.
- She makes sure every student's voice is heard and always gives them time to talk, and to participate. And if the student is too nervous to participate she doesnt force them to anyway.
- She makes sure everyone understands before moving on.
- She makes sure everyone understands what we are supposed to do.
- She makes sure everyone's voice is heard and takes time to explain a students problem or question.
- She makes sure to reassure us that if we need anything, she will always be there for us, and I'm really glad that I get that support from her :)
- She makes sure we understand and is engaging.
- She makes the class enjoyable, which helps me stay concentrated and engaged.
- She makes the class really engaging and fun (with kahoots)
- She makes the class really fun and enjoyable bye making fun slides with GIF’s and allowing us to play blooket
- She makes us redo assignments and always checks in on us so we internalize how to understand the material.
- she makes us take notes and goes over everything we learn
- She makes very clear assignments and homework.
- She posts the weekly slides in Canvas which is helpful for reviewing outside of class.
- She private chats you if you're not comfortable saying what help you need in the public chat.
- She provides lots of resources, such as slide shows and study guides.
- She pushes us to be our best when doing Algebra
- She puts check in attendance quizes during class. They motivate my brain to pay more attention so that I don't get kicked out.
- She puts video links in quizzes for wrong answers to help us understand, she also gives us a giant quiz at the end of the semester as extra credit to review for the final
- She really helps me with the questions that I didn't have the answer to and was able to fully answer them with full understanding.
- She really takes the time to explain whenever there's a doubt and encourages us that we can all do it!
- She reminds us when there is important assignments that we need to do.
- She repeats information in case I miss some.
- She responds quickly to my emails and answers my questions clearly, she is also really encouraging
- She responds to emails quick and gives clear instructions.
- She responds to emails super fast.
- She reviews alot before the final which helps us get ready for the test.

- She says " AMAZING!, Great work, You're on point"
- she sets all the homework due on Monday instead of having some due all the days, this helps not fall behind and also focus and do better in other classes.
- She shares the powerpoint slides with us so we can go over them at our own time.
- She stops and explains the problems really well so you understand very well what your learning.
- She takes time and gets back to my email.
- She talks at a good pace.
- She teaches us how to take notes and always asks if we have questions.
- She teaches us in a way that is easy to remember and she also gives us tips on how to study and remember things as it is the hardest part of biology, learning all the terms. My teacher also gives is advise about how we can apply some of the things in real life with explanation and reason, which is very nice and also really helpful!
- she tells us that if we need to know something or have a question we can always email here
- She tells us what we did wrong in an assignment or test and in exam times if you get a wrong answer, she gives us the opportunity to meet with her and reveiw what we did wrong in the test
- She was always understanding, flexible, and great with connecting with the students. In class, she made it so it wasn't boring and I felt comfortable asking her questions. She also listens when students tell her stuff about their personal lives and remembers, I enjoy that about her.
- She will walk me through the steps to help me understand better.
- She writes a weekly agenda and puts it in to canvas. It helped to keep track of assignments.
- She'll always stay back if I need help with anything and not give up until I understand what to do.
- She's a quick responder when we have something to say.
- She's a really good communicator, whenever I have a problem I email her about it and she gets it fixed right away.
- She's always encouraging and helps us in class and out of class no matter if it's related to the class or personal issues and she's always willing to push due dates for us
- Shes always making sure and asking us if we got the lesson
- She's always open to reopening assignments and letting people make jokes in the chat! It eases everything up so much.
- She's engaging and always eager to teach
- She's makes the class fun
- She's not too hard with grades
- shes not unconnected with the students
- She's really easy to approach. She's always offering help in any way to be able to help us understand it the best way. She also gets to know her students on a more personal level and establishes a bond.
- She's very enthuseastic about teaching
- Shes very helpful and always tells us to email and ask questions if we ever need it.
- Shows us what to do and how to do it.
- simple syllabus, easy contact with teacher
- Slideshows are easy to understand and read
- something my teacher does to help me is make sure we always understand the subject, if we have questions she always answers
- Sometimes I needed to send her a email if I needed extra time or if I couldn't make it to class.
- Takes her time to make sure each student understands and is having fun
- Taking class at perfect pace. Not going to fast or slow or if I’m confused or anyone for that matter she will go back and review it again.
- Teacher explains things thoroughly and in an easy and engaging way. Also helps the class takes notes which helps with reviewing. I also like extra games and videos to reinforce concepts.
- Teaches me drumline

- Tells us about some assignments beforehand.
- The check for understanding and polls help me stay focused.
- The CODE RED method for test questions. You read the entire problem and mark key words, then you eliminate unimportant information and try to eliminate two of the four answers. Lastly, select the best answer out of the two and check if it makes sense. She also constantly reminds us if we have something due soon during class like the Wednesday homework in a week or so in advance so we don't forget to do it.
- The explanations my math teacher gives are wonderful! Especially how he solves the problems and writes them out.
- The homework is very educational, it not to short but not to long it makes you think.
- The instructor explains the content and assignments in a very clear organized manner.
- The learning journals help me reflect on the topics we learned that week and add a practical purpose that connects to my everyday life.
- The notes because when theres like a quiz i have my notes with me
- The one thing she does that really helps me is that she makes sure to let us know of different ways on how we can get a hold of her for when we need her help
- The one thing that my teacher does that helps me is she thoroughly goes through each lesson in a way that I can understand!
- The quizzes she gives us help me a lot!
- The sildes help a lot because it makes the class really fun and makes people read to.
- The sildes help me a lot because when i have the quiz i can just look at the sildes.
- The teacher is always willing to further explain something to a student if he or she does not understand and never makes them feel dumb.
- The teacher is very helpful with art feedback and being flexible and patient with us.
- the teacher really explained complicated stuff in different ways, with videos and text and analogies and stuff
- The way my teacher elaborates so thoroughly really helps me
- Tutoring is required in this class, which is pretty helpful when doing homework you're struggling with. Also, if you're confused about an assignment or project we're doing, you're able to schedule a meeting with her on Google Meet and let her personally help you out on a call. This helped me a lot when I was confused about what to do on one of my recent math projects.
- Very patient and tries her best to explain things in a way that helps us understand the goal/subject.
- Very understanding. She gave me extensions whenever I had a conflict with assignments. She also really helped me out with a situation regarding a time when I was falsely accused of plagiarism in my English college course. Ms. Legatos was personally a very fun and engaging instructor.
- We always review important/main topics in class which is helpful for the tests and quizzes. The study guide she provides is also very helpful.
- We do quizzes in class together to help review and study for tests, and that helps me the most
- We will do whiteboard sessions together and if we are incorrect she will explain what to do.
- What she did was really explain stuff thoroughly to where it made it easier to remember and understand.
- When i ask for help she always there to help.
- When I email her she responds really fast.
- when i get suck on something she helps me understand it better
- When teacher puts the questions on board and all of us have to solve it. This really helps me so i can know if my concept is clear.
- When we don't do group work sometimes.
- When you upload an assignment through google docs, the teacher can also gain access so when you mess something up, she can help you fix it and lets you know beforehand.
- Whenever I have a question, I write it in the comment box and my teacher answers it when that assignment is graded.

5. What advice would you give a student taking this class next year?

- i would tell them to stay on top of the homework questions and notes specifically. They help so much in studying and are a huge part of succeeding in the class. It can be very easy to slack off on them, but are incredibly important and help a lot!
- " Don't worry you will have fun!"
- " Don't worry, you're going to love this class. The teacher is really fun! And lessons are interesting."
- "keep looking ahead of you and never back"
- Absolutely do not get late homework.
- Accountability is key. Mrs. Nishihama is going to do the best she can to help you with your homework, but she can't do everything for you, so try and lean on others around you to keep you caught up with your studies.
- Advice I would give would be to take notes pay attention and have alot of patience when it some to the large amount of homework.
- always do your homework and turn it in on time, study a lot for quizs and exams, take lots of notes, and have Patrick Smith as your tutor he was a huge help great tutor!
- always have an open mind
- always pay attention and to not pay attention to the chat instead of the work
- Always pay close attention to the lessons so you could get good grades on the quizzes and participate in class!
- always read over the chaper before class
- Always take note because they help you ALOT in the Final
- Always take notes, make sure to participate, and don't be afraid to have your own opinion in discussions.
- always turn in your work in time and come in class every week.
- Answer, Question and you'll be fine.
- apply yourself
- As long as you are getting your work done on time you will be fine. And ask for help whenever you need.
- As long as you complete your assignments on time, you will pass.
- As long as you read the novels (I knew of some students who didn't read any of the novels all semester) you will receive a good grade. Even though sometimes there is a lot of homework for one week, Mrs. Nishihama makes it easy and very straightfoward.
- Ask questions about assignments and their due dates/requirements
- Ask questions and make a lot of note cards
- Ask questions and participate when Mrs. Ferreira asks for readers it helps her out because she has to talk so much in class.
- Ask questions when your confused because topics can get complicated fast
- Ask questions, Mrs. Seifert is always more than willing to help out if you are confused.
- Ask when you need help, like actually ask though.
- Balance reading with other classes early and often.
- bananaaa🍌🍌🍌 (i don't know)
- Be active and don't be afraid to ask questions. Mrs. Nishihama is a great teacher and super supportive and understanding!
- be good in blooket it matters alot in this class

- Be kind and respectful during these lessons because at first it may seem like it's boring but its really interesting, fun, and sad on how the lessons impact us all, so have fun with this class.
- Be nice to Mrs.Alcorn because she deserves it.
- Be nice, kind, and don't rage-bait people.
- Be on top of your work, missing assignments pile up fast
- Be organized and make flsh card. you are allowed to use flash cards for the finals
- Be prepared to be creative. I suggest that you take time on your projects make it truly the best possible. Show just how creative you are. (All ideas should come to life in this class!)
- Be prepared to complete 60 hours of an internship. Organize your time in a well mannered way and always have a notebook and pen with you during this class.
- Be prepared to engage in class, and don't procrastinate or be afraid of contacting Mrs. Nishihama if help is needed. She really is a great teacher.
- Be prepared to fill out a lot of worksheets, sometimes they can be confusing so take your time
- Be prepared to have fun and engaging debates. The quizzes are simple but there are sometimes assignments that are a little difficult.
- Be prepared to have lots of fun with one of the best teachers!
- Be prepared to wite alot of essays, and don't get mad at the teacher. Even if you think she's too strict, every one of her rules is for your own good. And participate more in class, if you turn on your mic and talk, or volunteer to narrate, you will enjoy the class more.
- Be ready for some ultimate cringe
- Be ready to have lots of fun
- Be ready to take notes and to do lots of Homework
- Be respectful when dealing with sensitive topics; otherwise, this class is really fun! Meaning, don’t make jokes when dealing with serious topics.
- Be sure to stay on top of the reading!
- Be sure to take this class, and don't mind the chat blowing up.
- Come to class with an open mind and think critically. Don't always take the presentation's view on a subject as absolute. Teacher is open to student opinions and is willing to hear them.
- Come to the class with an open brain and expect to be challenged.
- Complete the assignments on time and if you have any concerns ask for help.
- Complete the work, take good notes, and fully read the test questions
- Definitely ask for slide links because they are super useful for reviewing if you don't want to watch whole recordings again.
- Definitely take this class or any class Landeros is taking, she is the best and kindest teacher but is also informative and knows what she is teaching.
- DEFINITELY TAKE THIS CLASS. YOU WILL NOT REGRET IT. TAKE THIS CLASS
- Do all of your daily school work and attend all of your classes so you don't fall behind and have to catch up! Things are very easy and manageable when you do them the right way and when they are supposed to be done.
- Do all of your work on time, especially assignments that give you easy points! Don't forget to do your attendance quizzes every class!
- Do not be late, turn in assignments ON TIME, participate frequently in class.
- DO NOT FALL BEHIND ON THE HOMEWORK! I know it seems like a lot but i promise if you finish the pages for that week, it will be so much easier than waiting until the last second to get them all done. The work stacks up. Other than that, you will have so much fun. Also take advantage of the labs to connect with people and challenge yourself when it comes to answering questions and being curious.

- Do not get too distracted from the public chat in class. I noticed that there were a few students often debating and arguing about their opinions. I often close the public chat since I focus on class, with the chat being open.
- Do NOT wait until the last week to finish your Literary term slides.
- Do not worry! You will have a great time in this class!
- Do the extra credit assignments! They really boost your grades.
- Do the novel reading and homework on time.
- Do the summary for the notes, because it is always good to get extra credit.
- Do the work you are supposed to do in the notebook every week or else towards the end of the homework progress report deadline you will be rushing to get it done.
- Do your best! When writing notes, I would recommend writing it neatly, coherent, and summarizing the topic. Don't write long paragraphs of notes (unless that is what helps you) Write notes that fit your preferences, what helps you learn, and understand best.
- Do your work ahead of time becomes art projects in this class take multiple days to complete.
- Don’t be afraid to ask questions, the teacher is always there to help out.Also,pay close attention when she reads aloud, though sometimes struggles with yawning while reading
- Don't be afraid of the mic or giving constructive criticism as long as it's a compliment sandwich—either way, expressing your ideas you have to say is gonna help you remember class, so think of having any kind of input in class as helpful for homework. Also don't worry about the teacher, the classes are really enjoyable.
- Don't be afraid to ask questions also watch the videos that Ms. Dallimore puts during class!
- Don't be afraid to ask questions and speak on the mic! It's also helpful to focus on the connections between events.
- Don't be late with assignments, be consistent if you would like a good grade!
- Don't be nervous and don't pressure yourself. This class is quite welcoming and understanding.
- Don't be scared to open up because I promise this class would be more of a class but like a bunch of friends. If I had the option to have this teacher again I would. One thing don't miss lots of classes because it is literally what you need to know for exams and assignments. Just remember: You listen, you learn. You engage in the lesson, you grow
- dont do drugs (also bananna)
- Don't fall behind, because then the homework will just keep piling up. Always pay attention in class so you don't get lost in the middle of the week and don't know what to do.
- Don't get behind on work, and don't miss out on reading assignments–they go a long way.
- Don't get missing assignments, or you'll be behind.
- don't give up, work smart, work hard and stay foucs.
- Don't go off topic or you might forget something to not achieve the full 100% on the polls.
- Don't let anyone or anything discourage you. If you believe you will fail, then you will fail. But if you believe you will succeed, then you will succeed. Just try your best and don't give up.
- Don't memorize things like dates and event names but focus more on the why and how of each event
- Don't overlook new lessons and stay planted in your studies.
- Don't Procrastinate! Take the time to organize each day and create a schedule to keep yourself from burning out last minute!
- Don't procrastinate! We have one assignment per day, and finishing it on that day will make the class super easy. Even if you get it late, as long as you turn it in by Sunday, you get full credit. If you procrastinate, it'll be hard to catch up since we usually switch reading sections and topic per week. Other than that, have fun!
- Don't slack on the individual reading/note-taking, it really is beneficial and makes your finals a breeze.
- Don't stress about the work, it won't be too much for you to handle and Mrs. Nishihama is awesome, just learn as much as you can and enjoy the class.

- Don't stress, the teacher is amazing and very kind, she'll take good care of you.
- DOn't submit your assignments late.
- don't sweat it, the work is easier than you think you just have to do it
- Don't take it or get a tutor who is willing to take the time to really teach you.
- Don't take this class, and if you do be careful if you plan on going on vacation over break.
- Don't worry about anything, just do the homework on time and you are gonna love the class, the teacher and the subject by the end of the year!
- Don't worry about how many questions are on the quiz, just do your best. If you get some questions wrong, that's good. It will help you learn from your mistakes. The class PROJECTS??? You can study, but if you pay attention in class it will help even more. Use your book for reference if you're confused on what to do.
- Don't worry about it being too much, and don't think you always have to get it right. The teacher is so nice and understanding about needing help or just some extra support. She's not hard on grading and she makes the lessons understandable. She also understands if you need a little more time for the homework because you got busy doing some other work for other classes.
- Don't worry, it's going to be pretty easy and fun as long as you do your work on time.
- Don't worry, this class will help you a lot with your English and they will be very patient with you.
- Even if most of the class is silent always be the one to lead, others will follow along.
- Even if the assignment looks like a lot of work, it's probably easier than you think, but maybe a bit time consuming.
- Even if the topic is boring you should still pay attention because everything in your gradebook matters.
- Everything is repetitive--nothing to fuss about or bounce with excitement.
- FOCUS AND DO YOUR HOMEWORK ON TIME
- focus and if you need to take notes i say take them!
- Focus and make a schedule
- Focus on reading and lecturing rather than the quizzes.
- Focus on the material in class and read the textbook yourself.
- get a little notebook so that you can write down all of the formulas and stuff like that.
- Get art materials and decide project ideas early! Even without giving yourself much time to complete an assignment (though that is best), spending time making a vision is a great help
- Get grammarly, its the only way to get a good grade with the grading algorithm.
- get in a small section not a big one because it's better with fewer people
- GET READY FOR HIGHSCHOOLLLLLL
- Get your work done on time, because it can pile up. Also review concepts like grammar and literary devices on your own, since we don't do much review in this class.
- good luck and hope u like google Docs
- Have fun and don't stress to hard if you need help just ask
- have fun and enjoy what you still have
- Have fun and make sure to take a lot of notes, follow the curriculum.
- have fun and you will love this class
- Have fun, whoever you are! I promise you'll enjoy it. Just one bit of advice for you is that, please don't bomb the chat with random things! :)
- Have supplies ready and learn art techniques outside of class, since the class doesn't really teach techniques, it teaches more concepts.
- He puts his phone next to the computer so it might be loud
- Hope that Hantavirus doesn't become a Coronavirus 2.0 so there is next semester
- i don't know, the teacher is nice, there are projects,and just right lessons.
- I dont think they would need any advice this class is a pretty straight forward class
- I hope you have a fun time in this class like I did!

- I recommend that the next student joining this class next semester focus and be ready for the poll questions.
- I would advise a student taking this class next semester to make sure they stay on time when it comes to reading new books and stories
- I would advise a student to stay on top of their work and be proactive, as work can pile up quite quickly.
- I would advise the next student who's joining this class to get ready to read a lot and prepare to have an amazing teacher!
- I would encourage the student to gain some experience, a drug before coming to class because some assignments required very detailed work.
- i would give that this class is amazing and she is super sweet and everything
- i would give the student the advice to stay motivated, i think alot of students including myself forget about the work in the class and have to play catch up so id tell them not to do that
- I would just say to be respectful. you can learn a lot from this class if you are paying attention rather than bashing everything that the teacher does.
- I would say (if there are still worksheets) to KEEP YOUR WORKSHEETS ORGANIZED. The worksheets make taking the quizzes and breeze and If you lose them you will have to do it all over again which will waste your time. if you aren't able to redo the worksheet you will most likely fail the quiz due to the fact that you do not understand the information. and always remember to take the process pictures even if you spent hours creating something you will have a significant amount of points taken off because the assignment will be considered incomplete.
- i would say focus on algebra since it is hard to do
- I would say just learn and if somethings don't make sense then ask questions to the teacher because thats why there there to teach you and to help you learn.
- I would say the kids there are really nice and theres not that much homework and the teacher is really kind.
- I would say, follow the suggested week of work that the teacher gives us over doing all of the assignments on the due date or the night before.
- I would suggest always reaching out if you need help or feedback on an assignment.
- I would tell a student who is taking this class next semester to always stay consistent with attending class and doing homework. Furthermore, watching class recordings, taking some notes, and participating in class is very beneficial! Asking questions is always helpful!
- I would tell them to get ready to read a lot, and that you'll learn a lot about writing essays.
- I would tell them to not stress about anything, if you really pay attention, you'll enjoy what your learning and have fun!
- I would tell them to participate, and not be afraid to share you thoughts (in assignments or class). The class really becomes more fun and thrives off of varying opinions, that makes it interesting and engaging.
- I would tell them to start the assignments earlier so you have time to complete them and to interact in the chat during classes.
- I would tell them to turn in their assignments as early as possible so they won't rush before the due date.
- I would wish the best luck to the student, and tell them to just try your best and get the assignments turned, it doesn't have to be perfect, just try your best.
- If you have an essay or big project, prepare and spread out your work throughout a week or a month or whatever time you have available.
- If you have any (email) questions for the teacher, ask as soon as possible in order to get a response back in time.
- If you have questions or ever feel overwhelmed, don't be afraid to ask for help. Mrs. Nishihama is always eager to help!
- If you love animals or want an opportunity to start an internship, thins class is for you!

- If you read the novel in advance and know what is going on, you'll be fine.
- In the beginning it may be difficult, but the more time you spend on it, the easier it gets
- It is a good class that you will most likely enjoy. Just do all assignments on time.
- Just have fun and do your work on time! ^_^
- Just have fun! This class is very entertaining, and you'll always have something to do. I don't know if things will change next semester, but from my experience, every assignment was due by the next Monday (unless we had to finish an assignment before our Wednesday classes), so my advice for that would be to not stress yourself out too much.
- Just relax. The teacher will help you, and there are going to be plenty of nice people who can help you.
- Just set a aside a set hour or two for studying math and homework everyday and stay consistent and make sure you don't let it pile up. You will become a true mathematician before long!
- just to let you know their is a lot of projects you will be doing also you will be doing typing club too
- Just try your best you don't always need straight A's.
- Just work hard and do your best and if your having a hard time just tell the teacher she is patient and understanding.
- Keep track on your work if you dont it gets hard.
- Keep up with the assignments! Getting something in on time is more important than doing it perfectly. Also this class does have late penalties so keeping up with the deadlines is important.
- Know that this is a fast-paced course and that most of the learning is done independently by you. Have your notecards prepared for finals and always pay close attention to the lessons.
- listen and take notes for the future
- lock in lil vro 😱✌️
- Lock in on the reading and taking notes also right down the literary terms every class sessions
- Make sure to always take notes, and never be afraid to ask questions!
- Make sure to both pay attention and laugh at jokes
- Make sure to do the homework before taking the quiz. Practice really helps! Do everything by the due date--don't fall behind!
- Make sure to focus and have a good year because it goes by fast.
- Make sure to have the physical text book, or other wise things will be a little hard.
- Make sure to keep an eye on due dates and don't let things get late/overdue.
- Make sure to keep up with the homework and quizzes, and make sure to pay attention in class.
- Make sure to look at the due homework ahead of time so you don't rush everything in one day like me.
- Make sure to pay attention in class it covers most of what the quizzes are about, the other part is from the lessons in the book.
- Make sure to pay attention, this class is more important than you think.
- Make sure to take tons of notes to do good on tests and the final exam. They're basically required to do good in this class, as with any other science class. Your not just gonna remember everything off the top of your head since there's a lot of different topics.
- Make sure you can keep up with the reading, and take your time on the quizzes.
- Make sure you finish readings on time, and take good notes before the quizzes/tests.
- Make sure you focus on what were reading so quizzes and work are easier.
- Make sure you go over the lesson beforehand it gives you a better idea.
- Make sure you participate, as it helps a lot!
- Make sure you read the lesson to have an idea before class on what the teacher will be explaining and to be able to answer questions.

- Make sure you take lots of notes, it helps a lot with tests and quizzes, and don't be afraid to ask for help!
- Make sure you try as hard as you can on the posttests because they are most of your grade.
- Make sure you understand how to use Canvas before starting off the semester.
- Make sure your paying attending and participating, don't be afraid to ask questions if your lost on anything, and lastly stay on top of your work every week!
- Math is essential for everything, so use your time wisely when you are in class.
- Mrs Alcorn's class is truly unique and engaging to learn about history and she makes it fun in a way that is entertaining and amusing.
- Mrs, Landeros class is awesome you'll never want to leave there is so much to do and when we finish class it's always hard to leave because of how much fun we have it goes by quickly. :)
- Mrs, Landeros class is really fun it's a wild roller coaster with something exciting to look forward to do everytime you go to class.
- Mrs. Alcorn is a really nice teacher and she would help whenever you need, make sure to engage in the classes because everything in the text that we read in class is related to the assignments.
- Mrs. Landeros is a great teacher you will love this class, you just need to be attentive just like any other class.
- Ms. Landeros is a really great teacher and I think that you are really going to enjoy this class.
- My advice is that you just make sure you don't procrastinate, keep up on the reading, and make sure to pay attention so all the information you are given can be applied to what you do in the future!
- My advice is to focus on one subject each day to maintain a manageable schedule. It’s also vital to participate, take notes, and communicate with your teacher. Most importantly, get into the habit of checking your dashboard daily—even on Friday evenings. Staying proactive ensures you aren't surprised by new weekend postings or Monday deadlines, keeping your schedule 'breezy' and stress-free.
- My advice to a student taking this class next semester is to stay on top of the work and not fall behind. Make sure to ask questions when you don’t understand something and use the test retakes to improve your grade and learn from mistakes.
- My advise would be to focus and not fall behind. It also helps to participate in class because it makes the stories easier to understand.
- My best advice for next semester is to stay ahead of your deadlines by double-checking your work and submitting it early. If you try dedicated 'subject days'—focusing on one class per day—you'll find your week becomes much more manageable and relaxing.
- Never miss a day of class and always do your homework ahead of time.
- not much, but you might have to work and cooperate with other classmates sometimes in projects so be ready to work with other people. (unlike me who prefers to work alone)
- Nothing! Just know that your going to have a great year in science!
- One advice I would a student taking this class next year is that submit all your assignments on time, she deducts points, and you'll feel overwhelmed when it's Sunday. Not because she give us lots us work, it's because she gives us reading that we're supposed to do throughout the week.
- only join if they dont perform for people that semester
- Participate as much as possible and ask questions! The instructor is very responsive and patient.
- participate in class as often as you can, it makes the class more fun and enjoyable
- pay attendtion to your classes and dont be afraid to turn on your camera/mic and if you have to a in person class dont be afraid to go be condfident
- Pay attention and get in your work on time. It's not hard if you take the time to read and listen to the teacher.

- Pay attention during class; this class is quite easy if you pay attention/complete homework on time.
- Pay attention in class and keep up with your notes. Don't fall behind because it will be hard to catch back up
- Pay attention to the class if you don't know English very well since you can get confused very easily and don't hesitate to ask the teacher to explain it to you again.
- pay attention to the notes, marching in place, patients, respect others, do the work. So....LOCK IN LIL BRUV. Make your friends, respect them(kind of like....how you play ruff with your siblings but mess around with them), make jokes with them, you say mean things to them that you don't mean. Now that's true friendship.
- Pay attention, take notes, and always be open to science. It is an important class and Mrs. Landeros loves to help you understand science better.
- Pay good attention and don't goof around.
- Perhaps take some light notes? Not to much
- Plan Ahead and Read On Time
- Please be kind in the chat to students and the teacher, the teacher deserves kindness!!
- Prepare a notebook and a pencil for notetaking.
- Prepare for one of the best English classes ever with a great teacher!
- Prepare to have the best teacher ever!
- Put in the effort, and everything will go swimmingly
- Read all the chapters before hand and stay on schedule! Try not to get off track, other than that, have fun!
- Read the required pages that your supposed to so you'll be caught up. The final might be on one of the books were reading, and whether or not its a test or an essay its good to be prepared.
- Really focus on the assignments and pay attention to the material because this helps you with your future career.
- RELAX
- Remember the formulas
- Remember to be punctual get your work done and just enjoy being in the class
- Remember to use flashcards to write down definitions and formulas, since they're needed to do well on tests, homework, and quizzes. When doing tests, you're not going to remember everything off the top of your head since there's a lot of things to learn in math.
- She's a really great teacher, and does some really interesting assignments :)
- Stay on top of all of your assignments and you can always resubmit assignments with lower grades for partial credit.
- Stay on top of the weekly work and the class will be the easiest and most fun of the year.
- Stay on top of the work, if you miss an assignment that week it will be hard to catch up.
- Stay on top of your assignments and pay attention to the videos because they are very helpful for understanding the lessons. Also, don't be afraid to ask questions!
- Stay on top of your work, don't procrastinate!
- Study and be prepared. This is a fast paced course, and assignments are daily. My advice would be to try your best to keep up with everything. Once you get behind, it can be difficult to get caught up, especially with the other assignments you'll have for the other subjects.
- Submit your HRW assignments/tests 5-10 hrs before the due date!
- Take a lot of notes and flashcardes. Stidy for exams and keep up with your homework.

- take a lot of notes, flashcards, definitely request Patrick Smith as your tutor, he was very helpful, kind, and patient. He explained things better than my teacher. Always turn in your assignments on time and try to do as much extra credit. i Got a Easy A in this class. Participating is always better to ask questions then staying silent. expect a lot of work from this class.
- Take good notes. Try annotating the textbook or using colorful pens or sticky notes to organize your notes. Try until you find what works.
- Take Mrs. Felix's class!
- Take the Mega Quiz! It is VERY long, BUT, it helped me get an A on my final in 2025. I took three pages of completly new notes as I was doing the quiz, and I got something around 113/145 as a score. She replaced my lowest test grade with that score and it helped my course grade as well as helped me prepare for the final.
- TAKE THIS CLASS RIGHT NOW OR ELSE.
- Take this class!!! Mrs. Nishihama is an amazing English teacher!
- Take those notes. (they are good for tests or finals.)
- Take your time and remember there's both my.hrw and khan academy you need to complete.
- That it’s a really fun class and they would love Miss Lanchester so much
- that Mrs Hollie is always willing to lend an ear.
- The advice I would give a student that is taking this class next semester is that do not procrastinate because it can really ruin your grade.
- The advice I would give is to make sure you turn everything in on time and just have fun because you'll definitely have fun with this teach because I know I did :)
- The advice I would give to a student would be don't fall behind on reading, take notes if you can, and just have fun :)
- the best two ways to get ahold of this teachers to email him or tell him at the start of class
- the class will be litter hard but you can do it just dont give up keep your hand up stand tell and tell yourself at you can do it
- The class, and I mean the 2-year is very informative mostly year one, year two helps you understand work ethics, and this class is very fun as you can do Hands-on task assignments and presentations about research/career/etc.
- The lessons may not be that fun, or engaging, but she is a great teacher with great explanations of the topics!
- The lessons might seem hard at first but they will get easier, but it just clicks and you will understand it in no time.
- The topics are hard but Mrs. Lanchester makes it fun! Make sure to take good notes.
- There is a lot of writing but it is easy.
- There's a lot of information you get in this class, so write a lot of notes to help you
- This class is freakin amazing. She is really nice, her games are fun, the stuff is fun, the friends here are fun. My friends are amazing, next year I don't think I will be able to see them anymore, because there is no bridge or in person things I think. I am grateful to have this class with everyone.
- This class isn't like the old ones, this one will really keep you paying attention, and a few laughs.
- This class might look hard at first, and there may be a few things you may not fully understand, but sometimes it can be essay. And it's easier than government.
- this math is hard but the more you work at it the more you understand it
- This math teacher is an amazing, wonderful, kind, respecting, understanding teacher, and that just try your best on your assignments, don't rush, and don't try to impress, just do what's best for you!
- This teacher doesn't get back to you, if she does get back to you she doesn't answer all of your questions in the email so you have to talk to her in person or have your family our ES email her.

- To a student taking this class next year I would say: Don’t procrastinate on assignments that start one week but are due in several. Do them weekly and work on them bit by bit, not all at once. This will save you much stress when the due date comes.
- To focus on what the teacher is teaching and take notes even though if it's not mandatory because it will help you in the quizzes the teacher will give you.
- to learn how to use canvas good
- To make sure they are checking when certain assignments are due that way they get a better grade for turning their homework in.
- To make sure they turn in their homework early to avoid any issues that might happen on the day it is due.
- To make sure to focus and be on top of their school work and always be sure to ask for help and communicate when they need it!
- to never forget to do the attendance quiz before you join class
- To not leave things until the last min because then it starts to pile up. And to make sure you read the lesson because it really helps understand what your learning about.
- To obtain to your instrument of choice as soon as possible, and planning projects weeks in advance.
- To pay attention, and to not be scared to ask questions
- To stay on top of work and not procrastinate, also do the mega quiz
- To succeed next semester, you must stay on task, or you'll quickly fall behind. My best advice? Treat your math homework like a Monday morning appointment—do it first to lighten your workload. Through the week, dedicate one full day to each subject until everything is complete. If you follow this routine, you’ll be organized, relaxed, and actually have a life.
- Treat English as a skill, not a subject. The more you use it, the better you will get.
- Try not to have any late work, as it piles up quickly. Keep organized notes, and attend class on time.
- Try not to miss any in-person labs.
- Turn in all your assignments before the due date, to avoid stress!
- turn in everything on Friday, Saturday or Sunday because then you have extra time to edit work.
- Turn your camera on and be engaged. Make sure to listen and do the work assigned. Think of the teacher speaking on how a person doesnt fall into the mistakes of the thousands before them.
- When reviewing for finals, make sure you review every topic, even if that topic didn't show up on the practice test because it might appear inside the finals.
- When you do notes try to do a summary, because it will help you get more points.
- When you receive a final project for each semester start the projects early because depending on the student it may take longer than they look.
- You are going to have an amazing time in this class. Remember that Mr.Quist wants you to succeed. Make sure you dont procrastinate with the written assignment, He does give you enough time but some of them will take time. Also, do not be afraid to speak up in this class about topics you may learn about. Give your opinions on things you agree with and dont agree with. Things like this will always lead to a good respectful conversation and an oppurtnity to gain perspective in a way you might have never thought about.
- you are going to love Mrs.Liotsakis she is the best teacher!
- You can take this class as long as you are taking some sort of health class which explains about romance.
- You should definitely take this class! It's so much fun learning with Mrs. Bengson but sometimes the chat blows up.
- You should for sure take this class! Good luck with the AP exam!

- You will have so much fun in this class! It may seem like a like of work, but it's easier than it seems. There are challenging assignment, but if you ever struggle just ask for help!
- you will learn alot from this class because in the future you might not know the symtoms of STDS, or medical dieases or dieases, or anything disorder, and do not smoke and drink because it will ruin you trust me
- youl like it
-

Coversheet

Board Remarks

Section: XII. Items scheduled for Information & Discussion
Item: E. Board Remarks
Purpose: Discuss
Submitted by:

BACKGROUND:

This is the portion of the meeting where Board Members may share on school events, conferences, or school related meetings that they have participated in.