



Encore JR/SR High School

Regular Encore Board of Directors Meeting - June 10, 2024

Published on June 7, 2024 at 6:19 PM PDT

Date and Time

Monday June 10, 2024 at 6:30 PM PDT

Location

Encore High School
16955 Lemon Street
Hesperia CA 92345

All public comment, both on agenda items and non-agenda items within the jurisdiction of the Board, should be provided during the agenda item titled, "Public Comment." Members of the public who wish to comment during the Board meeting may fill out a public comment card. Individual comments will be limited to three (3) minutes per agenda item and one three (3) minute period to address an item not on the agenda. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes per person per agenda item. The Board limits the total time for public comment to thirty minutes, and may extend this time at its sole discretion. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting after being warned by the Board Chair or designee that they are disrupting the meeting.

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
A. Call the Meeting to Order		Chandale Sutton	
B. Record Attendance		Chandale Sutton	1 m
C. Public Comment		Chandale Sutton	1 m
D. Approval of the Agenda	Vote	Chandale Sutton	1 m
E. Board Member Comments	Discuss	Chandale Sutton	6 m
II. Consent Items			6:39 PM
<p>It is recommended that the board considers approving a number of agenda items as a consent list. These items can be enacted in one motion without further discussion. Consent items may be called up by any member at the meeting for clarification, discussion, or change.</p>			
A. Approval of Board Meeting Minutes	Approve Minutes	Chandale Sutton	1 m
<p>Approve minutes for Regular Encore Board of Directors Meeting - April 22, 2024 on April 22, 2024</p>			
B. Williams Monitoring Third Quarterly Report 2023-24	FYI	Sabrina Bow	2 m
C. Approval of 2024-25 Board Meeting Calendar	Vote	Sabrina Bow	3 m
D. Approval of 2024-25 School Site Council Meeting Calendar	Vote	Sabrina Bow	3 m
E. Approval of 2024-25 Modified Administrative Staff Calendar	Vote	Sabrina Bow	3 m
III. Items Pulled From Consent Calendar			6:51 PM
A. Items Pulled From Consent Calendar	Discuss	Chandale Sutton	3 m
IV. Staff Reports			6:54 PM
A. Executive Director's Report	Discuss	Sabrina Bow	2 m
B. Principal's Report	Discuss	St. Claire Adriaan	3 m

	Purpose	Presenter	Time
C. Staff Liaison Report	Discuss	Sandi Del Sole	3 m
V. Curriculum and Instruction			7:02 PM
A. Approval of Variable Term Waiver Requests	Vote	Sabrina Bow	2 m
Encore seeks Board approval of Variable Term Waiver Requests for the following teachers:			
<ul style="list-style-type: none"> • Jacob Arbittier • Kyle Barkdull • Desiree Huffine • Kaitlyn Pedersen 			
B. Approval of Establishment of Committee on Assignments	Vote	Sabrina Bow	2 m
C. Desert Mountain Charter SELPA Special Education Local Plan Update 2024-2025	Vote	Sabrina Bow	3 m
D. Public Hearing of Encore 2024-27 Proposed Local Control Accountability Plan (LCAP)	Vote	Chandale Sutton	3 m
E. Presentation of Encore 2024-27 Local Control Accountability Plan (LCAP)	Discuss	Sabrina Bow	8 m
VI. Budget and Finance			7:20 PM
A. Approval of April 2024 Financials	Vote	Daniel Lee- ICON School Management	10 m
B. Public Hearing of Encore 2024-25 Proposed Adopted Budget	Vote	Chandale Sutton	3 m
C. Presentation of Encore 2024-25 Proposed Adopted Budget	Discuss	Daniel Lee, ICON School Management	10 m
D. Approval of ICON School Management Master Service Agreement Addendum	Vote	Sabrina Bow	2 m

	Purpose	Presenter	Time
E. Approval of 2024-25 Charter School Advisory Services Agreement between Encore Education Corporation and Key Charter Advisors, LLC	Vote	Sabrina Bow	2 m
VII. Governance			7:47 PM
A. Approval of BP 6173 Education for Homeless Children and Youth Policy	Vote	Sabrina Bow	2 m
VIII. Adjourn to Closed Session			7:49 PM
<p>Pursuant to Government Code Section 54957, the Board may adjourn to closed session as agendised during the meeting to discuss staff/student personnel matters, negotiations, litigation, and/or acquisition of land or facilities as authorized under law. The Board will adjourn to closed session in a private area for discussion and may take action on the following closed session items.</p>			
A. Public Employee: Performance Evaluation - Executive Director/CEO (Government Code Section 54957)			
A. Reconvene from closed session	FYI	Chandale Sutton	45 m
<p>After the closed session is complete, the Board will reconvene and report any action taken during closed session to the extent required by law.</p>			
IX. Closing Items			8:34 PM
A. Adjourn Meeting	Vote	Chandale Sutton	2 m

A copy of the agenda will be posted at least 72 hours before such meeting. A copy of the written materials which will be submitted to the Board of Encore Junior and Senior High School for the Arts is available along with this agenda following the posting of the agenda by emailing Sabrina Bow at sbow@encorehighschool.com. Any public records relating to an agenda item for an open session of the Board shall be available for inspection at 16955 Lemon Street, Hesperia CA 92345.

Requests for disability-related modifications or accommodations to participate in this public meeting shall be made 24 hours prior to the meeting by calling (760) 956-2632 or emailing Joseph Thibodeaux at jthibodeaux@encorehighschool.com. All efforts will be made for reasonable accommodations consistent with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

Coversheet

Approval of Board Meeting Minutes

Section: II. Consent Items
Item: A. Approval of Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Encore Board of Directors Meeting - April 22, 2024 on April 22, 2024

DRAFT



Encore JR/SR High School

Minutes

Regular Encore Board of Directors Meeting - April 22, 2024

Date and Time

Monday April 22, 2024 at 6:30 PM

Location

Encore High School
16955 Lemon Street
Hesperia CA 92345

All public comment, both on agenda items and non-agenda items within the jurisdiction of the Board, should be provided during the agenda item titled, "Public Comment." Members of the public who wish to comment during the Board meeting may fill out a public comment card. Individual comments will be limited to three (3) minutes per agenda item and one three (3) minute period to address an item not on the agenda. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes per person per agenda item. The Board limits the total time for public comment to thirty minutes, and may extend this time at its sole discretion. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting after being warned by the Board Chair or designee that they are disrupting the meeting.

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

Directors Present

C. Sutton, I. Rapier, K. Lutz, R. Magana

Directors Absent

None

Guests Present

P. Alaimalo, S. Adriaan, S. Bow (remote), S. Del Sole

I. Opening Items

A. Call the Meeting to Order

C. Sutton called a meeting of the board of directors of Encore JR/SR High School to order on Monday Apr 22, 2024 at 6:57 PM.

B. Record Attendance

C. Public Comment

No public comment

D. Approval of the Agenda

I. Rapier made a motion to Approve.

K. Lutz seconded the motion.

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

Roll Call

C. Sutton Aye

I. Rapier Aye

R. Magana Aye

K. Lutz Aye

E. Board Member Comments

No comments from the board

II. Consent Items

A. Approval of Board Meeting Minutes

K. Lutz made a motion to approve the minutes from Regular Encore Board of Directors Meeting - March 18, 2024 on 03-18-24.

I. Rapier seconded the motion.

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

Roll Call

C. Sutton Aye

I. Rapier Aye

R. Magana Aye

K. Lutz Aye

K. Lutz made a motion to approve the minutes from Special Encore Board of Directors Meeting- April 10, 2024 on 04-10-24.

I. Rapier seconded the motion.

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

Roll Call

I. Rapier Aye

C. Sutton Aye

K. Lutz Aye

R. Magana Aye

B. Personnel Report

K. Lutz made a motion to Approve.

I. Rapier seconded the motion.

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

Roll Call

K. Lutz Aye

R. Magana Aye

C. Sutton Aye

I. Rapier Aye

III. Items Pulled From Consent Calendar

A. Items Pulled From Consent Calendar

No items pulled.

IV. Staff Reports

A. Executive Director's Report

Sabrina Bow presented our current standing with the HUSD MOU.

Kenneth Lutz asked if we would receive an update for any changes that we are in good standing with. Sabrina Bow confirmed that we would, but it may take until June or July for the full sign-off.

Chandale Sutton asked about what our expected time frame is for the items that require additional information. Sabrina Bow stated they would be done in the next week or two.

B. Principal's Report

St. Claire Adriaan discussed State Testing, Coffee with the Principal and concerns raised at this meeting, and Department Head meeting. College acceptances are at 14 students, over 20 states with a scholarship total of \$2.345 million. Ian Rapier asked how many seniors that we have graduating this year. St. Claire stated there are 86 at this time.

C. Staff Liaison Report

Sandi Del Sole discussed our final production of Mary Poppins and the success of selling out. Staff has prepared for State Testing. End of the year activities are scheduled. Encore was invited to perform at the fair. We are working on putting together three shows at the fair with Ambassadors, Street Band and Jazz Band. We also have a student singing the National Anthem.

V. Budget and Finance

A. Approval of March 2024 Financials

I. Rapier made a motion to Approve.

K. Lutz seconded the motion.

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

Roll Call

I. Rapier Aye

C. Sutton Aye

R. Magana Aye

K. Lutz Aye

B. Expense Reimbursement to CEO/Executive Director

I. Rapier made a motion to Approve.

R. Magana seconded the motion.

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

Roll Call

C. Sutton Aye

K. Lutz Aye

R. Magana Aye

I. Rapier Aye

VI. Curriculum and Instruction

A. Approval of Victor Valley College MOU College and Careers Access Pathways (CCAP) Partnership Agreement 2024-27

K. Lutz made a motion to Approve.

I. Rapier seconded the motion.

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

Roll Call

I. Rapier Aye

K. Lutz Aye

C. Sutton Aye

R. Magana Aye

VII. Operations

A.

Presentation of 2024-25 Insurance Renewals

Craig Myers of IMA discussed the increase in insurance rates and a new insurance carrier. Hanover Insurance is leaving California and will no longer be insuring Charter School. The goal is to find a new insurance carrier. The percentage increase is projected at 15%, not lower than 10%.

B. Approval of 24-25 Measure Education Consulting Services Contract

I. Rapier made a motion to Approve.

K. Lutz seconded the motion.

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

Roll Call

C. Sutton Aye

K. Lutz Aye

R. Magana Aye

I. Rapier Aye

VIII. Adjourn to Closed Session

A. Reconvene from closed session

Board reconvened at 10:17pm.

During closed session, the board took action to close an investigation that was previously presented to the board. The motion was made by Kenneth Lutz and seconded by Ian Rapier. Unanimous vote. Kenneth Lutz- yes, Ian Rapier-yes, Reyna Magana- yes, Chandale Sutton-yes.

IX. Closing Items

A. Adjourn Meeting

I. Rapier made a motion to Adjourn.

R. Magana seconded the motion.

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

Roll Call

R. Magana Aye

K. Lutz Aye

I. Rapier Aye

C. Sutton Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:18 PM.

Respectfully Submitted,

C. Sutton

Documents used during the meeting

- Minutes for Regular Encore Board of Directors Meeting- April 10, 2024 on April 10, 2024.pdf
- Personnel Report BOARD MEETING 2024-04-22.pdf
- Staff Liaison Report for 04-21-2024.pdf
- Mar '24 Encore Financial Report.pdf
- EE reimbursement Sabrina Bow (April 2, 2024) form.pdf
- Encore CCAP MOU 2024-2027-Final v. 2.pdf
- 24-25 Measure Education Consulting Services Contract.pdf

A copy of the agenda will be posted at least 72 hours before such meeting. A copy of the written materials which will be submitted to the Board of Encore Junior and Senior High School for the Arts is available along with this agenda following the posting of the agenda by emailing Sabrina Bow at sbow@encorehighschool.com. Any public records relating to an agenda item for an open session of the Board shall be available for inspection at 16955 Lemon Street, Hesperia CA 92345.

Requests for disability-related modifications or accommodations to participate in this public meeting shall be made 24 hours prior to the meeting by calling (760) 956-2632 or emailing Joseph Thibodeaux at jthibodeaux@encorehighschool.com. All efforts will be made for reasonable accommodations consistent with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

Coversheet

Williams Monitoring Third Quarterly Report 2023-24

Section: II. Consent Items
Item: B. Williams Monitoring Third Quarterly Report 2023-24
Purpose: FYI
Submitted by:
Related Material: WILL-ThirdQtrlyRpt-2023-24-Encore.pdf



Ted Alejandre
County Superintendent

April 30, 2024

Dr. Sabrina Bow, Executive Director
Encore Jr./Sr. High School for the Performing and Visual Arts
16955 Lemon Street
Hesperia, CA 92345

Dear Dr. Bow:

Thank you for your continued collaboration throughout the Williams monitoring process. As you may know, California Education Code section 1240 requires that I annually visit Williams-monitored schools identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report serves as your district's **third quarterly report** for the 2023-24 fiscal year.

Education Code section 1240(c)(2)(C) also requires that the results of the visits and/or reviews be reported to the governing board of each school district at a regularly scheduled meeting held in accordance with public notification requirements. ***Please be sure to include this report as an agenda item for your next regularly scheduled Board meeting.***

In summary, there are no findings to report in the following areas:

1. Instructional Materials

The instructional materials sufficiency reviews were conducted during the first quarter of the 2023-24 fiscal year as part of the Williams site visitation process and the findings were reported in the first quarterly reports generated in October 2023.

2. School Accountability Report Cards (SARC)

The SARC reviews were conducted during the second quarter of the 2023-24 fiscal year and the findings were reported in the second quarterly report generated in January 2024.

3. School Facilities

The facilities inspections were conducted during the first quarter of the 2023-24 fiscal year as part of the Williams site visitation process and the findings were reported in the first quarterly reports generated in October 2023.

4. Teacher Assignments

No findings to report. The annual assignment monitoring review for the 2023-24 fiscal year will begin once the necessary data is available from the Commission

Office of the Superintendent

601 North E Street • San Bernardino, CA 92415-0020 • P: 909.386.2406 • F: 909.888.5480 • www.sbcss.k12.ca.us

Williams Third Quarterly Report

Page 2 of 2

on Teacher Credentialing (CTC) and the California Department of Education (CDE), and findings will be included in the corresponding quarterly report.

On behalf of the SBCSS Williams team, it has been a pleasure to work in partnership with you and the staff of Encore Jr./Sr. High School for the Performing and Visual Arts.

Sincerely,



Ted Alejandre
County Superintendent

cc: Mr. Chandale Sutton, Board President
Ms. Patricia Alaimalo, Williams Liaison
Mr. Isaac Newman-Gomez, HUSD Asst. Superintendent - Innovative Technology & Communication
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Mr. James Fields, SBCSS Senior Manager, Intergovernmental Relations and Communications
Ms. Amanda Shoffner, SBCSS Credentials Manager

Coversheet

Approval of 2024-25 Board Meeting Calendar

Section: II. Consent Items
Item: C. Approval of 2024-25 Board Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: Encore Board Meeting Calendar 24-25.pdf



Encore Jr. & Sr. High School for the Performing and Visual Arts Board Meeting Calendar 2024-2025

DATE	TYPE	SESSION TIME	LOCATION Encore Jr. & Sr. High School 16955 Lemon Street Hesperia, CA 92345
Monday, July 22, 2024	Regular Meeting	6:30 p.m.	Room D12
Monday, August 26, 2024	Regular Meeting	6:30 p.m.	Room D12
Monday, September 23, 2024	Regular Meeting	6:30 p.m.	Room D12
Monday, October 28, 2024	Regular Meeting	6:30 p.m.	Room D12
Monday, November 18, 2024*	Regular Meeting	6:30 p.m.	Room D12
Monday, December 16, 2024*	Regular Meeting	6:30 p.m.	Room D12
Monday, January 27, 2025	Regular Meeting	6:30 p.m.	Room D12
Monday, February 24, 2025	Regular Meeting	6:30 p.m.	Room D12
Monday, March 17, 2025*	Regular Meeting	6:30 p.m.	Room D12
Monday, April 28, 2025	Regular Meeting	6:30 p.m.	Room D12
Monday, May 19, 2025*	Regular Meeting	6:30 p.m.	Room D12
Monday, June 2, 2025*	Regular Meeting	6:30 p.m.	Room D12
Monday, June 9, 2025*	Regular Meeting	6:30 p.m.	Room D12

*Denotes deviation from fourth Monday

Submitted for Board Approval June 10, 2024

Coversheet

Approval of 2024-25 School Site Council Meeting Calendar

Section: II. Consent Items
Item: D. Approval of 2024-25 School Site Council Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: School Site Council Meetings 24-25 .pdf



Encore Jr. & Sr. High School for the Performing and Visual Arts School Site Council Meeting Calendar 2024-2025

DATE	TYPE	AGENDA ITEMS	SESSION TIME	LOCATION Encore Jr. & Sr. High School 16955 Lemon Street Hesperia, CA 92345
Tuesday, August 20, 2024	Regular Meeting	Installation of School Site Council Members	6:00 p.m.	A Building Conference Room or Zoom (Session Code will be provided)
Tuesday, September 17, 2024	Regular Meeting		6:00 p.m.	A Building Conference Room or Zoom (Session Code will be provided)
Tuesday, December 10, 2024	Regular Meeting	Review of 2024-25 LCAP Goals and Actions Review of 2025-26 Staff and Student Calendars	6:00 p.m.	A Building Conference Room or Zoom (Session Code will be provided)
Tuesday, February 18, 2025	Regular Meeting	Review and approval of School Safety Plan *	6:00 p.m.	A Building Conference Room or Zoom (Session Code will be provided)
Tuesday, April 22, 2025	Regular Meeting		6:00 p.m.	A Building Conference Room or Zoom (Session Code will be provided)
Tuesday, May 13, 2025	Regular Meeting	Review and approval of 2025-26 LCAP * Review and approval of 2025-26 Budget *	6:00 p.m.	A Building Conference Room or Zoom (Session Code will be provided)

*Requires approval

Submitted for Board Approval June 10, 2024

Coversheet

Approval of 2024-25 Modified Administrative Staff Calendar

Section: II. Consent Items
Item: E. Approval of 2024-25 Modified Administrative Staff Calendar
Purpose: Vote
Submitted by:
Related Material: 2024-25 Modified Administrative Staff Calendar.pdf

ENCORE JR/SR HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

MODIFIED ADMINISTRATIVE STAFF WORK CALENDAR 2024-2025

July 2024							August 2024							A DAY PERIODS 1-4	
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	B DAY PERIODS 5-8	
	1	2	3	4	5	6					1	2	3	WED. EARLY RELEASE DAY P.1-8/STAFF INSERVICE	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	JUMP START/STAFF INSERVICE	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	CARNIVAL	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	NO SCHOOL/HOLIDAY	
28	29	30	31				25	26	27	28	29	30	31	LAST DAY OF SCHOOL P.1-8/GRADUATION	
Work days=18							Work days=22							STAFF INSERVICE (PUPIL FREE DAYS)	
September 2024							October 2024							OBSERVED HOLIDAYS AND SCHOOL CLOSED DAYS	
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	7/1/2024-7/5/2024	
1	2	3	4	5	6	7			1	2	3	4	5	Summer Break	
8	9	10	11	12	13	14	6	7	8	9	10	11	12	7/4/2024	
15	16	17	18	19	20	21	13	14	15	16	17	18	19	Independence Day	
22	23	24	25	26	27	28	20	21	22	23	24	25	26	9/2/2024	
29	30						27	28	29	30	31			Labor Day	
Work days=20							Work days=24							11/11/2024	
November 2024							December 2024							11/27/2024-11/29/2024	
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Thanksgiving Break	
					1	2	1	2	3	4	5	6	7	11/28/2024-11/29/2024	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	Thanksgiving Day/Black Friday	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12/23/2024-12/27/2024	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	Winter Break	
24	25	26	27	28	29	30	29	30	31					12/24/2024-12/25/2024	
Work days=17							Work days=17							Christmas Eve/Christmas Day	
January 2025							February 2025							1/1/2025	
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	New Year's Day	
			1	2	3	4	1	2	3	4	5	6	7	1/20/2025	
5	6	7	8	9	10	11	8	9	10	11	12	13	14	Martin Luther King Jr. Day	
12	13	14	15	16	17	18	15	16	17	18	19	20	21	2/10/2025	
19	20	21	22	23	24	25	22	23	24	25	26	27	28	Lincoln's Birthday (observed)	
26	27	28	29	30	31		29	30	31					2/17/2025	
Work days=21							Work days=18							Presidents' Day	
March 2025							April 2025							3/24/2025-3/26/2025	
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Spring Break	
						1	1	2	3	4	5	6	7	5/26/2025	
2	3	4	5	6	7	8	8	9	10	11	12	13	14	Memorial Day	
9	10	11	12	13	14	15	15	16	17	18	19	20	21	6/19/2025	
16	17	18	19	20	21	22	22	23	24	25	26	27	28	Juneteenth	
23	24	25	26	27	28	29	29	30	31					6/30/2025	
30	31						Work days=22							Summer Break	
Work days=18							Work days=22							Observed Holidays	
May 2025							June 2025							13	
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Instructional Days	
				1	2	3	1	2	3	4	5	6	7	180	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	Inservice Days	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	7	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	Other Work Days	
25	26	27	28	29	30	31	29	30						50	
Work days=21							Work days=19							Total Work Days	
Work days=21							Work days=19							237	
Work days=21							Work days=19							STAFF INSERVICE (PUPIL FREE DAYS)	
Work days=21							Work days=19							8/1/2024	
Work days=21							Work days=19							8/2/2024	
Work days=21							Work days=19							8/5/2024 (Jumpstart/Inservice)	
Work days=21							Work days=19							8/6/2024 (Jumpstart/Inservice)	
Work days=21							Work days=19							10/26/2024 (Carnival)	
Work days=21							Work days=19							1/6/2025	
Work days=21							Work days=19							5/30/2025	

Coversheet

Staff Liaison Report

Section: IV. Staff Reports
Item: C. Staff Liaison Report
Purpose: Discuss
Submitted by:
Related Material: Staff Liaison Report for 05-20-2024.pdf

memorandum

date: 05/20/2024
to: Board of Directors
from: Sandi Del Sole
subject: Staff Liaison Report

We are now in the final week of school and over the last month we have been working hard and playing even harder. Between finals, recitals, testing, award ceremonies, and events, we have all kept very busy.

Recital week went well this year with the structure and layout going smoother than ever. Parents were thrilled to see their children perform on stage and most sessions had a full house! This year we added a cross curricular mini production to end out recitals and it was a really fun and funny show that allowed our intermediate and advanced students to have the opportunity to work together and grow their talent.

The Scotty Awards were on Friday, May 10 for the Jr High and Saturday, May 11 for the high schoolers. Both evenings went well, and we were able to spend the time recognizing our amazing students who are excelling in arts and in academics with an audience full of adoring parents and family members. The weather threw us off course for a minute, but we overcame, adapted, and reset our plan and the night was still a success.

We have been busy with all end of the year events, including all of the amazing senior activities. We are so happy that we are able to reward our senior for making it to graduation with all of the amazing celebrations and activities. A big thank you to Kelsey Funkhouser, Ashlin Barkdull, and Brandon McAnulty for putting all of these things together.

We are all looking forward to our last day of school, 8th grade promotion, and of course, our graduation on Thursday, May 23rd. It will be a big day on the Encore campus full of celebrations and tears.

Coversheet

Approval of Variable Term Waiver Requests

Section: V. Curriculum and Instruction
Item: A. Approval of Variable Term Waiver Requests
Purpose: Vote
Submitted by:
Related Material: Memo re Variable Term Waiver Request.pdf



MEMORANDUM

To: Encore Board of Directors

From: Sabrina Bow, Executive Director

Date: May 17, 2024

Subject: Application for Variable Term Waiver Request

Encore seeks Board approval of Variable Term Waiver Requests for the following teachers:

- Jacob Arbittier
- Kyle Barkdull
- Desiree Huffine
- Kaitlyn Pedersen

The term of the waiver is March 6, 2024 to March 5, 2025.

Each of these teachers hold a preliminary CTE credential and is in process to complete the required coursework to earn a clear CTE credential and embedded English Learner authorization by the end of the waiver period. The purpose of the waiver is to permit teachers who hold a preliminary CTE credential to provide instruction to English Learner students during this interim.



Commission on Teacher Credentialing
 Certification Division
 ATTN: Waiver Unit
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: waivers@ctc.ca.gov
 Website: www.ctc.ca.gov

CTC Use Only

CTC Use Only	
W	Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for **first time and subsequent** waivers only.

1. EMPLOYING AGENCY (include mailing address)	County/District CDS Code	Contact Person: Telephone #: EMail:
NPS/NPA (list county code _____)		

2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number:

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt ([41-LS](#)) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name _____
First Middle Last

Former Name(s) _____ Birth Date _____

Applicant's Mailing Address _____

Phone# _____ Email _____

Waiver Title _____

(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment _____

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: _____
- Is this a full time position? Yes No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) _____
- Is this a subsequent waiver? (see #9 for additional information) Yes No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: _____

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification *must* be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): _____/_____/_____ **to** _____/_____/_____

Ending date of school term, track, or year: _____/_____/_____

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT

- | | |
|-------------------------------------|-------------------------------|
| Special Education | Driver Education and Training |
| Clinical or Rehabilitative Services | 30-Day Substitute |
| Speech-Language Pathology Services | |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- | | |
|---|---------------------------------|
| Advertised in local/national newspapers | Contacted IHE placement centers |
| Advertised in professional journals | Distributed job announcements |
| Attended job fairs in California | Internet |
| Attended recruitment out-of-state | |

Other _____

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

Administrative Services

Multiple Subject Teaching

Single Subject Teaching (**all** subject areas)

Pupil Personnel Services: Counseling, Psychology, Social Work

Designated Subjects – except driver education and training

Reading Specialist/Certificate

Teacher Librarian Services

Teacher of English Learner Students

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify **all** of the following:

Optional recruitment methods:

Distributed job announcements

Advertised in local/national newspaper

Contacted IHE placement centers

Attended job fairs in California

Internet (i.e. www.edjoin.org)

Attended recruitment out-of-state

Advertised in professional journals

Other _____

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position? _____

How many individuals credentialed in the authorization of the waiver request were interviewed? _____

What were the results of those interviews? (Please indicate answers in numbers)

_____ Applicant(s) withdrew

_____ Candidate(s) declined job offer

_____ Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name _____ Position _____

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

Yes No Not applicable (program completion is not a requirement)

11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to the following questions are required. **If you answer yes to any question, you must complete the corresponding [Professional Fitness Explanation Form](#).**

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended



WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of **allegations of misconduct** or while **allegations of misconduct** were pending?

Yes

No

b. Have you ever been convicted of any felony or misdemeanor in California or any other place?

You must disclose:

- all criminal convictions
- misdemeanors and felonies
- convictions based on a plea of no contest or nolo contendere
- convictions dismissed pursuant to Penal Code Section 1203.4
- driving under the influence (DUI) or reckless driving convictions
- no matter how much time has passed

You do not have to disclose:

- misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
- Infractions (DUI or reckless driving convictions are not infractions)

Yes

No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

Yes

No

d. Are any criminal charges currently pending against you?

Yes

No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reprimanded, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes

No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes

No

12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)

As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

Public School District: Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months

County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency: Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #14 below, the person signing verifies that there were no objections to this waiver request.

14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.

Signature of Applicant <i>(Sign full legal name as listed in #2)</i>	Date
--	-------------

15. EMPLOYING AGENCY CERTIFICATION *(To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)*

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature: _____

Title: _____

Date: _____

Coversheet

Approval of Establishment of Committee on Assignments

Section: V. Curriculum and Instruction
Item: B. Approval of Establishment of Committee on Assignments
Purpose: Vote
Submitted by:
Related Material: Memo re Establishment of Committee on Assignments.pdf



MEMORANDUM

To: Encore Board of Directors

From: Sabrina Bow, Executive Director

Date: May 17, 2024

Subject: Establishment of Committee on Assignments

Encore seeks to form a Committee on Assignments that may authorize a teacher to teach outside of their credential authorization, and in accordance with the requirements of Education Code EC 44258.7(c)(d) (Committee on Assignments): Departmentalized:

EC 44258.7 (c)(d):

(c) A teacher employed on a full-time basis who teaches kindergarten or any of grades 1 to 12, inclusive, and who has special skills and preparation outside of the teacher's credential authorization may, with the teacher's consent, be assigned to teach an elective course in the area of the special skills or preparation, provided that the assignment is first approved by a committee on assignments. For purposes of this subdivision an "elective course" is a course other than English, mathematics, science, or social studies. The membership of the committee on assignments shall include an equal number of teachers, selected by teachers, and school administrators, selected by school administrators.

(d) Assignments approved by the committee on assignments shall be for a maximum of one school year, but may be extended by action of the committee upon application by the schoolsite administrator and the affected teacher. All initial assignments or extensions shall be approved before the assignment or extension. Districts making assignments under this subdivision shall submit a plan to the county superintendent of schools that shall include, but need not be limited to, the following:

- (1) Statements signed by the district superintendent and the president or chairperson of the district governing board, approving the establishment of the committee.
- (2) Procedures for selection of the committee membership.
- (3) Terms of office for committee members.
- (4) Criteria for determining teachers' qualifications for these assignments.

Coversheet

Desert Mountain Charter SELPA Special Education Local Plan Update 2024-2025

Section: V. Curriculum and Instruction
Item: C. Desert Mountain Charter SELPA Special Education Local Plan Update 2024-2025
Purpose: Vote
Submitted by: Sabrina Bow
Related Material: 2024-25 DMCS Local Plan Section D and Attachment.pdf
2024-25 DMCS Local Plan Section B Governance and Administration.pdf

BACKGROUND:

The Desert Mountain Charter SELPA Special Education Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region every three years. Both the current plan and a summary of changes is attached. The CAHELP JPA board approved the Special Education Local Plan at their May 10, 2024, meeting, and are providing information to the local school boards of JPA member districts.

Section B: Governance and Administration

California Education Code requires that the Special Education Local Plan Section B: Governance and Administration be presented for public hearing and approved by the CAHELP JPA Governance Board prior to submission to the California Department of Education (CDE). The Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region every three years.

Section B contains four sections including:

- SELPA Local Plan Requirement
- Policies and Procedures
- Administration of Regionalized Operations and Services
- Special Education Local Plan Services

No major changes were made to the plan. Additional explanations regarding roles and responsibilities of the program specialists, administrative unit, SELPA director and the individual LEAs were included.

Section D: Annual Budget Plan

California Education Code requires that an Annual Budget Plan be presented for public hearing and approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2024-25 Annual Budget Plan describes the revenues and expenditures for special education for all local education agencies in the Desert Mountain Charter SELPA.

Section E: Annual Service Plan

California Education Code requires that an Annual Service Plan be presented for public hearing and approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2024-25 Annual Service Plan describes all special education services currently provided in the Desert Mountain Charter SELPA broken down by type, location, and level of severity. This includes all the services at each and every school in all local education agencies within the Charter SELPA.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA

Fiscal Year

Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="6,629,236"/>	84.21%
AB 602 Property Taxes	<input type="text" value="0"/>	0.00%
Federal IDEA Part B	<input type="text" value="1,114,779"/>	14.16%
Federal IDEA Part C	<input type="text" value="0"/>	0.00%
State Infant/Toddler	<input type="text" value="0"/>	0.00%
State Mental Health	<input type="text" value="0"/>	0.00%
Federal Mental Health	<input type="text" value="113,650"/>	1.44%
Other Projected Revenue	<input type="text" value="14,807"/>	0.19%
Total Projected Revenue:	7,872,472	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

Other projected revenue includes Federal Special Education Alternate Dispute Resolution grant funding.

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="4,833,552"/>	43.57%
Object Code 2000—Classified Salaries	<input type="text" value="1,725,213"/>	15.55%
Object Code 3000—Employee Benefits	<input type="text" value="1,625,629"/>	14.66%
Object Code 4000—Supplies	<input type="text" value="105,530"/>	0.95%
Object Code 5000—Services and Operations	<input type="text" value="2,737,839"/>	24.68%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="64,874"/>	0.58%
Total Projected Expenditures:	11,092,637	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Object code 7000 includes the CDE approved indirect cost rate applied to allowable expenditures.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="6,629,236"/>	59.76%
Projected Federal Revenue	<input type="text" value="1,243,236"/>	11.21%
Local Contribution	<input type="text" value="3,220,165"/>	29.03%
Total Revenue from all Sources:	11,092,637	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

The Desert Mountain Charter SELPA special education revenue distribution model combines CDE certified state AB 602 funding and federal local assistance funding to calculate an equalized funding rate. This rate is then multiplied by each member LEA's funded ADA to determine their respective apportionments. Before distribution, adjustments are made for program specialists, administrative costs, risk and set-aside allocations, purchased services, and other governance-approved service fees. Additionally, a portion of the funding is retained at the Charter SELPA level to centralize services and enhance overall capacity.

- b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section

Section D: Annual Budget Plan

SELPA

Fiscal Year

56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="300,491"/>	34.34%
Object Code 2000—Classified Salaries	<input type="text" value="246,350"/>	28.15%
Object Code 3000—Employee Benefits	<input type="text" value="227,570"/>	26.01%
Object Code 4000—Supplies	<input type="text" value="3,565"/>	0.41%
Object Code 5000—Services and Operations	<input type="text" value="35,583"/>	4.07%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="61,505"/>	7.03%
Total Projected Operating Expenditures:	875,064	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Object code 7000 includes the CDE approved indirect cost rate applied to allowable expenditures.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

Member charters utilize restricted classes within the school's accounting system or employ unique identifiers to categorize low incidence expenditures. The Charter SELPA assigned a distinctive management code specifically designated for segregating low incidence expenditures. In some instances, the SELPA directly procures equipment on behalf of its members, while in other instances, members are reimbursed for low incidence-related expenses upon submission of an invoice and accompanying documentation to the Charter SELPA.

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
Local Plan Annual Submission

**INTENTIONALLY
LEFT
BLANK**

Attachment I

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c), SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons below. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

CDE Local Plan Annual Submission

Attachment I-1 of 3

Attachment I

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

Add or Delete Row	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
1	36	67678	137547	1945	Allegiance STEAM Academy	Callie	Moreno	626-376-5230	callie.moreno@asathrive.org	Previously Reported
2	36	67710	141952		Allegiance STEAM Academy	Callie	Moreno	626-376-5230	callie.moreno@asathrive.org	Previously Reported
3	36	67876	107730	677	ASA Charter School	Anthony	Lucey	909-475-3322	AnthonyL@asacharterschool.com	Previously Reported
4	19	64881	113464	487	Aveson Global Leadership Academy	Kelly	Jung	626-797-1438	kellyjung@aveson.org	Previously Reported
5	19	64881	113472	848	Aveson School of Leaders	Kelly	Jung	626-797-1438	kellyjung@aveson.org	Previously Reported
6	13	63123	118455	1030	Ballington Academy	Doreen	Mulz	760-353-0140	dmulz@voa-swcal.org	Previously Reported
7	36	10363	6111918	1522	Desert Trails Preparatory Academy	Debra	Tarver	760-536-7680	debbie.tarver@dtpacademy.com	Previously Reported
8	36	75051	136960	1923	Elite Academic Academy	Jennifer	Edick	866-354-8302	jedick@eliteacademmic.com	Transfer To
9	36	75044	116707	971	Encore Charter School	St. Claire	Adriaan	760-949-2036	sadriaan@encorehighschool.com	Previously Reported
10	33	10330	137851	1988	Julia Lee Performing Arts Academy	Rachel	Thomas	951-595-4500	rthomas@jipaaschool.org	Previously Reported
11	36	75044	118059	1034	Laverne Elementary Preparatory Academy	Debra	Tarver	760-948-4333	debbie.tarver@lepacademy.com	Previously Reported
12	37	68023	119594	1082	Leonardo da Vinci Health Sciences Charter	Anne	Laird	619-420-0066	anne.laird@davincicharter.org	Previously Reported

CDE Local Plan Annual Submission

Attachment I-2 of 3

Attachment I

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

Add or Delete Row	List	County Code	District Code	School Code	Charter Code	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	19	10199	6116883	249	Odyssey Charter School	Chasityflame	Price	626-229-0993	chasityflamep@ocsmall.org	Previously Reported
	14	19	64881	136945	1921	Odyssey Charter School-South	Chasityflame	Price	626-229-0993	chasityflamep@ocsmall.org	Previously Reported
	15	15	64881	113894	857	Pasadena Rosebud Academy	LaTonya	Thomas	626-797-7704	latonya.thomas@pasadenarosebud.com	Previously Reported
	16	36	75044	112441	801	Pathways to College	James	Connell	760-949-8002	james.connell@pathwaysk8.com	Previously Reported
	17	36	67587	128462	1520	Taylor High Desert Academy	Brenda	Congo	760-843-6622	brenda.congo@taylorlion.com	Previously Reported
	18	36	75051	138107	1975	Southern California Flex Academy	Malia	Lovell	626-755-5873	mlovell@scafa.org	Previously Reported
	19	36	10363			DM Charter SELPA	Pamela	Bender	760-955-3555	pamela.bender@cahelp.org	Previously Reported
	20										

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Allegiance STEAM Academy	646,757	0	0	171,401	0	0	72,280	0	890,438
2	Allegiance STEAM Acacemy	136,708	0	0	32,061	0	0	15,088	0	183,857
3	ASA Charter School	220,057	0	0	41,925	0	0	0	0	261,982
4	Aveson Global Leadership Academy	161,864	0	0	50,557	0	0	0	0	212,421
5	Aveson School of Leaders	257,871	0	0	41,925	0	0	0	0	299,796
6	Ballington Academy	186,541	0	0	28,361	0	0	0	0	214,902
7	Desert Trails Preparatory Academy	400,750	0	0	30,828	0	0	0	0	431,578
8	Elite Academic Academy	0	0	0	0	0	0	0	0	0

CDE Local Plan Annual Submission

Attachment II-2 of 4

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Encore Charter School	429,180	0	0	86,317	0	0	0	0	515,497
10	Julia Lee Performing Arts Academy	306,807	0	0	66,587	0	0	0	0	373,394
11	Laverne Elementary Preparatory Academy	443,022	0	0	33,294	0	0	0	0	476,316
12	Leonardo da Vinci Health Sciences Charter	175,491	0	0	44,392	0	0	20,250	0	240,133
13	Odyssey Charter School	300,731	0	0	94,949	0	0	0	0	395,680
14	Odyssey Charter School-South	248,042	0	0	66,587	0	0	0	0	314,629
15	Pasadena Rosebud Academy	120,272	0	0	14,797	0	0	0	0	135,069
16	Pathways to College	247,407	0	0	55,490	0	0	0	0	302,897
17	Tayllon High Desert Academy	502,824	0	0	161,592	0	0	0	0	664,416
18	Southern California Flex Academy	435,852	0	0	93,716	0	0	6,032	0	535,600

Attachment II

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	DM Charter SELPA	1,409,060	0	0	0	0	0	0	0	1,409,060
20		0	0	0	0	0	0	0	14,807	14,807
Totals:		6,629,236	0	0	1,114,779	0	0	113,650	14,807	7,872,472

Attachment III

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Allegiance STEAM Academy	358,291	158,316	185,349	0	196,800	0	0	898,756
2	Allegiance STEAM Acacemy	132,050	0	27,136	0	32,061	0	0	191,247
3	ASA Charter School	100,008	12,075	20,762	42	59,175	0	0	192,062
4	Aveson Global Leadership Academy	323,662	209,784	77,145	9,000	25,628	0	0	645,219
5	Aveson School of Leaders	430,646	118,188	71,423	9,000	193,000	0	0	822,257
6	Ballington Academy	0	0	0	0	214,902	0	0	214,902
7	Desert Trails Preparatory Academy	278,978	79,889	107,578	14,748	101,367	0	0	582,560
8	Elite Academic Academy	0	0	0	0	0	0	0	0
9	Encore Charter School	366,421	293,657	210,341	368	102,730	0	0	973,517

Attachment III

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Julia Lee Performing Arts Academy	72,701	102,423	20,099	0	219,768	0	0	414,991
11	Laverne Elementary Preparatory Academy	170,047	98,266	67,694	6,505	165,998	0	0	508,510
12	Leonardo da Vinci Health Sciences Charter	0	0	0	0	260,133	0	0	260,133
13	Odyssey Charter School	595,134	179,582	162,915	5,000	275,000	0	0	1,217,631
14	Odyssey Charter School-South	473,412	91,200	114,837	5,000	220,000	0	0	904,449
15	Pasadena Rosebud Academy	61,069	16,500	13,500	9,000	55,000	0	0	155,069
16	Pathways to College	303,871	3,045	77,496	7,432	39,539	0	0	431,383
17	Taylton High Desert Academy	389,456	69,216	108,918	10,000	223,168	0	0	800,758
18	Southern California Flex Academy	394,424	0	79,628	0	128,000	0	0	602,052
19	DM Charter SELPA	383,382	293,072	280,808	29,435	225,570	0	64,874	1,277,141
20		0	0	0	0	0	0	0	0

Attachment III

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
Totals:	4,833,552	1,725,213	1,625,629	105,530	2,737,839	0	64,874	11,092,637

Attachment IV

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Allegiance STEAM Academy	243,681	19.60%	646,757	9.76%	0	890,438
2	Allegiance STEAM Acacemy	47,149	3.79%	136,708	2.06%	0	183,857
3	ASA Charter School	41,925	3.37%	220,057	3.32%	0	261,982
4	Aveson Global Leadership Academy	50,557	4.07%	161,864	2.44%	0	212,421
5	Aveson School of Leaders	41,925	3.37%	257,871	3.89%	0	299,796
6	Ballington Academy	28,361	2.28%	186,541	2.81%	0	214,902
7	Desert Trails Preparatory Academy	30,828	2.48%	400,750	6.05%	0	431,578
8	Elite Academic Academy	0	0.00%	0	0.00%	0	0
9	Encore Charter School	86,317	6.94%	429,180	6.47%	0	515,497

Attachment IV

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Julia Lee Performing Arts Academy	66,587	5.36%	306,807	4.63%	0	373,394
11	Laverne Elementary Preparatory Academy	33,294	2.68%	443,022	6.68%	0	476,316
12	Leonardo da Vinci Health Sciences Charter	64,642	5.20%	175,491	2.65%	0	240,133
13	Odyssey Charter School	94,949	7.64%	300,731	4.54%	0	395,680
14	Odyssey Charter School-South	66,587	5.36%	248,042	3.74%	0	314,629
15	Pasadena Rosebud Academy	14,797	1.19%	120,272	1.81%	0	135,069
16	Pathways to College	55,490	4.46%	247,407	3.73%	0	302,897
17	Taylton High Desert Academy	161,592	13.00%	502,824	7.58%	0	664,416
18	Southern California Flex Academy	99,748	8.02%	435,852	6.57%	0	535,600
19	DM Charter SELPA	14,807	1.19%	1,409,060	21.26%	0	1,423,867
20		0	0.00%	0	0.00%	0	0

Attachment IV

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
	Totals:	1,243,236	100.00%	6,629,236	100.00%	0	7,872,472

Attachment V

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Allegiance STEAM Academy	495,000	60,000
2	Allegiance STEAM Acacemy	104,630	11,223
3	ASA Charter School	0	0
4	Aveson Global Leadership Academy	8,497	0
5	Aveson School of Leaders	5,996	0
6	Ballington Academy	0	0
7	Desert Trails Preparatory Academy	0	0
8	Elite Academic Academy	0	0
9	Encore Charter School	0	0

CDE Local Plan Annual Submission

Attachment V-1 of 2

Attachment V

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Julia Lee Performing Arts Academy	0	0
11	Laverne Elementary Preparatory Academy	0	0
12	Leonardo da Vinci Health Sciences Charter	0	0
13	Odyssey Charter School	0	0
14	Odyssey Charter School-South	0	0
15	Pasadena Rosebud Academy	20,000	0
16	Pathways to College	0	0
17	Taylton High Desert Academy	0	0
18	Southern California Flex Academy	128,000	0
19	DM Charter SELPA	0	50,790
20		0	0
Totals:		762,123	122,013

CDE Local Plan Annual Submission

Attachment V-2 of 2

Attachment VI

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

**Attachment VI
must be
completed
using the CDE
approved
Microsoft Excel
Template**

Attachment VII

SELPA:

Fiscal Year:

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	IP/SA	Discharter or Non	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Elite Academic Academy		Transferred Out							<input type="text" value="2024-25"/>
									<input type="text"/>

DO NOT
DISTRIBUTE

CDE Local Plan Annual Submission

Attachment VII-1 of 1

Special Education Local Plan Area (SELPA) Local Plan

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [*EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212*]

The Desert Mountain Charter Special Education Local Plan Area (DMCS) is composed of participating local education agency (LEA) charter schools and is the governance structure responsible for the implementation of the provisions of the Local Plan. The areas covered by the DMCS are any area where an eligible charter LEA resides throughout the State of California requesting membership and obtaining approval into the DMCS by the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Governance Council.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [*EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)*]

The Desert Mountain Charter SELPA (DMCS) regional governance and administrative structure of the local plan falls under the governance and administrative structure of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA). CAHELP, JPA operates the departments of Desert Mountain SELPA, Desert Mountain Charter SELPA, and Desert Mountain Children's Center (DMCC, a mental health component). CAHELP, JPA is a consortium of local school districts within our geographical region and charter LEAs throughout the State of California. Participating LEAs of the DMCS have joined in a cooperative effort to provide for the coordinated delivery of programs and services, and to assure equal access to such programs and services to eligible individuals with disabilities requiring special education within the DMCS. The CAHELP, JPA Governance Council is the governing board of the DMCS and shall adopt policies for the DMCS and participating LEAs. The policies and procedures adopted by the CAHELP, JPA Governance Council under the authority of the adopting LEA boards have the same status and authority as other LEA board policies. In adopting the Local Plan, each LEA agrees to carry out the

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement/policy of the participating LEAs to assist one another with meeting the requirements of applicable federal and state law. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

The CAHELP, JPA Governance Council shall ensure that all Charter LEAs within the DMCS shall have full access and opportunity to participate in the coordinated system of services for identified students with disabilities. To ensure that all identified students have access, a Charter LEA with assistance from the DMCS office, may enter into a Memorandum of Understanding (MOU) and/or a contractual arrangement with the local SELPA or surrounding SELPAs or other LEAs within close proximity to the Charter LEA, including nonpublic agencies and nonpublic schools, to ensure that students are identified, assessed, receive individualized education program planning, review, and reevaluation. The function of the DMCS and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the DMCS. The Responsible Local Agency (RLA) Superintendent, and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the DMCS. All such programs are to operate in a manner consistent with the funding provisions of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and DMCS policies and procedures.

The San Bernardino County Office of Education (SBCOE) is also known as the Office of the San Bernardino County Superintendent of Schools (SBCSS) and will be referred to in this document as SBCOE. SBCOE is presently designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the DMCS. The CAHELP, JPA Governance Council may change the RLA and AU at its discretion and in accordance with California law.

All structural changes within the organization of the DMCS, including changes in governance, are decided through deliberations of the CAHELP, JPA Governance Council. All conflicts are ultimately resolved through deliberations of the CAHELP, JPA Governance Council. However, most concerns are managed within various committee interactions. The DMCS Executive Council and Steering/Finance Committee examines program issues, staffing needs, fiscal issues and advises the CAHELP, JPA Governance Council regarding adoption of the Annual Service Plan and the Annual Budget Plan. If necessary, recommendations regarding policies, procedures, and the implementation of the Local Plan can be given to the CAHELP CEO for ultimate consideration by the CAHELP, JPA Governance Council.

The DMCS is governed by the CAHELP, JPA Governance Council. The CAHELP, JPA Governance Council shall be advised by the CAHELP CEO who shall, in turn be advised by the DMCS Executive Council, Steering/Finance Committee and the Community Advisory Committee (CAC). The CAHELP CEO is responsible to ensure

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

that all aspects of the approved DMCS Local Plan are implemented according to the approved California Department of Education (CDE) Local Plan and by the CAHELP, JPA Governance Council.

CAHELP, JPA Governance Council

The CAHELP, JPA Governance Council shall consist of the Superintendent/CEO representing each of the LEA members of the Desert/Mountain SELPA, and two (2) CEO representatives from the DMCS. A CEO representing multiple LEAs shall count as a single member of the Governance Council. Each member of the Governance Council may designate, in writing, an alternate representative, including but not limited to, another member of the Governance Council ("proxy") if the Superintendent/CEO is unable to attend a meeting; the designated alternate representative or designee shall have the full authority of the designating Superintendent/CEO for the purpose of decision-making. Such a designation must be received by the CEO prior to the commencement of a scheduled meeting of the Governance Council and shall be good only for that meeting. One-third (1/3) of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

The Governance Council is empowered to establish or to participate in the establishment of a system for determining the responsibility of member LEAs for the education of each individual with disabilities. The Governance Council is also empowered to designate an administrative entity to perform such regionalized functions as the receipt and distribution of all DMCS funds. This may also include the provisions of administrative support, and coordination of the implementation of the Local Plan for the education of children with disabilities, and to undertake such ancillary and related programs as determined by the Governance Council. The Governance Council shall determine all policy matters for the CAHELP, JPA.

Policies governing the DMCS shall be adopted by the CAHELP, JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. Individuals wishing an opportunity to address the DMCS Executive Council, Steering/Finance Committee and/or the CAHELP, JPA Governance Council on a particular agenda item, or have the Executive Council, Steering/Finance Committee and/or the CAHELP Governance Council consider a topic, are invited to complete a Request to Address the Executive Council, Steering/Finance committee and/or the CAHELP, JPA Governance Council form.

The CAHELP, JPA Governance Council shall review the DMCS Local Plan and recommend modifications on an annual basis or as necessary. The CAHELP CEO and DMCS Executive Council, and Steering/Finance Committee shall assist the CAHELP, JPA Governance Council with these reviews.

The CAHELP, JPA Governance Council may initiate and carry on an activity or may otherwise act in any manner which is not inconsistent with or preempted by law, and

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

which is not in conflict with the purposes for which the DMCS is established.

The CAHELP, JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation, and operation. Governance Council members shall be involved in the budget review and approval process for the Local Plan. SBCOE serves as the current RLA, and any successors or later RLA, shall have responsibility for employing the number and type of DMCS staff to meet the program and service requirements necessary for the implementation of the Local Plan as determined by the CAHELP, JPA Governance Council.

Responsibilities of the CAHELP, JPA Governance Council

The CAHELP, JPA Governance Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

- A. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
- B. Review and approve all DMCS policies, procedures, standards, and guidelines;
- C. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
- D. Review, approve, and monitor all budgets assigned to the DMCS office;
- E. Provide leadership to the DMCS regarding the development, revision, implementation, and review of the Local Plan;
- F. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
- G. Evaluate the performance of the CAHELP CEO;
- H. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
- I. Meet as often as necessary during the year to implement the business of the DMCS and to provide the necessary direction and guidance to the CAHELP CEO;
- J. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
- K. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the Governance Council for consideration;
- L. Approve interagency agreements;
- M. Designate participants for the DMCS Steering/Finance Committee;

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

- N. Establish and promote a Community Advisory Committee (CAC);
- O. Receive recommendations from the CAC, Executive Council, DMCS Steering and Finance Committee, LEA boards, and other concerned agencies and individuals;
- P. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
- Q. Annually evaluate the Local Plan implementation and operations; and
- R. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

Desert Mountain Charter Executive Council

The Desert/Mountain Charter SELPA (DMCS) Executive Council is comprised of a representative from each Charter LEA in the DMCS at the CEO level. Organizations that operate more than one Charter LEA have a single representative for all Charter LEAs. Each CEO has one vote for the Charter LEA(s) he/she represents. The DMCS Executive Council makes recommendations to the CAHELP, JPA Governance Council on fiscal and policy matters. This group meets regularly to direct and supervise the implementation of the Local Plan.

DMCS Steering and Finance Committee

Each participating LEA shall appoint an appropriate administrator of special education programs and an administrator of the LEAs business department to membership of the DMCS Steering and Finance Committee. The DMCS Steering and Finance Committee may be requested by the CAHELP, JPA Governance Council to provide advice or assistance in other areas as needs are identified within the DMCS.

The DMCS Steering and Finance Committee meets on a regular basis. The CAHELP CEO or designee serves as the Chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting, and additional documentation as needed to provide informed decision-making.

The duties of the DMCS Steering and Finance Committee include, but are not limited to, the following:

- A. Provide information and recommendations for the development, modification, and implementation of the Local Plan to the Executive Council and CAHELP, JPA Governance Council;
- B. Develop and implement forms and procedures for the identification, referral, assessment, IEP development, and special education service delivery to individuals with disabilities as established by the Local Plan;

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

- C. Develop procedures and recommendations for programs and services for review, modification, and approval by the CAHELP, JPA Governance Council;
- D. Develop, review, and/or modify an annual budget for the DMCS operations, including Regional Services, Program Specialists, and other DMCS administrative budgets prior to review, modification, and approval by the Executive Council and final approval by the CAHELP, JPA Governance Council;
- E. Recommend and monitor staff development training programs, including parent education activities;
- F. Provide recommendations for membership to the CAC;
- G. Develop, review, and/or modify the Annual Service Plan prior to adoption by the Executive Council and final adoption by the CAHELP, JPA Governance Council;
- H. Develop, review, and/or modify the Annual Budget Plan prior to adoption by the Executive Council and final adoption by the CAHELP, JPA Governance Council;
- I. Provide information and recommendations for the development, modification, and implementation of the DMCS funding allocation plan to the Executive Council and CAHELP, JPA Governance Council; and,
- J. Review and make recommendations to the DMCS Executive Council and CAHELP, JPA Governance Council regarding decisions that impact the finances of LEAs.

The DMCS shall develop procedures regarding behavioral assessment and intervention to guide all staff members and parents in responding to students with challenging behaviors. Behavioral assessment and intervention plans will be considered when a student's disciplinary actions constitute a "change of placement," when behaviors impede the learning of the student or others, and when behaviors occur that are dangerous to the student and other. (Education Code 3001, 5CCR 3052, CFR 300.346-300.520, 56341(c)(2)). Policies of the DMCS outline the behavioral interventions for students receiving special education services within the DMCS.

The DMCS maintains the Management Information System (MIS). The DMCS is responsible for effective collection and maintenance of data relevant to program, placement of children, and other data required by state and federal mandates.

It shall be the policy of each LEA and the DMCS to provide data or information to the California Department of Education (CDE) that may be required by state and/or federal regulations.

The role of the LEAs is for responsible data entry, quality and integrity of information including in each LEAs MIS system. The LEAs will approve the California Longitudinal

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Assessment and Pupil Data System (CALPADS) submission as required by the CDE.

The CAHELP CEO shall serve on behalf of the member LEAs and implement the DMCS Local Plan including the following regional services and operations in the area of coordination of services to medical facilities.

The role of the individual LEAs is for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes is the educational responsibility of the LEA in which the hospital or facility is located.

In addition to carrying out the responsibilities identified in the Local Plan, the DMCS Steering and Finance Committee may choose to form subcommittees to focus on special issues. Such subcommittees shall report to the DMCS Steering and Finance Committee, Executive Council or CAHELP, JPA Governance Council, as appropriate.

Distribution of Federal and State Funds

All federal and state special education funds shall be allocated to the DMCS AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the CAHELP, JPA Governance Council as permitted under the CAHELP, JPA Agreement and Bylaws, and California and federal law.

Responsibilities for Distribution of Federal and State Funds

A. The governing boards of the LEAs participating in the DMCS have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP, JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The DMCS Executive Council and Steering and Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP, JPA Governance Council. The Annual Budget Plan shall be distributed to the LEAs and the CAC upon approval by the CAHELP, JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP, JPA Governance Council. The DMCS provides an annual allocation plan to SBCOE for distribution of state and federal funds to the LEAs according to the approved schedule

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651Fiscal Year 2024-25

of disbursement.

B. Monitoring the Use of State and Federal Funds

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.
2. The CAHELP CEO, with the assistance of the DMCS Executive Council, Steering and Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP, JPA Governance Council through the Annual Budget Plan process.

The DMCS monitors the distribution and appropriate use of funds and shares this information with the DMCS Executive Council and Steering/Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The DMCS is responsible for the preparation of program and fiscal reports requested by the State.

The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements. If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP, JPA Governance Council. The decision of the CAHELP, JPA Governance Council shall be final.

Procedures for Changes in Governance Structure

Any changes in the governance structure of the DMCS are subject to specific provisions of California Education Code 56140, 56195, et. seq., 56195.1 et seq., and 56202 et seq.

1. Any LEA may elect to pursue an alternative option from those specified in California Education Code 56195.1 by notifying CDE, DMCS, and the County Superintendent at least one year prior to the date the alternative plan would become effective (California Education Code 56195.3(b)).

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

2. Any alternative plan of an LEA is subject to the approval of the County Superintendent, which would have LEAs as participating agencies in the alternative plan (California Education Code 56195.1).
 3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all children with disabilities (California Education Code 56140 (b)).
 4. If the County Superintendent does not approve an alternative plan, the County Office shall return the plan with comments and recommendations to the LEAs. The LEAs participating in the alternative plan may appeal the decisions to the Superintendent of Public Instruction (California Education Code 56140(b)(2)).
- Any alternative plan to be submitted by an LEA or group or LEAs currently participating in the DMCS must meet the standards established by the State Board of Education.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The CAHELP, JPA Governance Council is the governing board of the Desert/Mountain Charter SELPA (DMCS) and shall adopt policies for the DMCS and participating LEAs. The policies and procedures adopted by the CAHELP, JPA Governance Council under the authority of the adopting LEA board have the same status and authority as other LEA board policy. All proposed policies are vetted through the DMCS Executive Team and the Program Team. Policies are then taken to the DMCS Steering and Finance Committee and DMCS Executive Council for review, input, and approval. The final phase of the policy making is with the CAHELP, JPA Governance Council reviewing, providing input and approval.

Opportunities for parent, community input are made through the DMCS Executive Council, DMCS Steering and Finance Committee meetings and the CAHELP, JPA Governance Council meetings.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA (DMCS).

A. Responsibilities of the RLA

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP, JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The DMCS Executive Council and the DMCS Steering and Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the DMCS. The budget shall be submitted to the CAHELP, JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP, JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the DMCS use; and
6. The employment of staff as designated by the CAHELP, JPA Governance Council to support the DMCS functions.

The DMCS office is designated as the entity responsible for the administration of the Local Plan and assuring that the DMCS is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the SELPA Staff

The governing boards of each of the participating LEAs agree to invest in the CAHELP, JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP, JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the DMCS functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of DMCS

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651Fiscal Year 2024-25

personnel to carry out those functions described in the Local Plan.

The CAHELP, JPA Governance Council shall be responsible for designating the staff to support the functioning of the DMCS. In reviewing and approving the DMCS budgets on an annual basis, the CAHELP, JPA Governance Council designates the staffing for the DMCS office upon recommendation of the CAHELP CEO.

DMCS staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

DMCS employed personnel shall be subject to the administrative procedures and policies in operation with the SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable DMCS employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate a decision-making process regarding the implementation of the DMCS Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP, JPA Governance Council, technical assistance, leadership, and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the DMCS as a whole without promoting any particular LEAs interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP, JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP, JPA Governance Council shall assist in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the CAHELP, JPA Governance Council. The CAHELP CEO is evaluated by a joint committee comprised of the Chair of the CAHELP, JPA Governance Council and at least two other superintendents/CEOs from the CAHELP, JPA Governance Council. The evaluation is confirmed by a vote of the CAHELP, JPA Governance Council.

Section B: Governance and Administration

SELPA Fiscal Year

The CAHELP CEO shall have the responsibility for the coordination of all the DMCS activities.

Desert Mountain Charter SELPA Staff

The CAHELP, JPA Governance Council shall be responsible for designating the employees to support the functioning of the DMCS. In reviewing and approving the DMCS budgets on an annual basis, the CAHELP, JPA Governance Council designates the employees for the DMCS office upon recommendation of the CAHELP, JPA CEO.

DMCS employees shall be employed by the Responsible Local Agency (RLA) and supervised by the CAHELP, JPA CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

The supervision of the DMCS will be determined by the CAHELP CEO. An organizational chart showing the staff to be supervised by the members of the SELPA management team will be provided to the CAHELP, JPA Governance Council annually.

Program Managers

The DMCS employs Program Managers for various departments within the organization. The departments may include but are not limited to:

- * Resolution Support Services
- * Regional Professional Learning
- * Career Technical Education
- * Prevention and Intervention
- * Compliance

Program Specialists

Included in the DMCS staffing are Program Specialists with areas of expertise to provide professional development, training, coaching and other supports related to special education to LEAs.

- Academics
- Alternative Dispute Resolution
- Behavior Management
- Evidence Based Practices (EBPs)

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

- Improvement Science
- Positive Behavioral Supports
- Social/Emotional Learning
- Speech and Language
- Universal Design for Learning

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

Each participating member LEA of the Desert Mountain Charter SELPA (DMCS), shall appoint representatives to the CAC for the purpose of:

1. Advising the CAHELP CEO regarding the development, amendment, and review of the Local Plan;
2. Recommending annual priorities to be addressed by the plan;
3. Assisting in parent education;
4. Encouraging community involvement;
5. Fulfilling such other responsibilities as designated in the Local Plan.

Each CAC representative shall be responsible to the governing board of their respective LEA. All areas of responsibility related to the Local Plan shall be implemented through regularly scheduled meetings of the CAC. Representatives from out of geographic area LEAs may participate in CAC activities through video or telephone conference.

Procedures for CAC appointment

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

The CAC shall be composed of members approved by their participating LEA governing board. At least fifty-one percent of the members shall be parents of students with disabilities. Members shall include the following:

1. Parents - A majority of the CAC membership is composed of parents of students enrolled in LEAs participating in the Local Plan, including those that are out of geographic boundaries. A majority of these parent members shall be parents of students with disabilities;
2. School Personnel - School related members of the CAC include general education classroom teachers, special education classroom teachers, and other school personnel;
3. Students with disabilities enrolled in special education programs;
4. Representatives of public and private agencies;
5. Others - Persons concerned with students with disabilities; and
6. One member shall be appointed by the DMCS Steering and Finance Committee.

Responsibilities of the CAC

The CAC shall serve in an advisory capacity to the DMCS and shall act to:

1. Improve communications among students with disabilities, their parents/guardians, and LEA staff;
2. Increase public awareness and understanding of the unique educational needs of students with disabilities by communicating with LEAs, the DMCS, and legislative staff members;
3. Advise local, county, and state officials of the development, operation, and review of the Local Plan.
4. Provide a support group and forum for students with disabilities and their parents/guardians where they may express their needs and concerns regarding their children's education;
5. Conduct parent orientation, education training programs for individuals or groups as a means of increasing support for improved educational opportunities for all students;
6. Advise the CAHELP CEO, the DMCS Executive Council and DMCS Steering and Finance Committee regarding the development and review of the Local Plan and review of programs under the Local Plan;
7. Make recommendations on annual priorities to be addressed under the Local Plan to the DMCS Executive Council and DMCS Steering and Finance Committee;

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

8. Assist in parent education and training. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan;
 9. Encourage public involvement in the development and review of the Local Plan;
 10. Act in support of students with disabilities. Serve as liaison between the CAHELP CEO and the local communities;
 11. Encourage regular attendance in all school programs. Assisting in parent awareness of the importance of regular school attendance;
 12. Submit an annual written report to the CAHELP CEO and the DMCS Executive Council and DMCS Steering and Finance Committee regarding progress of CAC projects;
 13. Submit an annual written report to the CAHELP, JPA Governance Council. Apprise the CAHELP, JPA Governance Council, as needed, on matters of community concern;
 14. Become familiar with the laws pertaining to special education and students with disabilities; and,
- Other duties and responsibilities as assigned by the CAHELP, JPA Governance Council.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

Policies governing the Desert Mountain Charter SELPA (DMCS) shall be adopted by the CAHELP, JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff (general and special education teachers), public and nonpublic agencies, and members of the public at large during the DMCS Executive Council, DMCS Steering/Finance Committee meetings, CAC, and/or the CAHELP, JPA Governance Council meetings. Individuals wishing an opportunity to address any committee/council meeting on a particular agenda item, or have the committee/council consider a topic, are invited to complete a Request to Address the particular committee of interest.

The Local Plan is developed and updated by a committee of special education teachers, general education teachers, administrators and parents of students with disabilities. Each participating LEA, including those that are out of geographic boundaries, shall appoint representatives to the Community Advisory Committee (CAC) for the purpose of advising the CAHELP CEO regarding the development, amendment, and review of the Local Plan, recommending annual priorities to be addressed by the plan; assisting in parent education; encouraging community involvement; and fulfilling such responsibilities as designated in the Local Plan.

Section B: Governance and Administration

SELPA Fiscal Year

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the DMCS.

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP, JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The DMCS Executive Council and DMCS Steering and Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the DMCS. The budget shall be submitted to the CAHELP, JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the DMCS Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP, JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the DMCS use; and
6. The employment of staff as designated by the CAHELP, JPA Governance Council to support DMCS functions.

The DMCS office is designated as the entity responsible for the administration of the Local Plan and assuring that the DMCS is in compliance with all applicable laws and regulations.

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

B. Selection, Employment, and Evaluation of the Charter SELPA Staff

The governing boards of each of the participating LEAs agree to invest in the CAHELP, JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP, JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the DMCS functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of DMCS personnel to carry out those functions described in the Local Plan.

The CAHELP, JPA Governance Council shall be responsible for designating the staff to support the functioning of the DMCS. In reviewing and approving the DMCS budgets on an annual basis, the CAHELP, JPA Governance Council designates the staffing for the DMCS office upon recommendation of the CAHELP CEO.

DMCS staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

DMCS employed personnel shall be subject to the administrative procedures and policies in operation with the SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable DMCS employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP, JPA Governance Council, technical assistance, leadership, and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the DMCS as a whole without promoting any particular LEA's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

The CAHELP, JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP, JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the DMCS.

9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

The LEAs within the DMCS join together pursuant to Sections 56140 and 56195 of the California Education Code to adopt a plan to assure access to special education and services for all eligible individuals with disabilities participating in education within our DMCS jurisdiction. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating LEAs may enter into additional contractual arrangements to meet the requirement of applicable federal and state law.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students attending their charter schools. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the DMCS.

Any participating LEA may provide for the education of special education students in special education programs maintained by other districts or counties and may include with the special education program students who reside in other districts or counties.

Pursuant to the provisions of Education Code Sections 56000 et seq., the DMCS shall plan, facilitate, implement, and administer the activities of the DMCS as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, but are not limited to the following:

1. Coordinate community and state agency resources with those provided by Participating LEAs and the RLA, including initiation of such contractual agreements as may be required.

Each LEA of special education accountability is responsible for the students within their jurisdiction. There

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

are no additional contractual agreements that supersede education code.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

Education Code 56200(c)(2) requires that the Local Plan “specify the responsibilities of each participating county office and district governing board in the policy-making process, the responsibilities of the Superintendent of each participating LEA and county in the implementation of the Local Plan, and the responsibilities of the LEA and county administrators of special education in coordinating the administration of the plan.” In accordance with this provision, the DMCS has developed the following governance structure, policy development, and approval process.

The governing board for each Charter LEA and the San Bernardino County Superintendent approves the Agreement for Participation and the Local Plan for Special Education. As described within those documents, the Boards of Directors of the Charter LEAs delegate the administrative policy-making process and procedures for carrying out that responsibility to the governance structure of the DMCS.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

The CAHELP, JPA Governance Council and the DMCS Executive Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

1. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
2. Review and approve all DMCS policies, procedures, standards and guidelines;
3. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
4. Review, approve, and monitor all budgets assigned to the DMCS office;
5. Provide leadership to the DMCS regarding the development, revision, implementation, and review of the Local Plan;
6. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHEP CEO;

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

7. Evaluate the performance of the CAHELP CEO;
8. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
9. Meet as often as necessary during the year to implement the business of the DMCS and to provide the necessary direction and guidance to the CAHELP CEO;
10. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
11. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP, JPA Governance Council for consideration;
12. Approve interagency agreements;
13. Designate participants for the DMCS Steering and Finance Committee;
14. Establish and promote a Community Advisory Committee (CAC);
15. Receive recommendations from the DMCS Executive Council, CAC, DMCS Steering and Finance Committee, LEA boards, and other interested agencies and individuals;
16. Decide disputes, if an, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
17. Annually evaluate the Local Plan implementation and operations; and
18. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

AB1808 requires each LEA, in developing a local plan, to cooperate with the county office of education to assure that the local plan is compatible with the local control and accountability plans adopted for the school district and the county board of education. The bill would require, commencing July 1, 2020, a special education local plan area to review its local plan at least once every three years and update as needed to ensure information contained within the plan remains relevant and accurate.

AB1808 requires the superintendent or other chief administrator of a LEA to post on the Internet Web site of the local education agency any local plan, annual budget plan, annual service plan, and annual assurances support plan upon approval of the special education local plan area, and any updates or revisions to the plans upon approval of the special education local plan area.

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

AB1808 requires a county superintendent of schools to post any local plan, annual budget plan, and annual assurances support plan upon approval of the county office of education, and all local plans submitted by special education local plan areas in the county, on the Internet Web site of the county office of education.

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

Charter LEAs, in adopting the completed Local Plan, agree to carry out the duties and responsibilities assigned within the plan, or which may be designated at a later date through agreement of the participating charter LEAs. Participating charter LEAs may also enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Each charter LEA shall ensure that children with disabilities are educated with children who are non-disabled to the maximum extent appropriate. Removal of children with disabilities from the general educational environment shall occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs within their charter LEA. As a result, some students will need to receive services from other LEAs within the DMCS, or through additional contractual arrangements with LEAs outside of the DMCS. Each charter LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of enrollment. Such cooperation ensures that a range of program options is available through the DMCS.

Each charter LEA is responsible to participate in regular meetings of the Desert Mountain Charter Executive Council, Steering and Finance Committee, CAC and CAHELP, JPA Governance Council to ensure the administration of the Local Plan.

SELPA Program Specialists provide services to each of our LEAs including but not limited to:

1. Observe, consult with, and assist, in accordance with LEA procedures, special education teachers and support staff.
2. Utilize evidence-based data to plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for students with disabilities.
3. Assist with LEA staff development, program development and innovation

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

- of special methods and approaches.
4. Provide coordination, consultation, and program development in one or more specialized areas of expertise.
 5. Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
 6. Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available through the DMCS.
 7. Assist in developing training for parents and members of the Community Advisory Committee.
 8. Provide professional development learning and technical assistance for general and special education teachers, administrators, support staff and parents.
 9. Assist as a liaison to various community agencies such as the San Bernardino County Department of Behavioral Health, Department of Rehabilitation, Inland Regional Center, California Children's Services, and the Probation Department.
 10. Conduct nonpublic school visitations to verify students are making appropriate educational progress in accordance with the IEP.
 11. Coordinate the assessment of student needs for assistive technology or specialized in the least restrictive environment.
 12. Direct instructional support.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: *[EC 56205(a)(12)(D)(ii)(I)]*

The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the DMCS.

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California

Section B: Governance and Administration

SELPA Fiscal Year

Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP, JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The DMCS Executive Council and DMCS Steering and Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the DMCS. The budget shall be submitted to the CAHELP, JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP, JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the DMCS use; and
6. The employment of staff as designated by the CAHELP, JPA Governance Council to support the DMCS functions.

The DMCS office is designated as the entity responsible for the administration of the Local Plan and assuring that the DMCS is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the SELPA Staff

The governing boards of each of the participating LEAs agree to invest in the CAHELP, JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP, JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the DMCS functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

DMCS personnel to carry out those functions described in the Local Plan.

The CAHELP, JPA Governance Council shall be responsible for designating the staff to support the functioning of the DMCS. In reviewing and approving the DMCS budgets on an annual basis, the CAHELP, JPA Governance Council designates the staffing for the DMCS office upon recommendation of the CAHELP CEO.

DMCS staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

DMCS employed personnel shall be subject to the administrative procedures and policies in operation with SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable DMCS employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP, JPA Governance Council, technical assistance, leadership, and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the DMCS as a whole without promoting any particular LEA's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP, JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP, JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

DMCS.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

All federal and state special education funds shall be allocated to the DMCS AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation plan of federal and state special education funds shall be made by the CAHELP, JPA Governance Council as permitted under the JPA Agreement and Bylaws, and California and federal law.

1. Responsibilities for Distribution of Federal and State Funds

The governing boards of the LEAs participating in the DMCS have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP, JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure the funds are distributed in accordance with the funding allocation plan.

The DMCS Executive Council and DMCS Steering and Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP, JPA Governance Council. The Annual Budget Plan shall be distributed to LEAs and the CAC upon approval by the CAHELP, JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP, JPA Governance Council. The DMCS provides an annual allocation plan to SBCOE for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

- c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The function of the DMCS and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the DMCS. The Responsible Local Agency (RLA) Superintendent, and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the DMCS. All such programs are to be operated in a manner consistent with the

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

funding provision of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and DMCS policies and procedures.

The DMCS will provide technical assistance in ensuring the Charter LEAs have support necessary to fulfill their legal obligations under California Education Code, the Individuals with Education Act (IDEA), other applicable laws, and DMCS policies and procedures.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more non disabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system. The CAHELP CEO, with the assistance of the DMCS Executive Council, DMCS Steering and Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP, JPA Governance Council through the Annual Budget Plan process.

The DMCS monitors the distribution and appropriate use of funds and shares this information with the DMCS Executive Council and DMCS Steering and Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The DMCS is responsible for the preparation of program and fiscal reports requested by the State.

The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements. If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP, JPA Governance Council. The decision of the CAHELP, JPA

Section B: Governance and Administration

SELPA

Fiscal Year

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

Both state and federal law provide that students with disabilities are entitled to a free appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). Each DMCS member must ensure that all children served under their jurisdiction who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, evaluated, and served. Therefore, a full continuum of services are available within the DMCS.

Due to the large geographical area of the DMCS, the Local Plan provides funding per the DMCS Fiscal Allocation Plan to the member LEAs so they may appropriately provide for all students with special education needs attending their schools.

The CAHELP, JPA Governance Council has indicated its strong preference for a decentralized structure that would keep as many children as possible appropriately served in their LEA of enrollment. It is felt that only when there is convincing evidence that a service is more economically feasible on a regional level would service be provided outside of the local LEAs. Leaving most programs with local LEAs will ensure their responsiveness to local interests and values; minimize transportation; encourage inclusion; and reduce duplication of administrative and service costs.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

Section B: Governance and Administration

SELPA

Fiscal Year

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Charter LEA members are only authorized to serve children in grades K-12 under the current Education Code. In the event this changes in the future, Charter LEA members shall be responsible for identifying, assessing, and serving children birth through five per the guidelines of the Charter SELPA policies and procedures. For children, birth through five, who are referred for assessment to Charter LEA members in the Charter SELPA, the Charter LEA member shall assist parents in directing referrals to the responsible LEA

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and

Section B: Governance and Administration

SELPA

Fiscal Year

services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families

Section B: Governance and Administration

SELPA

Fiscal Year

shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Charter schools in the Desert Mountain Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Section B: Governance and Administration

SELPA

Fiscal Year

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Charter LEAs are not required to provide a proportionate amount of federal funds to private schools. This is the responsibility of the student's district of residence (where the student resides).

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Section B: Governance and Administration

SELPA

Fiscal Year

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by

Section B: Governance and Administration

SELPA

Fiscal Year

the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Section B: Governance and Administration

SELPA

Fiscal Year

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function.”

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:	<input type="text" value="Introduction"/>
Document Location:	<input type="text" value="Desert Mountain Charter SELPA Policy Manual"/>
Description:	<p>Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: SBCSS, as the administrative unit of Desert Mountain Charter SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee and assist in funding the operations of Desert Mountain Charter SELPA in accordance with directives of the CAHELP Governance Board. Role of the Chief Executive Officer: The Chief Executive Officer ensures that the local plan is implemented and makes recommendations to the CAHELP Governance Board when revisions are needed. This includes facilitating the development and approval of SELPA policies and procedures necessary to implement the local plan. Role of individual LEAs: The member districts of the Desert Mountain Charter SELPA ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual Charter LEAs, through their representative to the Governance Board, approve any policies and procedures needed to implement the local plan.</p>

2. Coordinated system of identification and assessment:

Document Title:	<input type="text" value="Chapter 1: Identification and Referral"/>
Document Location:	<input type="text" value="Desert Mountain Charter SELPA Policy Manual"/>
Description:	<p>Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA observe, consult and assist service providers. Respective roles of the RLA/ AU: Not applicable. Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures each Charter LEA conducts child find activities. The SELPA provides technical support to Charter LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member Charter LEAs and ensures appropriate interagency agreements are in place. Role of individual LEAs: The member districts of the Desert Mountain Charter SELPA are responsible for identifying and assessing all students for</p>

Section B: Governance and Administration

SELPA

Fiscal Year

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

4. Coordinated system of staff development and parent and guardian education:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

parent/guardian education needs. The SELPA Chief Executive Officer provides oversight in the development and provision of identified parent and guardian education. Role of individual LEAs: The member Charter LEAs of the Desert Mountain Charter SELPA determine their staff development and parent/guardian education, based on their local needs, meeting with SELPA staff to plan. They may seek technical assistance or input from the SELPA. They ensure the use of resources for employees to participate in staff development

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title:

Document Location:

Description:

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title:

Document Location:

Direct instructional support provided by program specialist: When requested, the program specialist of the Desert Mountain Charter SELPA evaluate the effectiveness of programs for students with disabilities Respective roles of the RLA/ AU: SBCSS assures a coordinated system of internal program review, evaluation of effectiveness of the local plan, and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the responsibilities that accompany them to monitor the funding of the

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

operations of the Desert Mountain Charter SELPA. Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures the Local Plan is reviewed and evaluated on an ongoing basis to determine the effectiveness of its implementation. The SELPA Chief Executive Officer ensures the submission annually of all information required by CDE, in this effort, including statistical data, program information, and fiscal information related to programs and services for pupils with disabilities. The SELPA Chief Executive Officer supports member Charter LEAs in the collection of data related to compliance, due process procedures, availability of services, and key performance indicators, as needed. Role of individual LEAs: The member Charter LEAs of the Desert Mountain SELPA individually review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual Charter LEAs will also engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: Not applicable Role of the Chief Executive Officer: The SELPA Chief Executive Officer approves and certifies the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member Charter LEA as required by the California Department of Education. The SELPA provides technical assistance and training to Charter LEAs in data collection and management. Role of individual LEAs: The member districts of the Desert Mountain Charter SELPA LEAs are responsible for data entry, quality and integrity. The Charter LEAs approve and certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Document Title:

Document Location:

Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: not applicable Role of the

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

Chief Executive Officer: The SELPA Chief Executive Officer ensures that interagency agreements are in place as required by California Education Code and provides technical assistance and dispute resolution as needed. The SELPA Chief Executive Officer, or designee, serves on committees as interagency agreements are being reviewed, revised, or developed. Role of individual LEAs: The member districts of the Desert Mountain SELPA through their representative to the Board of Directors approve and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title:

Chapter 23: Provision of Health Care Services

Document Location:

Desert Mountain Charter SELPA Policy Manual

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA, when requested, provide technical assistance to assure pupils have a full educational opportunity regardless of the district of residence or location of services provided. Respective roles of the RLA/ AU: Not applicable
 Role of the Chief Executive Officer: The SELPA Chief Executive Officer facilitates the coordination of services to medical facilities by the designated Charter LEAs. Role of individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the Desert Mountain Charter SELPA member LEA in which the hospital or facility is located.

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Chapter 13: Nonpublic Schools and Agencies

Document Location:

Desert Mountain Charter SELPA Policy Manual

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the Charter LEA of special education accountability. Respective roles of the RLA/ AU: SBCSS assures the coordination of services to licensed children's institutions and foster family homes by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain Charter SELPA. Role of the Chief Executive Officer: The SELPA Chief Executive Officer

Section B: Governance and Administration

SELPA

Fiscal Year

facilitates the coordination of services to licensed children’s institutions and foster family homes. Role of individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children’s institutions are the responsibility of the member Charter LEA of the Desert Mountain Charter SELPA in which the foster family home or the licensed children’s institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. Preparation and transmission of required special education local plan area reports:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

13. Coordination of transportation services for individuals with exceptional needs:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

Description:

14. Coordination of career and vocational education and transition services:

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

specialists of the Desert Mountain Charter SELPA provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability. Respective roles of the RLA/ AU: Not applicable Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures a full continuum of services is available and provided. The SELPA Chief Executive Officer assists with Inter-SELPA Transfers, as needed. Additionally, the SELPA Chief Executive Officer provides program development and technical assistance upon request or as determined to be needed by the SELPA to member districts and/or nonpublic schools. Role of individual LEAs: Each member LEA of the Desert Mountain Charter SELPA, through their representative to the CAHELP Governance Board determines the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each member LEA of the Desert Mountain Charter SELPA is responsible for providing a full continuum of services.

- 16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: SBCSS provides the fiscal administration and distribution of state and federal funds to the SELPA. Role of the Chief Executive Officer: The Desert Mountain Charter SELPA Chief Executive Officer facilitates the distribution of funds in accordance with the Fiscal Allocation Plan. The SELPA Chief Executive Officer also facilitates the development of the Annual Budget Plan. Role of individual LEAs: Each member district of the Desert Mountain Charter SELPA through their representative to the CAHELP Governance Board approves the allocation of funds to the member LEAs and approves the Annual Budget Plan. The member districts also submit fiscal reports as required by state and federal laws.

- 17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title:

Document Location:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA provide direct instructional program support when requested to do so by a member Charter LEA. Respective roles of the RLA/ AU: SBCSS assures direct instructional program

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

support that may be provided by program specialists by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain Charter SELPA. Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides oversight in the provision of direct instructional support by programs specialists and provides technical assistance, as requested or determined appropriate. Role of individual LEAs: The member Charter LEAs of the Desert Mountain Charter SELPA determine their needs for instructional program support and request support from the Desert Mountain Charter SELPA.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

N/A

Document Location:

N/A

Description:

This is not applicable to Charter LEAs

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

Desert Mountain Charter SELPA Local Plan and Chapter 17: Public Participation

Document Location:

Desert Mountain Charter SELPA Policy Manual

Description:

Local Plan and DMCS Policies and Procedures

It shall be the policy of the Charter Special Education Local Plan Area (SELPA) that public hearings, adequate notices of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the Individuals with Disabilities Education Act (IDEA). Per the Charter SELPA Local Plan, the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA) Governance Council is responsible for approval of policy for special education programs and services that relate to the Charter SELPA. Policies governing the Charter SELPA are adopted by the CAHELP, JPA and included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. It is the practice that policies are presented to the Charter SELPA

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Executive Council for review then brought back for revision, if recommended, then presented to the CAHELP, JPA Governance Council for review and final approval and adoption. Charter Local Education Agencies (LEAs) will have the policies available for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title: CAHELP Bylaws: Article XI - Arbitration

Document Location: CAHELP Bylaws

Description:

A. In the event of a dispute between a member agency and CAHELP, JPA, the dispute shall be subject to binding arbitration and all parties shall be bound by the findings and decision of the Arbitrator(s). All disputes shall be subject to binding arbitration including, but not limited to, any disputes arising between CAHELP JPA and any member agency concerning the Joint Powers Agreement, the Bylaws, any programs, or in any way involving or relating to the operations, management and activities of CAHELP, JPA and/or the right, duties or obligations of the member agency.

B. The binding arbitration shall be conducted by JAMS, before a single arbitrator from JAMS, unless otherwise agreed between CAHELP, JPA and the member agency, and shall be conducted by and under the operative rules and procedures of JAMS.

C. Regardless of the outcome of the arbitration, CAHELP, JPA and the member agency shall share equally in the costs of the arbitration and in the compensation of the arbitrator, provided that the arbitrator shall have discretion to award fees and costs to the extent the arbitrator finds any claim or defense to have been presented without an objective and reasonable basis, or to the extent the arbitrator determines that a party engaged in conduct which resulted in unnecessary legal fees and costs.

D. The arbitrator shall consider CAHELP, JPA as a governmental agency and risk sharing organization, and the parties relationship as an honorable one and neither a contract of adhesion or otherwise as an agreement between parties with adverse interests. The arbitrator shall seek to enforce the terms of the parties' agreements and the intentions of the parties at the time of entering into those agreements, in a fair and objective manner.

E. A judgment based on the decision of the arbitrator may be entered in any court having jurisdiction upon the request of the member agency or CAHELP, JPA.

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:	DMCS Chapter 1: Identification and Referral of Individuals for Special Education DMCS Chapter 9: Behavioral Interventions and Supports for Students with Disabilities
Document Location:	Desert Mountain Charter SELPA Policy Manual
Description:	DMCS Policies and Procedures Chapter 1 - Section A Child Find It is the policy of the Charter SELPA that children with disabilities age six through 21 be actively sought and identified by the public schools. The child find process includes a section of the Charter Chapter 1 - Identification & Referral of Individuals for Special Education, Charter SELPA Page 3 As of 8/26/2021 Steering Committee Review LEA's annual notice to all parents that references the referral of children with disabilities. All children with disabilities and their parents are guaranteed their procedural safeguards with regard to identification, assessment, and placement in special education programs. School personnel, parents, outside agencies working with the child, guardians and/or surrogate parents who show legal documentation of educational rights may all serve as sources of referral for a child for possible identification as a child with a disability. Such identification procedures shall be coordinated with school site and Charter LEA procedures for referral of children with needs that cannot be met with modification of the general education instructional program. Chapter 1: Section B - Referral for Evaluation for Special Education Services A child shall be referred for special education instruction and services only after the resources of the general education program have been considered and used where appropriate (Education Code § 56303). Education Code § 56329, provides that, when making a determination of eligibility for special education and related services, Charter LEAs shall not determine that a child is a child with a disability if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to Title 20 of the United States Code § 6368 of the No Child Left Behind Act, lack of instruction in math, or limited English proficiency (LEP). California Education Code § 56301(d)(1). Each special education local plan area shall establish written policies and procedures pursuant to

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Section 56205 for use by its constituent local agencies for a continuous child find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs. All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the general education program resources that were considered and/or modified for use with the child, and their effect (Title 5 of the California Code of Regulations § 3021).

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title: DMCS Chapter 13: Nonpublic Agency/Nonpublic School Services

Document Location: Desert Mountain Charter SELPA Policy Manual

DMCS Policies and Procedures

Nonpublic, nonsectarian school and agency (NPS/NPA) services shall be available to children in the Desert/Mountain Charter Special Education Local Plan Area (SELPA) when no appropriate public educational services are available within the Charter Local Education Agency (LEA), neighboring counties or SELPAs, or state special schools. The Charter LEA Governing Board may approve the contract with state certified NPS/NPA to provide special education services or facilities when an appropriate public education program is not available. When entering into contracts with a NPS/NPA, the Charter LEA shall consider the needs of the individual child with a disability and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of children placed in NPS/NPA programs towards the goals identified in each child's IEP. Nonpublic, nonsectarian school (NPS) services can be used when the resources available to the Charter LEA staff are not sufficient to adequately identify the child's needs. When a Charter LEA places a child with a disability with a NPS/NPA provider, the Charter LEA must verify through the Charter SELPA that the NPS/NPA provider is California Department of Education (CDE) certified. NPS/NPA must meet the following CDE standards:

- The agency has adequately trained personnel;

Section B: Governance and Administration

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Description:

• The agency has appropriate facilities and equipment; and • The agency meets health, fire, and safety standards.

The SELPA Program Manager for Compliance/Non-Public School Coordinator will annually monitor NPS' for compliance with the provisions set forth in Assembly Bill (AB) 1858. AB 1858 includes requirements for NPS' that provide special education and related services to children with disabilities residing in a Licensed Children's Institution (LCI) or in Foster Family Homes (FFH).

Every attempt will be made to assure student progress so that a child may ultimately be able to return to some form of public school program. It is the Charter LEA's responsibility to monitor the progress of children placed in NPS programs. The SELPA Program Manager for Compliance shall act as a liaison between the Charter SELPA, the Charter LEA, and the NPS as needed.

Children with disabilities may be enrolled concurrently in both public and NPS services, provided one is the major enrollment and the other is supplemental. This determination will be made by the Charter LEA IEP team based upon the educational needs of the child and will be provided only when this arrangement best meets these needs.

The Charter LEA will consider nonpublic placement and/or services for all children who require such services in order to benefit from their educational program as determined by the IEP team. In order to ensure that the child is being provided such a program within the Least Restrictive Environment (LRE), the IEP team shall utilize such NPS/NPA services only after exploring all public school program alternatives.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Document Title:

DMCS Chapter 4: Procedural Safeguards

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

Description:

As members of the DMCS, each Charter LEA desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The DMCS will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The DMCS may facilitate collaboration with the county jails as requested. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

Coversheet

Presentation of Encore 2024-27 Local Control Accountability Plan (LCAP)

Section: V. Curriculum and Instruction
Item: E. Presentation of Encore 2024-27 Local Control Accountability Plan
(LCAP)
Purpose: Discuss
Submitted by:
Related Material:
2024_Local_Control_and_Accountability_Plan_Encore_Education_Corporation_20240610.pdf

ENCORE



Junior & Senior High School for the Arts

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
Encore Jr. & Sr. High School for the Arts	Dr. Sabrina Bow Executive Director	sbow@encorehighschool.com 760-956-2632

Plan Summary [2024-25]

General Information

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

Encore Education Corporation is a nonprofit 501c3 that operates a single public charter school in Hesperia California, located in San Bernardino County: Encore Jr. & Sr. High School for the Performing and Visual Arts. Established in 2008 and continuously authorized by Hesperia Unified School District, Encore provides a rigorous educational program marked by visual and performing arts, college preparatory academics, and career technical education (CTE) pathways. In the 2023-24 year, Encore enrolled approximately 550 students. The school operates on its own campus, an 8-acre site complete with 22 buildings including a theater and big top facility.

Reflections: Annual Performance

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

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
------------------------	------------------------

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

Encore continues to engage its educational partners in a variety of ways. The school's School Site Council and English Learner Advisory Committee, as well as regular Coffee with the Principal meetings facilitate feedback on the school's programs and operations. In the 2023-24 year, Encore completed its Self Study Report as part of the accreditation process through WASC. The report was a collaborative effort among teachers and staff. The WASC Visiting Committee conducted staff and parent focus groups as part of its review. Analysis of the School's performance mathematics on the SBAC exams catalyzed the development of a math strategic plan which includes adoption of new curriculum, computer-based intervention, and tutoring. Additionally, the Schoolwide Action Plan cites enrollment growth, mitigating chronic absenteeism, strengthening home-school connections, increasing the level of student performance on CAASP, and professional development in curriculum and instruction as the top priorities for the upcoming school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Encore will ensure a clean, safe, and modern physical environment for teaching and learning-- including all classrooms, restroom/auxiliary, campus, and administrative spaces as measured by the Facilities and Inspection Tool demonstrating Satisfactory or above in all areas.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
--

An explanation of why the LEA has developed this goal.

Because the building and campus spaces are an integral part of effective learning conditions, it is imperative the school maintains a physical environment that is safe, secure, accessible, and comfortable for all stakeholders. Encore has included this goal to ensure the campus and physical buildings/structures are maintained for optimal learning conditions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities Inspection Tool (FIT)	Satisfactory or above in all areas			Satisfactory or above in all areas	
1.2	Health Department Reports for Kitchen/Cafeteria spaces	A Rating (94 out of 100)			A Rating (90 or better out of 100)	
1.3	Williams Report	No major deficiencies			No major deficiencies	

Goal Analysis [2023-24]

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Physical Plant	Maintain all physical plant systems--HVAC, electrical, plumbing, kitchen, etc.		No
1.2	Monthly facility inspection	Monthly facility inspection to proactively identify repair or replacement needs.		No
1.3	Classroom furniture and storage	Replace or repurpose furniture and storage systems to create intentional teaching environment.		No
1.4	Janitorial Services	Contract with janitorial vendor to ensure regular cleaning of offices, classrooms, and auxiliary spaces		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Encore will provide a rigorous and relevant instructional program that enables highly-qualified teachers to provide CA CCSS- aligned instruction to all students, including subgroups, that appropriately prepares all students for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The teaching and learning landscape post-pandemic looks very different than it did pre-pandemic. The return to in-person instruction after a 15+ month hiatus has highlighted the importance of providing a sound academic foundation for all students that leverages full alignment with the CA Common Core state standards. The value of Encore's educational program does not lie solely in our robust performing arts curriculum, but just as equally in our core academic program that provides students with college and career readiness. Encore will achieve this through student completion of a rigorous curriculum that emphasizes active engagement in their learning through the Four C's of 21st century education: Critical thinking, Creative thinking, Communication, and Collaboration. To develop and sustain our programs, we need highly-qualified teachers for all learners whom we hold accountable for improved academic achievement year over year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Access to standards-based curriculum (per Williams Report)	100% students			100% students	
2.2	Implementation of standards-based curriculum (per board adopted curriculum and invoices)	100% courses			100% courses	
2.3	Teacher assignments (per CalSAAS)	2022-23 Schoolwide assignments = 268			No misassignments	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total misassignments = 35 ** General Education: 21 ** English Language Development: 12 ** CTE: 2				
2.4	Employment of general and special education instructional aides (per Annual Staff Roster)	2023-24: Staff roster included three special education aides and two general education instructional aides.			Staffing plan to include special education and general education instructional aides.	

Goal Analysis [2023-24]

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Coursework	All CTE courses will be guided by course outlines that include the required number of hours and content standards.		No
2.2	A-G Coursework	School ensures all students including ELs, SWDs, and other sub-groups are enrolled in and successfully complete appropriate A-G courses with a "C" grade or better that prepare them for college or career success		No
2.3	CA CCSS-aligned Curriculum	School adopts and implements standards-aligned core curriculum in Mathematics, English Language Arts, Social Science, Science, CTE		No
2.4	Highly Qualified Teachers	Recruit and maintain highly qualified teachers with valid CA credentials who are appropriately assigned		No
2.5	Teachers of ELLs	Recruit and retain teachers with appropriate EL authorization for their assignment		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Encore will foster and sustain a safe, supportive, and welcoming learning environment for students, staff, and parents/families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Given the disruptions and unique experiences of the recent school years, additional efforts need to be implemented to re-engage students and stakeholders. Encore recognizes that parent and community involvement cannot remain as "random acts of family involvement," as coined by Kate Gill Kressley (2016), but must rather be an intentional and coordinated program of collaboration within and across school and community partnerships. The school will accomplish this through working to increase parent involvement through the School Site Council and English Learner Advisory Committees, improving Stakeholder Survey scores, improving attendance rates by decreasing chronic absenteeism, and improving teacher instructional knowledge and capacities to better plan for diverse learners (UDL), and through targeted PD on school culture to empower teachers to foster supportive learning environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Continued implementation of School Site Council (SSC) with requisite membership (parents, teachers, staff, administrators)	SSC formed in 2022-23. Seven SSC meetings held in 2023-24.			Fully implemented SSC.	
3.2	Continued implementation of English Learner Advisory Committee (ELAC) with	ELAC formed in 2021-22. Three ELAC meetings held in 2023-24.			Fully implemented ELAC.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requisite membership (parents of EL students, teachers, administrators)					
3.3	Participation of at least 30 parents/caregivers in each Open Principal's Meeting.	Open Principal's Meeting held monthly (10x) August 2023 - May 2024.			Monthly Open Principal's Meeting with at least 30 parents/caregivers in attendance.	
3.4	Chronic absenteeism (per the CA School Dashboard)	2023: 29.8% chronically absent			Chronic absenteeism rate of 15% or less.	
3.5	Student and Family Satisfaction Survey				Student Satisfaction Surveys show 75% satisfaction rate for school safety, school climate, and educational and enrichment opportunities, with a minimum response rate of 75%	
3.6	Family Satisfaction Survey				Family Satisfaction Surveys show 75% satisfaction rate for school safety, school climate, and educational and enrichment opportunities, with a minimum response rate of 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Employee Satisfaction Survey				Teacher/Staff Satisfaction Surveys show 75% satisfaction rate for school safety, school climate, educational and enrichment opportunities, and staff retention with a minimum response rate of 75%	
3.8	Regular professional development aligned to Encore's Professional Learning Priorities	In the 2023-24 year, Encore implemented four pupil free data days. In 2024-25, Encore will implement weekly PD on Wednesday (modified bell schedule)			Annual professional development calendar provides opportunities for training in our Professional Learning Priorities: (1) Student Self-Assessment and Progress Monitoring (2) Student Voice and Choice (3) Clear Expectations and Systems of Accountability (4) Leadership through Collaboration, (5) Supporting English Learners	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(6) Career Technical Education	

Goal Analysis [2023-24]

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Site Council (SSC) and English Learner Advisory Committee (ELAC)	Convene SSC (School Site Council) and ELAC (English Learner Advisory Committee) meetings with agendas and sign-in sheets		No
3.2	School-Family Connections	Foster and maintain strong School-Family Connections, including Coffee or Evening with the Principal, Concert in the Park family-community events,		No

Action #	Title	Description	Total Funds	Contributing
		and other School or Community Events. Utilize website, social media, and mass communication platforms e.g. Parent Square		
3.3	Student Attendance Plan	Develop and implement Student Attendance Plan to improve attendance rates, including implementation of Student Attendance Review processes.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Encore will maintain strong student achievement and outcomes for all students and sub-groups so that all students are prepared for post-high school success and graduating with options and opportunities	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Encore recognizes the data on our California Dashboard shows a high graduation rate but low achievement rates for our students. At Encore, we feel a sense of urgency to better align these metrics by providing all students with a rigorous college-ready academic program that accurately reflects their skills as 21st century thinkers, doers, and communicators. Additionally, Encore affirms the importance of college and career readiness, where "readiness" means more than mere academic proficiency. Research shows that 4 out of 10 students who transition to college or university are not ready for the level of coursework expected in higher education, and who therefore require remedial classes that add up to additional tuition fees and often a prolonged timeline to graduation. As well, lack of preparation at the start of a student's higher education is indicative of a larger trend: high drop out rates and failure to graduate from the institute of higher education. Only 29% of students taking one or two remedial classes go on to earn their college degree, with almost 38% failing to graduate within four years. Encore's efforts are aimed at reducing this "readiness gap" for its students, providing them with an education worthy of college and career readiness accolades. Encore's graduates will be resilient and resourceful information processors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	College and Career Readiness (per CA School Dashboard)	2023-: 46.4% of Encore graduates who placed in the "Prepared" level on the College/Career Indicator.			75% or better categorized as "Prepared"	
4.2	Graduation rate (per CA School Dashboard)	2023: 96.4% graduated			Graduation rate of 98% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Percentage of students at Met/Exceeded Standards or Distance from Standard on annual CAASPP English Language Arts assessment (CA Dashboard)	2022 Dashboard: 53.2 points below standard 2023 Dashboard: 35.2 points below standard			Reach points above standard schoolwide and for all subgroups	
4.4	Percentage of students at Met/Exceeded Standards or Distance from Standard on annual CAASPP Math assessment (CA Dashboard)	2023 Dashboard: 122.9 points below standard 2022 Dashboard: 135.6 points below standard			Reach points above standard schoolwide and for all subgroups	
4.5	English Learner Progress Indicator (CA School Dashboard)	2023: 46.4% making progress towards English language proficiency			75% or better making progress toward English language proficiency	

Goal Analysis [2023-24]

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Academic Plans	Counselors will develop and monitor a 4-year high school academic plan for all students, and grade check monitoring for all students in grades 7 and 8.		No
4.2	SBAC-aligned Assessments/ ELA and Math	SBAC-aligned Mid-terms and Final Exams in all ELA and Math core classes supported by formative use of ICAs, IABs and FIABs.		No
4.3	SBAC-aligned Assessments Other Core & CTE Classes	SBAC-aligned assessments for all other core and CTE classes in support of CaCCSS literacy standards		No
4.4	Academic Supports	Implementation of intervention programs (e.g., differentiated instruction, small group instruction, after-school tutoring, Saturday School, Summer School) for sub-groups, computer based intervention programs e.g. Read 180, Afficient Math		No
4.5	NWEA MAP benchmark assessments	Administer NWEA Benchmarks (fall, winter, spring all cohorts 7-11) with reflective data analysis after each administration to determine appropriate instructional adjustments and interventions for greater student achievement		No
4.6	RFEP Monitoring	Monitor RFEP achievement and adjust instruction and/or academic plans as appropriate to ensure student success		

Action #	Title	Description	Total Funds	Contributing
4.7	Reclassification of English Learners	Implement English Learner Master Plan to assess student readiness for reclassification to Fluent English Proficient (FEP)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Encore will recruit and maintain professionals and programs that support the socio-emotional well-being of students and their families, and will ensure that all students are adequately supported academically and socio-emotionally.	

State Priorities addressed by this goal.

<p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
--

An explanation of why the LEA has developed this goal.

<p>Encore believes that all students must have access to our full program, including subgroups and expelled and foster youth. Both research and local data indicate a trend of drops in enrollment for K-12 schooling, and it is up to each LEA and school site to ensure they offer compelling programs of study that are equitably provided to and accessible by all enrolled learners. Encore will achieve this imperative by offering supports such as counseling for special populations, homeless youth, foster youth, or expelled youth, and by training teachers in trauma-informed practices, socio-emotional learning pathways, and restorative justice.</p>
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Disciplinary referrals (per Aeries)					
5.2	Suspension rate (per CALPADS, CA School Dashboard)					
5.3	Expulsion rate (per CALPADS, CA School Dashboard)					
5.4	Counseling and mental health services	2023-24: Encore employed three counselors to serve all			Staffing plan to continue including counselors (300:1	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students and one school psychologist, in addition to services provided by outside counseling agencies.			ratio) and a school psychologist. Continued coordination with outside counseling agencies.	

Goal Analysis [2023-24]

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Trauma-informed practices	Implement Trauma-informed practices schoolwide through training and on-going professional development and coaching		No

Action #	Title	Description	Total Funds	Contributing
5.2	Social Emotional Learning (SEL) Practices	Implement Socio-Emotional Learning (SEL) practices school- wide through training and on-going professional development and coaching		No
5.3	JEDI Practices	Implement JEDI (Justice, Equity, Diversity, & Inclusion) training for teachers, administrators, and families		No
5.4	Mental Health Supports	Develop and implement a student survey to identify and address student mental health concerns, and provide access to resources and strategies for improved student agency, including but not limited to Peer Mentoring		No
5.5	Wrap-around services	School will provide in-house and outside-agency counseling services for wrap-around socio-emotional interventions, such as Student/Family Success Teams, for students and/or their families		No
5.6	Restorative Justice	Implement Restorative Justice frameworks, and Positive Behavioral Interventions and Support (PBIS). Encore will build and sustain school-wide practices, policies, and systems that support and sustain equitable, humane, dignified and relation-based interventions.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

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
	0.000%	\$0.00	

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

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

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$0.00						

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Physical Plant	All	No												
1	1.2	Monthly facility inspection	All	No												
1	1.3	Classroom furniture and storage	All	No												
1	1.4	Janitorial Services	All	No												
2	2.1	CTE Coursework	All	No				Yearlong								
2	2.2	A-G Coursework	All	No												
2	2.3	CA CCSS-aligned Curriculum	All	No												
2	2.4	Highly Qualified Teachers	All	No												
2	2.5	Teachers of ELLs	All	No												
3	3.1	School Site Council (SSC) and English Learner Advisory Committee (ELAC)	All	No												
3	3.2	School-Family Connections	All	No												
3	3.3	Student Attendance Plan	All	No												
4	4.1	Student Academic Plans	All	No												

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
4	4.2	SBAC-aligned Assessments/ ELA and Math	All	No												
4	4.3	SBAC-aligned Assessments Other Core & CTE Classes	All	No												
4	4.4	Academic Supports	All	No												
4	4.5	NWEA MAP benchmark assessments	All	No												
4	4.6	RFEP Monitoring	English Learners			English Learners										
4	4.7	Reclassification of English Learners	English Learners			English Learners	All Schools									
5	5.1	Trauma-informed practices	All	No												
5	5.2	Social Emotional Learning (SEL) Practices	All	No												
5	5.3	JEDI Practices	All	No												
5	5.4	Mental Health Supports	All	No												
5	5.5	Wrap-around services	All	No												
5	5.6	Restorative Justice														

2024-25 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
			0.000%		\$0.00	0.000%	0.000 %	Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.6	RFEP Monitoring			English Learners			
4	4.7	Reclassification of English Learners			English Learners	All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,040,166.00	\$0.00

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	Physical Plant	No	\$250,000.00	
1	1.2	Classroom furniture and storage	No		
1	1.3	Janitorial/Custodial Staff	No	\$25,000.00	
1	1.4	Restroom Maintenance	No		
2	2.1	A-G Coursework	No	\$50,000.00	
2	2.2	CA CCSS-aligned Curriculum	No	\$50,000.00	
2	2.3	Curriculum Coaching and Training	No	\$282,166.00	
2	2.4	Highly Qualified Teachers	No	\$2,400,000.00	
2	2.5	Teachers of ELLs	No	0	
2	2.6	Instructional Aides			
3	3.1	SSC and ELAC	No	\$1,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	School-Family Connections	No	\$12,000.00	
3	3.3	SARB	No	\$200,000.00	
3	3.4	Student Attendance Plan	No	\$100,000.00	
3	3.5	Salary Scale	No	\$140,000.00	
3	3.6	Stakeholder Satisfaction			
3	3.7	Teacher Satisfaction			
3	3.8	UDL			
3	3.9	PD and Coaching			
4	4.1	Student Academic Plans	No	\$30,000.00	
4	4.2	SBAC-aligned Assessments/ ELA and Math	No		
4	4.3	SBAC-aligned Assessments Other Core & CTE Classes	No	\$150,000.00	
4	4.4	Academic Supports	Yes		
4	4.5	NWEA Benchmark Implementation	No		
4	4.6	LTEL Curriculum	No		
4	4.7	EL Consultant	Yes	\$25,000.00	

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)
4	4.8	RFEP Monitoring	No		
5	5.1	Trauma-informed Practices	Yes		
5	5.2	SEL Practices	No		
5	5.3	JEDI Practices	No		
5	5.4	Restorative Justice	Yes	\$325,000.00	
5	5.5	Counselors and Psychologist.			
5	5.6	Wrap-around Services			
5	5.7	Mental Health Supports			

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$850,000.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Academic Supports	Yes	\$200,000.00			
4	4.7	EL Consultant	Yes	\$25,000.00			
5	5.1	Trauma-informed Practices	Yes	\$300,000.00			
5	5.4	Restorative Justice	Yes	\$325,000.00			

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
5839931		0	0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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.

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.
- 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.

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* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ▪ 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

- 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.
- 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.

- 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.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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 2023

Coversheet

Approval of April 2024 Financials

Section: VI. Budget and Finance
Item: A. Approval of April 2024 Financials
Purpose: Vote
Submitted by:
Related Material: Apr '24 Encore Financial Report.pdf

ENCORE



Junior & Senior High School for the Arts

FINANCIAL REPORT AS OF: APRIL 30, 2024

PROVIDED BY: ICON School Management



BALANCE SHEET

Description	Actual Apr 2024
ASSETS	
Current Assets	
Cash	\$ 1,267,911.98
Accounts Receivable	614,239.49
Prepaid Expenditures (Expenses)	133,159.99
Total Current Assets	2,015,311.46
Deposits	1,500.00
Fixed Assets, Net of Depreciation	715,184.38
Right-To-Use Lease	16,682,396.40
Total Assets	\$19,414,392.24
LIABILITIES & NET ASSETS	
Current Liabilities	
Accounts Payables	\$ 116,365.76
Accrued Liabilities	376,550.51
Unearned Revenues	78,626.53
Total Current Liabilities	571,542.80
Long-Term Debt	15,168,604.20
Total Liabilities	15,740,147.00
Net Assets	
Economic Uncertainty (5%)	539,982.00
Net Investment in Cap. Assets	715,184.38
Unrestricted	2,419,078.86
Total Net Assets	3,674,245.24
Total Liabilities & Net Assets	\$19,414,392.24

- Account receivables include mainly State Aid and 22-23 revenue which has not been received as of Apr. 30th.
- Prepaid expenses – expenses incurred in prior periods and allocated on a month-to-month basis during the 23-24 FY.
- Accounts Payable – No issues noted.
- Accrued Liabilities – Payroll, payroll tax, and retirement contribution related to previous months.
- Unearned Revenue – minor grants that were received in prior years and will recognize as revenue when spent this year.



CASH ANALYSIS

- \$1.7M received for 22-23 LCFF (received in July)
- \$972K received for Employee Retention Credit (received in July)

	Apr 2024	Mar 2024	Jun 2023
Operating (CHASE)	\$ 1,171,045.46	\$ 930,376.01	\$ -
Operating (Wells Fargo)	-	-	1,448,082.58
ASB (Wells Fargo)	-	-	76,987.03
Cash in Banks - Umpqua Bank	4,918.67	4,946.69	(359.48)
CHASE ASB (8916)	86,121.27	88,053.49	-
Emburse - Operations	5,826.58	4,631.30	
Total Cash in Banks	1,267,911.98	1,028,007.49	1,524,710.13
Days of Cash on Hand	45	37	48

PROFIT & LOSS (YTD)

- LCFF revenues consist of three different funding sources; State Aid, EPA, and In-Lieu of Property tax.
- Federal Revenue is made up of the Employee Retention Credit, ESSER Funding, and Cafeteria Program.
- Expenses appear to fall within budgetary guidelines.

Description	Actual YTD Apr 2024
REVENUES	
LCFF Revenues	\$ 5,369,573
Federal Revenues	1,420,375
State Revenues	1,066,896
Local Revenues	170,975
Total Revenues	8,027,819
EXPENDITURES	
Certificated Salaries	2,282,920
Classified Salaries	1,263,143
Employee Benefits	1,357,391
Books & Supplies	677,201
Services and Operations	3,286,341
Capital Outlay	124,009
Total Expenditures	8,991,006
NET INCOME (LOSS)	\$ (963,187)



BUDGET COMPARISON (YTD)

Description	Actual Apr 2024	2nd Interim Budget	% Used
REVENUES			
LCFF Revenues	\$ 5,369,573	\$ 6,601,842	81.33%
Federal Revenues	1,420,375	1,978,396	71.79%
State Revenues	1,066,896	1,673,670	63.75%
Local Revenues	170,975	180,000	94.99%
Total Revenues	8,027,819	10,433,908	76.94%
EXPENDITURES			
Certificated Salaries	2,282,920	2,807,987	81.30%
Classified Salaries	1,263,143	1,426,766	88.53%
Employee Benefits	1,357,391	1,555,874	87.24%
Books & Supplies	677,201	622,000	108.87%
Services and Operations	3,286,341	3,860,048	85.14%
Capital Outlay	124,009	150,000	82.67%
Total Expenditures	8,991,006	10,422,675	86.26%
NET INCOME (LOSS)	\$ (963,187)	\$ 11,233	-8574.62%

- LCFF appears to be on track with 81.33% received by the end of April.
- Expenses, in some areas, are starting to trend higher than expected budget. See Estimated Actuals.



ESTIMATED ACTUALS (YTD)

Description	Estimated Actuals	2nd Interim Budget	Variance
REVENUES			
LCFF Revenues	\$ 6,606,034	\$ 6,601,842	100.06%
Federal Revenues	1,999,490	1,978,396	101.07%
State Revenues	1,666,188	1,673,670	99.55%
Local Revenues	187,605	180,000	104.22%
Total Revenues	10,459,316	10,433,908	100.24%
EXPENDITURES			
Certificated Salaries	2,698,706	2,807,987	96.11%
Classified Salaries	1,513,590	1,426,766	106.09%
Employee Benefits	1,612,290	1,555,874	103.63%
Books & Supplies	738,569	622,000	118.74%
Services and Operations	3,885,944	3,860,048	100.67%
Capital Outlay	150,154	150,000	100.10%
Total Expenditures	10,599,254	10,422,675	101.69%
NET INCOME (LOSS)	\$ (139,938)	\$ 11,233	-1245.78%

- Constant monthly analysis of the financials
- Shows where revenue is expected to exceed or fall short of Budgeted Projections
- Shows where expenses are expected to meet or exceed budgetary projections



OTHER MATTERS

- Check Register has been provided. Nothing noted in the monthly Check Registers.

ENCORE EDUCATION CORPORATION
BALANCE SHEET
AS OF APRIL 30, 2024

FUND: 0971 - ENCORE JR./SR. HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

		Total
ASSETS		
9122	Umpqua Bank	\$ 4,918.67
9123	CHASE Operating (8332)	1,171,045.46
9124	CHASE ASB (8916)	86,121.27
9130	Revolving Cash Account - Operations	5,826.58
9290	Due from Grantor Governments	614,239.49
9330	Prepaid Expenditures (Expenses)	133,159.99
9340	Deposits	1,500.00
9430	Buildings	217,828.04
9435	Accumulated Depreciation - Buildings	(35,760.44)
9440	Equipment	2,261,989.35
9445	Accumulated Depreciation - Equipment	(1,786,976.57)
9450	Work in Progress	58,104.00
9460	Lease Assets	15,702,957.28
9461	Lease Adj for SL Amortization	1,212,101.66
9465	Accumulated Amortization - Lease Assets	(232,662.54)
TOTAL ASSETS		<u><u>\$ 19,414,392.24</u></u>
 LIABILITIES AND EQUITY		
LIABILITIES		
9500	Accounts Payable (Current Liabilities)	\$ 116,365.76
9501	Accrued Liabilities	47,207.91
9504	PERS Payable	20,658.22
9505	STRS Payable	36,066.92
9506	403(B) Payable	12,100.00
9508	FSA Payable	3,904.50
9590	Due to Grantor Governments	256,612.96
9650	Unearned Revenue	78,626.53
9667	Lease Payable	15,168,604.20
TOTAL LIABILITIES		<u><u>15,740,147.00</u></u>
 EQUITY		
9791	Beginning Balance	4,840,003.87
9793	Audit Adjustments	(208,119.93)
9795	Other Restatements	5,548.03
	Net Income (Loss)	(963,186.73)
TOTAL EQUITY		<u><u>3,674,245.24</u></u>
TOTAL LIABILITIES AND EQUITY		<u><u>\$ 19,414,392.24</u></u>

ENCORE EDUCATION CORPORATION
PROFIT & LOSS STATEMENT
JULY 01, 2023 THROUGH APRIL 30, 2024
FUND: 0971 - ENCORE JR./SR. HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

		YTD
REVENUES		
8011	LCFF State Aid - Current Year	\$ 3,731,690.00
8012	Education Protection Account State Aid - Current Year	1,431,845.00
8019	LCFF/Revenue Limit State Aid - Prior Years	4,192.00
8096	Transfers to Charter Schools in Lieu of Property Taxes	201,846.00
8010-8099	LCFF Sources	<u>5,369,573.00</u>
8220	Child Nutrition Programs	176,465.73
8290	All Other Federal Revenue	271,596.00
8299	All Other Federal Revenue	972,313.02
8100-8299	Federal Revenue	<u>1,420,374.75</u>
8311	Other State Apportionments - Current Year	320,210.00
8520	Child Nutrition	170,738.38
8550	Mandated Cost Reimbursements	24,614.00
8560	State Lottery Revenue	56,410.47
8590	All Other State Revenue	494,923.64
8300-8599	Other State Revenue	<u>1,066,896.49</u>
8696	Fundraising	604.72
8699	All Other Local Revenue	170,369.81
8600-8799	Other Local Revenue	<u>170,974.53</u>
	TOTAL, REVENUES	<u>8,027,818.77</u>
EXPENSES		
1100	Certificated Teachers' Salaries	1,676,074.96
1200	Certificated Pupil Support Salaries	243,794.64
1300	Certificated Supervisors' and Administrators' Salaries	363,050.67
1000-1999	Certificated Salaries	<u>2,282,920.27</u>
2100	Classified Instructional Salaries	206,071.48
2200	Classified Support Salaries	439,451.36
2300	Classified Supervisors' and Administrators' Salaries	500,597.64
2400	Clerical, Technical and Office Staff Salaries	117,022.79
2000-2999	Classified Salaries	<u>1,263,143.27</u>
3101	State Teachers' Retirement System, certificated positions	357,876.55
3102	State Teachers' Retirement System, classified positions	29,337.33
3201	Public Employees' Retirement System, certificated positions	92,160.34
3202	Public Employees' Retirement System, classified positions	287,672.30
3301	OASDI/Medicare/Alternative, certificated positions	55,495.48
3302	OASDI/Medicare/Alternative, classified positions	85,333.77
3401	Health & Welfare Benefits, certificated positions	356,990.16
3501	State Unemployment Insurance, certificated positions	24,834.92
3502	State Unemployment Insurance, classified positions	3,738.90
3601	Workers' Compensation Insurance, certificated positions	59,147.78
3602	Workers' Compensation Insurance, classified positions	4,802.97
3000-3999	Employee Benefits	<u>1,357,390.50</u>
4100	Approved Textbooks and Core Curricula Materials	128,055.25
4200	Books and Other Reference Material	11,134.83

ENCORE EDUCATION CORPORATION
PROFIT & LOSS STATEMENT
JULY 01, 2023 THROUGH APRIL 30, 2024
FUND: 0971 - ENCORE JR./SR. HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

		YTD
4300	Materials and Supplies	17,543.97
4310	Instructional Materials and Supplies	36,291.46
4320	Office Supplies	26,646.17
4330	Office Supplies	3,953.02
4340	Student Events	67,577.25
4370	Janitorial Supplies	19,609.17
4380	Kitchen Supplies	38,790.12
4390	Other Supplies	669.45
4400	Noncapitalized Equipment	91,551.31
4700	Food	235,378.80
4000-4999	Books and Supplies	677,200.80
5200	Travel and Conferences	8,685.77
5210	Travel	2,658.05
5300	Dues and Memberships	31,279.01
5400	Insurance	267,809.51
5500	Operations and Housekeeping Services	13,677.64
5510	Utilities	252,663.32
5520	Janitorial Services	37,783.62
5600	Rentals Leases, Repairs and Noncapitalized Improvements	800,018.93
5610	Rent, parking, other occupancy	121.74
5620	Equipment Leases	16,542.15
5630	Maintenance & Repair	86,241.06
5640	Repairs	3,229.21
5800	Professional/Consulting Services and Operating Expenditures	140,575.26
5810	Legal	127,866.94
5811	Instructional Consultants	1,296.00
5813	Business Services	113,000.00
5815	Bank Charges	4,200.17
5816	Payroll Fees	16,135.18
5820	Audits	22,732.50
5830	Non-Instructional Software Licenses/Fees	12,895.98
5835	Field Trips - Bus Transportation	27,080.88
5840	Advertising & Recruitment	94,985.72
5860	Service Fees	6,650.83
5862	SBC Tax Collector	8,340.90
5864	Fuel Costs	3,917.14
5865	Bus Transportation	791,920.80
5870	Fingerprinting	1,812.81
5880	Instructional Vendors & Consultants	42,905.59
5890	Substitute Teachers	182,638.00
5900	Communications	2,458.50
5910	Telephone	18,426.72
5913	Internet	15,610.19
5930	Postage, shipping, delivery	1,221.20
5940	Technology Services	128,960.00

**ENCORE EDUCATION CORPORATION
 PROFIT & LOSS STATEMENT
 JULY 01, 2023 THROUGH APRIL 30, 2024
 FUND: 0971 - ENCORE JR./SR. HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS**

		YTD
5000-5999	Services and Other Operating Expenses	3,286,341.32
6900	Depreciation Expense	124,009.34
6000-6999	Depreciation	124,009.34
	TOTAL, EXPENSES	8,991,005.50
 NET INCREASE (DECREASE) IN NET POSITION		 \$ (963,186.73)

**ENCORE EDUCATION CORPORATION
PROFIT & LOSS STATEMENT
JULY 01, 2023 THROUGH APRIL 30, 2024
FUND: 0971 - ENCORE JR./SR. HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS**

		YTD	2ND INTERIM	%
REVENUES				
8011	LCFF State Aid - Current Year	\$ 3,731,690.00	\$ 4,647,304.00	80.30%
8012	Education Protection Account State Aid - Current Year	1,431,845.00	1,746,270.00	81.99%
8096	Transfers to Charter Schools in Lieu of Property Taxes	201,846.00	208,268.00	96.92%
8010-8099	LCFF Sources	5,369,573.00	6,601,842.00	81.33%
8181	Special Education - Entitlement	-	47,911.00	0.00%
8220	Child Nutrition Programs	176,465.73	200,732.00	87.91%
8290	All Other Federal Revenue	271,596.00	483,836.00	56.13%
8299	All Other Federal Revenue	972,313.02	1,245,917.00	78.04%
8100-8299	Federal Revenue	1,420,374.75	1,978,396.00	71.79%
8311	Other State Apportionments - Current Year	320,210.00	447,542.00	71.55%
8520	Child Nutrition	170,738.38	254,197.00	67.17%
8550	Mandated Cost Reimbursements	24,614.00	24,732.00	99.52%
8560	State Lottery Revenue	56,410.47	131,161.00	43.01%
8590	All Other State Revenue	494,923.64	816,038.00	60.65%
8300-8599	Other State Revenue	1,066,896.49	1,673,670.00	63.75%
8696	Fundraising	604.72	500.00	120.94%
8699	All Other Local Revenue	170,369.81	179,500.00	94.91%
8600-8799	Other Local Revenue	170,974.53	180,000.00	94.99%
	TOTAL, REVENUES	8,027,818.77	10,433,908.00	76.94%
				N/A
EXPENSES				
				N/A
1100	Certificated Teachers' Salaries	1,676,074.96	2,055,164.00	81.55%
1200	Certificated Pupil Support Salaries	243,794.64	228,814.00	106.55%
1300	Certificated Supervisors' and Administrators' Salaries	363,050.67	524,009.00	69.28%
1000-1999	Certificated Salaries	2,282,920.27	2,807,987.00	81.30%
2100	Classified Instructional Salaries	206,071.48	196,084.00	105.09%
2200	Classified Support Salaries	439,451.36	354,403.00	124.00%
2300	Classified Supervisors' and Administrators' Salaries	500,597.64	662,699.00	75.54%
2400	Clerical, Technical and Office Staff Salaries	117,022.79	213,580.00	54.79%
2000-2999	Classified Salaries	1,263,143.27	1,426,766.00	88.53%
3101	State Teachers' Retirement System, certificated positions	357,876.55	488,970.00	73.19%
3102	State Teachers' Retirement System, classified positions	29,337.33	22,949.00	127.84%
3201	Public Employees' Retirement System, certificated positions	92,160.34	39,000.00	236.31%
3202	Public Employees' Retirement System, classified positions	287,672.30	375,717.00	76.57%
3301	OASDI/Medicare/Alternative, certificated positions	55,495.48	40,716.00	136.30%
3302	OASDI/Medicare/Alternative, classified positions	85,333.77	106,171.00	80.37%
3401	Health & Welfare Benefits, certificated positions	356,990.16	384,000.00	92.97%
3501	State Unemployment Insurance, certificated positions	24,834.92	10,080.00	246.38%
3502	State Unemployment Insurance, classified positions	3,738.90	7,812.00	47.86%
3601	Workers' Compensation Insurance, certificated positions	59,147.78	80,459.00	73.51%
3602	Workers' Compensation Insurance, classified positions	4,802.97	-	N/A
3000-3999	Employee Benefits	1,357,390.50	1,555,874.00	87.24%
4100	Approved Textbooks and Core Curricula Materials	128,055.25	127,000.00	100.83%
4300	Materials and Supplies	17,543.97	19,000.00	92.34%
4310	Instructional Materials and Supplies	36,291.46	40,000.00	90.73%
4320	Office Supplies	26,646.17	25,000.00	106.58%
4330	Office Supplies	3,953.02	5,000.00	79.06%
4340	Student Activities & Supplies (Include Field Trips)	67,577.25	55,000.00	122.87%
4370	Janitorial Supplies	19,609.17	22,000.00	89.13%
4380	Kitchen Supplies	38,790.12	40,000.00	96.98%
4390	Other Supplies	669.45	2,000.00	33.47%
4400	Noncapitalized Equipment	91,551.31	12,000.00	762.93%
4700	Food	235,378.80	275,000.00	85.59%
4000-4999	Books and Supplies	677,200.80	622,000.00	108.87%
5110	District Oversight Fee	-	66,018.00	0.00%
5200	Travel and Conferences	8,685.77	10,000.00	86.86%
5210	Travel	2,658.05	2,500.00	106.32%
5300	Dues and Memberships	31,279.01	30,000.00	104.26%
5400	Insurance	267,809.51	354,842.00	75.47%
5500	Operations and Housekeeping Services	13,677.64	12,000.00	113.98%
5510	Utilities	252,663.32	250,000.00	101.07%
5520	Janitorial Services	37,783.62	40,000.00	94.46%
5600	Rentals Leases, Repairs and Noncapitalized Improvements	800,018.93	990,480.00	80.77%
5610	Rent, parking, other occupancy	121.74	-	N/A
5620	Equipment Leases	16,542.15	15,000.00	110.28%

ENCORE EDUCATION CORPORATION
PROFIT & LOSS STATEMENT
JULY 01, 2023 THROUGH APRIL 30, 2024
FUND: 0971 - ENCORE JR./SR. HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

		YTD	2ND INTERIM	%
5630	Maintenance & Repair	86,241.06	90,000.00	95.82%
5640	Repairs	3,229.21	6,000.00	53.82%
5800	Professional/Consulting Services and Operating Expenditures	140,575.26	105,000.00	133.88%
5810	Legal	127,866.94	125,000.00	102.29%
5811	Instructional Consultants	1,296.00	-	N/A
5813	Business Services	113,000.00	135,600.00	83.33%
5815	Bank Charges	4,200.17	5,000.00	84.00%
5816	Payroll Fees	16,135.18	17,000.00	94.91%
5820	Audits	22,732.50	25,925.00	87.69%
5830	Non-Instructional Software Licenses/Fees	12,895.98	15,000.00	85.97%
5835	Field Trips - Bus Transportation	27,080.88	25,000.00	108.32%
5840	Advertising & Recruitment	94,985.72	105,000.00	90.46%
5860	Service Fees	6,650.83	7,500.00	88.68%
5861	Student Fees	-	53,542.00	0.00%
5862	SBC Tax Collector	8,340.90	8,341.00	100.00%
5864	Fuel Costs	3,917.14	5,000.00	78.34%
5865	Bus Transportation	791,920.80	868,800.00	91.15%
5870	Fingerprinting	1,812.81	1,500.00	120.85%
5880	Instructional Vendors & Consultants	42,905.59	86,000.00	49.89%
5890	Substitute Teachers	182,638.00	200,000.00	91.32%
5900	Communications	2,458.50	2,500.00	98.34%
5910	Telephone	18,426.72	25,000.00	73.71%
5913	Internet	15,610.19	32,000.00	48.78%
5930	Postage, shipping, delivery	1,221.20	3,500.00	34.89%
5940	Telephone & Telecommunications	128,960.00	141,000.00	91.46%
5000-5999	Services and Other Operating Expenses	3,286,341.32	3,860,048.00	85.14%
6900	Depreciation Expense	124,009.34	150,000.00	82.67%
6000-6999	Depreciation	124,009.34	150,000.00	82.67%
	TOTAL, EXPENSES	8,991,005.50	10,422,675.00	86.26%
				N/A
	NET INCREASE (DECREASE) IN NET POSITION	\$ (963,186.73)	\$ 11,233.00	-8574.62%

**ENCORE EDUCATION CORPORATION
PROFIT & LOSS ANALYSIS BY MONTH
JULY 01, 2023 THROUGH JUNE 30, 2024 (ACTUAL & BUDGET)**

Object	Description	Q1 23-24	Q2 23-24	Q3 23-24	Actual Apr'24	Budget May'24	Budget Jun'24	Accruals 2024	Estimated Balance	2nd Interim Budget	Difference
REVENUES											
8011	LCFF State Aid - Current Year	\$ 993,263.00	\$ 1,411,479.00	\$ 1,041,463.00	\$ 285,485.00	\$ 285,485.00	\$ 315,065.00	\$ 315,064.00	\$ 4,647,304.00	\$ 4,647,304.00	-
8012	Education Protection Account State Aid - Current Year	503,707.00	503,706.00	424,432.00	-	-	314,425.00	-	1,746,270.00	1,746,270.00	-
8019	LCFF/Revenue Limit State Aid - Prior Years	-	-	4,192.00	-	-	-	-	4,192.00	-	4,192.00
8096	Transfers to Charter Schools In Lieu of Property Taxes	77,465.00	62,888.00	61,493.00	-	6,422.00	-	-	208,268.00	208,268.00	-
8010-8099	LCFF Sources	1,574,435.00	1,978,073.00	1,531,580.00	285,485.00	291,907.00	629,490.00	315,064.00	6,606,034.00	6,601,842.00	4,192.00
8181	Special Education - Federal	-	-	-	-	-	-	47,911.00	47,911.00	47,911.00	-
8220	Child Nutrition Programs	44,952.08	71,269.19	60,244.46	-	21,600.00	-	22,058.00	220,123.73	200,732.00	19,391.73
8290	All Other Federal Revenue	153,464.00	-	113,997.00	4,135.00	36,707.00	-	181,370.00	489,673.00	483,836.00	5,837.00
8299	All Other Federal Revenue	972,313.02	-	-	-	-	-	269,468.98	1,241,782.00	1,245,917.00	(4,135.00)
8100-8299	Federal Revenue	1,170,729.10	71,269.19	174,241.46	4,135.00	58,307.00	-	520,807.98	1,999,489.73	1,978,396.00	21,093.73
8311	Other State Apportionments - Current Year	87,947.00	124,977.00	74,471.00	32,815.00	39,039.00	39,040.00	32,815.00	431,104.00	447,542.00	(16,438.00)
8520	Child Nutrition	96,366.08	39,890.23	33,678.21	803.86	12,820.20	-	12,137.00	195,695.58	254,197.00	(58,501.42)
8550	Mandated Cost Reimbursements	-	24,614.00	-	-	-	-	-	24,614.00	24,732.00	(118.00)
8560	State Lottery Revenue	24,435.88	31,974.59	-	-	-	-	57,281.58	113,692.05	131,161.00	(17,468.95)
8590	All Other State Revenue	8,945.00	12,711.00	48,033.00	425,234.64	205,906.00	105,071.50	95,181.00	901,082.14	816,038.00	85,044.14
8300-8599	Other State Revenue	217,693.96	234,166.82	156,182.21	458,853.50	257,765.20	144,111.50	197,414.58	1,666,187.77	1,673,670.00	(7,482.23)
8696	Fundraising	459.72	-	145.00	-	-	-	-	604.72	500.00	104.72
8699	All Other Local Revenue	81,407.70	47,893.40	35,329.24	5,739.47	8,314.00	8,316.41	-	187,000.22	179,500.00	7,500.22
8600-8799	Other Local Revenue	81,867.42	47,893.40	35,474.24	5,739.47	8,314.00	8,316.41	-	187,604.94	180,000.00	7,604.94
TOTAL, REVENUES		3,044,725.48	2,331,402.41	1,897,477.91	754,212.97	616,293.20	781,917.91	1,033,286.56	10,459,316.44	10,433,908.00	25,408.44
EXPENSES											
1100	Certificated Teachers' Salaries	298,938.05	582,827.20	595,722.52	198,587.19	196,600.00	98,300.00	-	1,970,974.96	2,055,164.00	84,189.04
1200	Certificated Pupil Support Salaries	46,447.76	71,844.32	79,969.92	45,532.64	27,700.00	13,850.00	-	285,344.64	228,814.00	(56,530.64)
1300	Certificated Supervisors' and Administrators' Salaries	87,140.04	119,010.06	119,416.89	37,483.68	39,668.00	39,668.00	-	442,386.67	524,009.00	81,622.33
1000-1999	Certificated Salaries	432,525.85	773,681.58	795,109.33	281,603.51	263,968.00	151,818.00	-	2,698,706.27	2,807,987.00	109,280.73
2100	Classified Instructional Salaries	34,313.63	76,379.44	73,283.57	22,094.84	24,350.00	12,175.00	-	242,596.48	196,084.00	(46,512.48)
2200	Classified Support Salaries	98,098.84	159,190.95	143,086.25	39,075.32	48,500.00	24,250.00	-	512,201.36	354,403.00	(157,798.36)
2300	Classified Supervisors' and Administrators' Salaries	133,514.81	174,199.98	161,374.31	31,508.54	50,100.00	55,072.00	-	605,769.64	662,699.00	56,929.36
2400	Clerical, Technical, and Office Staff Salaries	23,785.22	26,720.44	37,811.04	28,706.09	24,000.00	12,000.00	-	153,022.79	213,580.00	60,557.21
2000-2999	Classified Salaries	289,712.50	436,490.81	415,555.17	121,384.79	146,950.00	103,497.00	-	1,513,590.27	1,426,766.00	(86,824.27)
3101	State Teachers' Retirement System, Certificated Positions	65,277.37	122,620.01	125,072.91	44,906.26	41,800.00	20,900.00	-	420,576.55	488,970.00	68,393.45
3102	State Teachers' Retirement System, Classified Positions	7,839.04	11,726.34	9,771.95	-	-	-	-	29,337.33	22,949.00	(6,388.33)
3201	Public Employees' Retirement System, Certificated Positions	20,886.79	30,670.37	30,672.50	9,930.68	9,925.00	9,921.00	-	112,006.34	39,000.00	(73,006.34)
3202	Public Employees' Retirement System, Classified Positions	64,429.41	95,414.00	95,724.48	32,104.41	31,800.00	31,746.00	-	351,218.30	375,717.00	24,498.70
3301	OASDI/Medicare/Alternative, Certificated Positions	11,054.66	16,692.03	21,453.86	6,294.93	6,350.00	3,175.00	-	65,020.48	40,716.00	(24,304.48)
3302	OASDI/Medicare/Alternative, Classified Positions	18,609.96	27,869.79	29,779.35	9,074.67	9,211.00	4,605.50	-	99,150.27	106,171.00	7,020.73
3401	Health & Welfare Benefits, Certificated Positions	107,710.79	122,836.25	82,490.02	43,953.10	35,700.00	34,762.00	-	427,452.16	384,000.00	(43,452.16)
3402	Health & Welfare Benefits, Classified Positions	-	-	-	-	-	-	-	-	-	-
3501	State Unemployment Insurance, Certificated Positions	15,232.52	5,899.10	3,703.30	-	2,760.00	2,760.00	-	30,354.92	10,080.00	(20,274.92)
3502	State Unemployment Insurance, Classified Positions	65.66	1,049.28	2,606.39	17.57	415.00	415.00	-	4,568.90	7,812.00	3,243.10
3601	Workers' Compensation Insurance, Certificated Positions	13,633.51	33,009.24	12,981.00	4,327.00	4,327.00	4,327.00	-	72,604.75	80,459.00	7,854.25
3602	Workers' Compensation Insurance, Classified Positions	-	-	-	-	-	-	-	-	-	-
3000-3999	Employee Benefits	324,739.71	467,786.41	414,255.76	150,608.62	142,288.00	112,611.50	-	1,612,290.00	1,555,874.00	(56,416.00)
4100	Approved Textbooks & Core Curricula Materials	126,225.44	-	1,829.81	-	-	-	-	128,055.25	127,000.00	(1,055.25)
4200	Books and Other Reference Materials	-	-	-	11,134.83	-	-	-	11,134.83	-	(11,134.83)
4300	Material and Supplies	4,181.90	2,807.02	9,138.65	1,416.40	1,138.50	1,138.88	-	19,821.35	19,000.00	(821.35)
4310	Instructional Materials and Supplies	21,749.01	6,513.98	6,105.42	1,923.05	2,322.67	2,322.65	-	40,936.78	40,000.00	(936.78)
4320	Office Supplies	8,379.64	7,637.64	8,895.15	1,733.74	1,206.80	1,206.79	-	29,059.76	25,000.00	(4,059.76)
4330	Staff Meals & Events	2,122.74	1,575.87	254.41	-	267.64	267.64	-	4,488.30	5,000.00	511.70
4340	Student Events	30,191.19	10,259.69	16,445.59	10,680.78	2,448.60	2,448.59	-	72,474.44	55,000.00	(17,474.44)

**ENCORE EDUCATION CORPORATION
PROFIT & LOSS ANALYSIS BY MONTH
JULY 01, 2023 THROUGH JUNE 30, 2024 (ACTUAL & BUDGET)**

Object	Description	Q1 23-24	Q2 23-24	Q3 23-24	Actual Apr'24	Budget May'24	Budget Jun'24	Accruals 2024	Estimated Balance	2nd Interim Budget	Difference
4370	Janitorial Supplies	9,044.33	4,395.48	4,304.31	1,865.05	1,201.29	1,201.27	-	22,011.73	22,000.00	(11.73)
4380	Kitchen Supplies	6,280.48	20,588.32	8,658.52	3,262.80	1,849.06	1,849.07	-	42,488.25	40,000.00	(2,488.25)
4390	Other Supplies	669.45	-	-	-	332.64	332.63	-	1,334.72	2,000.00	665.28
4400	Noncapitalized Equipment	-	2,108.64	89,242.68	199.99	-	-	-	91,551.31	12,000.00	(79,551.31)
4700	Food	94,600.28	64,805.19	50,407.91	25,565.42	19,916.91	19,916.91	-	275,212.62	275,000.00	(212.62)
4000-4999	Books and Supplies	303,444.46	120,691.83	195,282.45	57,782.06	30,684.11	30,684.43	-	738,569.34	622,000.00	(116,569.34)
5110	District Oversight Fees	-	-	-	-	-	-	66,018.00	66,018.00	66,018.00	-
5200	Travel and Conferences	4,609.70	150.00	3,926.07	-	-	-	-	8,685.77	10,000.00	1,314.23
5210	Mileage Reimbursements	-	1,837.93	747.50	72.62	487.00	487.00	-	3,632.05	2,500.00	(1,132.05)
5300	Dues and Memberships	18,706.44	9,437.01	1,069.41	2,066.15	2,386.00	2,386.00	-	36,051.01	30,000.00	(6,051.01)
5400	Insurance	96,333.30	69,150.24	81,324.64	21,001.33	27,423.00	27,423.00	-	322,655.51	354,842.00	32,186.49
5500	Operations and Housekeeping Services	3,367.32	4,202.12	5,775.20	333.00	1,351.00	1,351.00	-	16,379.64	12,000.00	(4,379.64)
5510	Utilities	10,147.99	126,652.74	78,464.16	37,398.43	25,500.00	12,500.00	-	290,663.32	250,000.00	(40,663.32)
5520	Janitorial Services	-	2,729.00	18,684.62	16,370.00	4,500.00	4,500.00	-	46,783.62	40,000.00	(6,783.62)
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements	245,769.97	223,184.77	247,760.97	83,303.22	82,587.00	82,587.00	-	965,192.93	990,480.00	25,287.07
5610	Facilities Rent/Lease	-	-	60.87	60.87	-	-	-	121.74	-	(121.74)
5620	Equipment Leases	4,610.15	5,191.98	6,643.27	96.75	1,840.00	1,840.00	-	20,222.15	15,000.00	(5,222.15)
5630	Maintenance & Repair	47,156.55	15,323.37	20,496.39	3,264.75	9,650.00	9,650.00	-	105,541.06	90,000.00	(15,541.06)
5635	Vehicle Maintenance & Repair	55.60	1,002.42	1,119.46	1,051.73	450.00	450.00	-	4,129.21	6,000.00	1,870.79
5800	Professional/Consulting Services and Operating Expenditures	26,656.17	6,447.14	54,741.30	52,730.65	12,686.00	12,686.00	-	165,947.26	105,000.00	(60,947.26)
5810	Legal	31,479.53	46,330.85	50,056.56	-	5,000.00	5,000.00	-	137,866.94	125,000.00	(12,866.94)
5811	Nursing Services	1,296.00	-	-	-	-	-	-	1,296.00	-	(1,296.00)
5813	Business Services	33,900.00	33,900.00	33,900.00	11,300.00	11,300.00	11,300.00	-	135,600.00	135,600.00	-
5815	Bank Charges	629.52	2,333.01	1,209.62	28.02	157.60	157.30	-	4,515.07	5,000.00	484.93
5816	Payroll Fees	4,027.18	6,111.30	4,428.58	1,568.12	1,619.00	1,619.00	-	19,373.18	17,000.00	(2,373.18)
5820	Audits	8,066.25	4,033.12	8,083.13	2,550.00	-	-	-	22,732.50	25,925.00	3,192.50
5830	Non-Instructional Software Licenses/Fees	10,925.98	240.00	530.00	1,200.00	35.00	35.00	-	12,965.98	15,000.00	2,034.02
5835	Field Trips - Bus Transportation	-	4,916.62	18,814.26	3,350.00	5,500.00	-	-	32,580.88	25,000.00	(7,580.88)
5840	Advertising & Recruitment	34,931.00	24,489.72	29,335.00	6,230.00	9,525.00	9,525.00	-	114,035.72	105,000.00	(9,035.72)
5860	Service Fees	363.03	5,308.80	902.64	76.36	400.00	400.00	-	7,450.83	7,500.00	49.17
5861	Student Fees	-	-	-	-	-	-	-	-	53,542.00	53,542.00
5862	SBC Tax Collector	-	8,340.90	-	-	-	-	-	8,340.90	8,341.00	0.10
5864	Fuel Costs	941.08	809.71	889.91	1,276.44	270.00	270.00	-	4,457.14	5,000.00	542.86
5865	Bus Transportation	180,285.60	264,115.20	260,640.00	86,880.00	88,880.00	-	-	880,800.80	868,800.00	(12,000.80)
5870	Fingerprinting	608.00	562.50	437.33	204.98	220.00	220.00	-	2,252.81	1,500.00	(752.81)
5880	Instructional Vendors & Consultants	3,859.79	15,529.54	23,516.26	-	5,200.00	5,200.00	-	53,305.59	86,000.00	32,694.41
5890	Substitute Teachers	39,615.00	80,841.00	44,779.00	17,403.00	18,730.00	-	-	201,368.00	200,000.00	(1,368.00)
5900	Communications	552.00	552.00	802.50	552.00	-	-	-	2,458.50	2,500.00	41.50
5910	Telephone	6,800.76	4,411.40	5,540.31	1,674.25	2,073.00	2,073.00	-	22,572.72	25,000.00	2,427.28
5920	Internet	18,940.91	20,019.99	1,618.67	(24,969.38)	1,322.00	1,322.00	-	18,254.19	32,000.00	13,745.81
5930	Postage	315.88	307.04	528.28	70.00	156.00	156.00	-	1,533.20	3,500.00	1,966.80
5940	Technology Services	41,700.00	44,860.00	31,800.00	10,600.00	10,600.00	10,600.00	-	150,160.00	141,000.00	(9,160.00)
5000-5999	Services and Other Operating Expenses	876,650.70	1,033,321.42	1,038,625.91	337,743.29	329,847.60	203,737.30	66,018.00	3,885,944.22	3,860,048.00	(25,896.22)
6900	Depreciation	33,667.98	38,051.44	39,217.44	13,072.48	13,072.48	13,072.48	-	150,154.30	150,000.00	(154.30)
6000-6999	Depreciation	33,667.98	38,051.44	39,217.44	13,072.48	13,072.48	13,072.48	-	150,154.30	150,000.00	(154.30)
7300-7399	Other Outgo - Transfers of Indirect Costs	-	-	-	-	-	-	-	-	-	-
7100-7299,7400	Other Outgo (excluding Transfers of Indirect Costs)	-	-	-	-	-	-	-	-	-	-
TOTAL, EXPENSES		2,260,741.20	2,870,023.49	2,898,046.06	962,194.75	926,810.19	615,420.71	66,018.00	10,599,254.40	10,422,675.00	(176,579.40)
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES		783,984.28	(538,621.08)	(1,000,568.15)	(207,981.78)	(310,516.99)	166,497.20	967,268.56	(139,937.96)	11,233.00	151,170.96
ROLLING NET INCOME		1,567,968.56	(293,257.88)	(1,755,773.10)	(963,186.73)	(1,273,703.72)	(1,107,206.52)	(139,937.96)			

**ENCORE EDUCATION CORPORATION
 PROFIT & LOSS ANALYSIS BY MONTH
 JULY 01, 2023 THROUGH JUNE 30, 2024 (ACTUAL & BUDGET)**

Object	Description	Q1 23-24	Q2 23-24	Q3 23-24	Actual Apr'24	Budget May'24	Budget Jun'24	Accruals 2024	Estimated Balance	2nd Interim Budget	Difference
Assumptions	545 Enrollment / 506.85 ADA										
Updates 3/13/2024	532 Enrollment / 504.33 ADA										

ENCORE EDUCATION CORPORATION
CHECK REGISTER
04/01/2024 - 04/30/2024

No.	Date	Vendor/Payee	Memo	Description	Amount
10285	04-01-2024	Amazon Capital Services	Payments processed on 04-01-2024	Office Supplies - Printer Drum, Solar Street Lights, Student Event Supplies	800.88
10286	04-01-2024	ICON School Management	Invoice #1638	April 2024 Monthly Contract Fee	11,300.00
10287	04-01-2024	Imperial Dade West Coast	Invoice #16077325	School Lunches	1,265.31
10288	04-01-2024	J&G Wholesale Produce	Invoice #129704	School Lunches	559.00
10289	04-01-2024	Quill LLC	Invoice #37652445	Office Supplies	99.13
10290	04-01-2024	San Bernardino County Superintendent of Schools	Mar 2024 - STRS/PERS Contributions	Mar 2024 - STRS/PERS Contributions	128,703.17
10291	04-01-2024	US Foods, Inc.	Invoice #3085232	School Lunch	968.97
DBxxxx24-xx	04-01-2024	Southern California Edison	Utilities 01/05/24 - 02/04/24	Utilities 01/05/24 - 02/04/24	19,530.38
10292	04-02-2024	Amazon Capital Services	Invoice #1H1M-MJRP-171Y	Office Supplies	175.92
10293	04-02-2024	CINTAS CORP	Invoice #4186250456	Janitorial Supplies	256.44
10294	04-02-2024	Sysco Riverside, Inc	Invoice #420838708	School Lunch	534.89
10295	04-02-2024	US Foods, Inc.	Invoice #3126259	School Lunch	1,074.70
10296	04-03-2024	Document Tracking Services	Invoice #9234504	Software License	425.00
DB040324-01	04-03-2024	Emburse	Emburse Transfer	Emburse Transfer	3,486.68
10297	04-04-2024	Imperial Dade West Coast	Invoice #15595946	Kitchen Supplies	541.12
10298	04-04-2024	J&G Wholesale Produce	Invoice #129513	School Lunches	273.25
2222	04-04-2024	Jennifer Grant	Expense Reimbursement: Booth & Fundraiser, by \$eventcreationsbygaby, for Spring Fair	Expense Reimbursement	200.00
DB040424-01	04-04-2024	Emburse	Emburse Transfer	Emburse Transfer	216.94
DB040524-01	04-05-2024	Emburse	Emburse Transfer	Emburse Transfer	54.68
10299	04-08-2024	AmTrust Financial Services Inc.	Invoice #INV20240306	Insurance	853.55
10300	04-08-2024	AmTrust Financial Services Inc.	Invoice #INV20240325	Workers Comp	4,327.00
10301	04-08-2024	Amazon Capital Services	Invoice #143W-TTCK-VVY3	Kitchen Supplies	456.00
10302	04-08-2024	American Heritage Life Insurance Company	Invoice #INV20240325	Mar 2024 Insurance	1,480.27
10303	04-08-2024	Charter Tech Services	Payments processed on 04-08-2024	Technology Services	10,619.37
10304	04-08-2024	El Dorado Broadcasters LLC	Payments processed on 04-08-2024	Advertising	7,152.00
10305	04-08-2024	FRONTIER	Invoice #INV20240316	Internet	77.78
10306	04-08-2024	Imperial Dade West Coast	Payments processed on 04-08-2024	Kitchen Supplies	797.69
10307	04-08-2024	J&G Wholesale Produce	Invoice #129739	School Lunch	209.75
10308	04-08-2024	Bimbo Bakeries USA	Invoice #83233790002535	School Lunches	245.54
10309	04-08-2024	Mesquit's Supply, LLC	Invoice #00033134	Janitorial Supplies	879.62
10310	04-08-2024	Nigro & Nigro	Invoice #19961	Accounting Services	2,550.00
10311	04-08-2024	Purchase Power	Invoice #INV20240315	Postage	448.07
10312	04-08-2024	Renner Dairy Inc	Invoice #040101	School Lunches	524.32
10313	04-08-2024	School Nurse Supply, Inc.	Invoice #0995948-IN	Nurse Supplies	257.78
10314	04-08-2024	Scoot Education	Invoice #73159	Substitute Services	5,353.00
10315	04-08-2024	Scoot Education	Payment for Inv# 49217, 49218, 49981 & 50021	Payment for Inv# 49217, 49218, 49981 & 50021	12,062.00
10316	04-08-2024	Text-Em-All	Invoice #94644	Communications	552.00
10317	04-08-2024	US Foods, Inc.	Invoice #3233385	School Lunch	1,067.96
10318	04-08-2024	Verizon Wireless	Invoice #9959895123	Communication	250.50
DB040824-01	04-08-2024	Emburse	Emburse Transfer	Emburse Transfer	262.50
10319	04-09-2024	CINTAS CORP	Invoice #4186956965	Kitchen Supplies	54.25
10320	04-09-2024	Scoot Education	Payments processed on 04-09-2024	Substitute Services	10,777.00
10321	04-09-2024	Scoot Education	Payments processed on 04-09-2024	Substitute Services	10,226.00
10322	04-09-2024	Victor Valley Community College	Invoice #24SP-ENC	Textbooks	1,829.81
10323	04-10-2024	San Bernardino County Fire Department	Invoice #RECORD ID FANL-006481	Maint & Repairs	57.85
99802695	04-10-2024	Amazon Capital Services	Supplies - Cargo pants, Clothing, Sneakers, Water Slide etc for Student Event	Supplies - Cargo pants, Clothing, Sneakers, Water Slide etc for Student Event	1,048.22
DB041024-01	04-10-2024	Southern California Edison	Utilities 02/05/24 to 03/05/24	Utilities 02/05/24 to 03/05/24	10,269.24
DB041024-02	04-10-2024	Emburse	Emburse Transfer	Emburse Transfer	60.00
DB041024-03	04-10-2024	Colonial Life	Life Insurance March 2024	Life Insurance March 2024	1,140.26
DB041124-01	04-11-2024	Emburse	Emburse Transfer	Emburse Transfer	5,000.00
DB041124-02	04-11-2024	Emburse	Emburse Transfer	Emburse Transfer	395.00
10324	04-12-2024	Amazon Capital Services	Payments processed on 04-12-2024	Supplies	1,209.31
10325	04-12-2024	Amazon Capital Services	Payments processed on 04-12-2024	Supplies	903.41
10326	04-12-2024	Document Tracking Services	Invoice #T-923450002	Document Translations	150.00
10327	04-12-2024	Hesperia Unified School District	Invoice #230666	Office Supplies	464.01

ENCORE EDUCATION CORPORATION
CHECK REGISTER
04/01/2024 - 04/30/2024

No.	Date	Vendor/Payee	Memo	Description	Amount
10328	04-12-2024	Riverside County Office of Education	Invoice #2024 / 1541	CTI Induction Program	7,100.00
10329	04-12-2024	Scoot Education	Payments processed on 04-12-2024	Substitute Services	5,811.00
10330	04-12-2024	US Foods, Inc.	Payments processed on 04-12-2024	School Lunches	201.31
10331	04-15-2024	Hesperia Unified School District	Invoice #240542	Office Supplies	1,118.80
10332	04-15-2024	JD Ensz Electric Inc.	Invoice #02405-001	Electrical & Lighting	3,395.00
10333	04-15-2024	Kamran and Company LLC	Invoice #INV896996	Kitchen Equipment	51,414.40
10334	04-15-2024	Renner Dairy Inc	Invoice #041021	School Lunches	602.90
10335	04-15-2024	STA West Region	Invoice #70249165	Field Trip Transportation	1,482.00
DB041524-01	04-15-2024	Emburse	Emburse Transfer	Emburse Transfer	494.55
DB041524-02	04-15-2024	Emburse	Emburse Transfer	Emburse Transfer	481.36
10336	04-16-2024	CINTAS CORP	Invoice #4187685355	Janitorial Supplies	196.53
10337	04-16-2024	Sysco Riverside, Inc	Invoice #420865092	School Lunches	1,691.76
DB041624-01	04-16-2024	Terminix	Custodial Housekeeping & Additional Charge - Recurring Expense	Custodial Housekeeping & Additional Charge - Recurring Expense	133.00
DB041724-01	04-17-2024	Emburse	Emburse Transfer	Emburse Transfer	966.72
DB041824-01	04-18-2024	LEAF	Lease Services	Lease Services	716.23
DB041824-02	04-18-2024	Emburse	Emburse Transfer	Emburse Transfer	55.15
10338	04-19-2024	Apex Hesperia Rentals	Invoice #100728	Student Event	1,042.50
10339	04-19-2024	Bimbo Bakeries USA	Invoice #83233790002617	School Lunches	194.52
10340	04-19-2024	Justin's Tractor Service & Weed Abatement	Invoice #INV0422	Weed Abatement	2,400.00
10341	04-19-2024	Scoot Education	Invoice #75344	Substitute Services	5,811.00
DB041924-01	04-19-2024	Emburse	Emburse Transfer	Emburse Transfer	385.00
10342	04-22-2024	Advance Disposal Co. & Recycling Center	Invoice #0002257339	April 2024 Storage Rental	60.87
10343	04-22-2024	Advance Disposal Co. & Recycling Center	Invoice #0002238867	Utilities-Trash	17.45
10344	04-22-2024	Amazon Capital Services	Payments processed on 04-22-2024	Supplies	576.80
10345	04-22-2024	American Family Life Assurance Company	Invoice #445487	March Health Insurance	177.34
10346	04-22-2024	Apex Hesperia Rentals	Invoice #103079	Maint & Repairs	299.00
10347	04-22-2024	CleanStart Cleaning Services, Inc.	Invoice #2024-0111	Janitorial Services	5,935.00
10348	04-22-2024	Ebmeyer Charter and Tour	Invoice #27684	6 School Buses	86,880.00
10349	04-22-2024	Imperial Dade West Coast	Invoice #16264832	Kitchen Supplies	989.31
10350	04-22-2024	LEAF	Invoice #16341729	Copier Lease	96.75
10351	04-22-2024	Measure Education Inc.	Invoice #201807012199	Data Management Services	2,306.88
10352	04-22-2024	Renner Dairy Inc	Invoice #041713	School Lunches	330.02
10353	04-22-2024	US Foods, Inc.	Invoice #3609391	School Lunches	3,514.13
2249	04-22-2024	Kyle Barkdull	Direct Deposit Partial Return: Kyle Barkdull	Direct Deposit Partial Return: Kyle Barkdull	25.00
DB042224-01	04-22-2024	Umpqua Bank	Maintenance Fee Analysis Activity - March 2024	Maintenance Fee Analysis Activity - March 2024	28.02
DB042224-01	04-22-2024	The Hanover Insurance Group, Inc.	Insurance - April 2024	Insurance - April 2024	6,771.45
10354	04-23-2024	CINTAS CORP	Invoice #4188470551	Janitorial Supplies	54.25
10355	04-23-2024	Katherine Shea	Invoice #REIMB20240418	Expense Reimbursement - Livescan	82.00
10356	04-23-2024	MealTime, a part of Harris School Solutions	Invoice #MTMN00002414	Annual Subscription Renewal	1,165.00
10357	04-23-2024	Sysco Riverside, Inc	Invoice #420876429	School Lunches	1,753.60
10358	04-24-2024	Amazon Capital Services	Invoice #1NGQ-L94T-141L	Office Supplies - Computer Privacy Shield	48.99
10359	04-24-2024	Melissa Manning	Invoice #1357	Kitchen Training	1,000.00
DB042424-01	04-24-2024	Fonality	Telephones - 04/20/2024 - 05/20/2024	Telephones - 04/20/2024 - 05/20/2024	1,674.25
DB042424-02	04-24-2024	Emburse	Emburse Transfer	Emburse Transfer	914.83
10360	04-25-2024	Advance Disposal Co. & Recycling Center	Invoice #0002255594	Utilities-Trash	1,937.39
10361	04-25-2024	Amazon Capital Services	Payments processed on 04-25-2024	Instructional Materials	309.27
10362	04-25-2024	Sarah Hale	Invoice #REIMB20240422	Expense Reimbursement: Livescan	122.98
2244	04-25-2024	Louis Austin	DJ Services for Prom 2024 - Inv # 010-2024	DJ Services for Prom 2024 - Inv # 010-2024	475.00
2245	04-25-2024	Adrian Alvarez	CSF California Scholarship Federation 2023	CSF California Scholarship Federation 2023	220.00
DB042524-01	04-25-2024	BankDirect Capital Finance	Loan payment - Loan # 1035929	Loan payment - Loan # 1035929	22,880.88
DB042524-02	04-25-2024	SOUTHWEST GAS	Utilities	Utilities	1,399.09
DB042524-03	04-25-2024	Emburse	Emburse Transfer	Emburse Transfer	1,213.95
DB042524-04	04-25-2024	SOUTHWEST GAS	Utilities 03/06/2024 - 04/03/2024	Utilities 03/06/2024 - 04/03/2024	873.45
DB042524-05	04-25-2024	SOUTHWEST GAS	Utilities 03/06/2024 - 04/03/2024	Utilities 03/06/2024 - 04/03/2024	871.54
DB042524-06	04-25-2024	SOUTHWEST GAS	Utilities 03/06/2024 - 04/03/2024	Utilities 03/06/2024 - 04/03/2024	822.11

ENCORE EDUCATION CORPORATION
CHECK REGISTER
04/01/2024 - 04/30/2024

No.	Date	Vendor/Payee	Memo	Description	Amount
DB042524-07	04-25-2024	SOUTHWEST GAS	Utilities 03/06/2024 - 04/03/2024	Utilities 03/06/2024 - 04/03/2024	316.68
DB042524-08	04-25-2024	SOUTHWEST GAS	Utilities 03/06/2024 - 04/03/2024	Utilities 03/06/2024 - 04/03/2024	9.05
10363	04-26-2024	Bimbo Bakeries USA	Invoice #83233790002656	School Lunches	180.05
10364	04-26-2024	Dr. Sabrina Bow	Invoice #REIMB20240424	Expense Reimbursement - Mileage	72.62
10365	04-26-2024	Ebmeyer Charter and Tour	Payments processed on 04-26-2024	Student Field Trip	2,350.00
10366	04-26-2024	El Dorado Broadcasters LLC	Invoice #MCC-1231259384	Advertising	5,440.00
10367	04-26-2024	FRONTIER	Invoice #INV20240412	Internet	1,356.24
10368	04-26-2024	San Bernardino County Superintendent of Schools	Invoice #240860	Mental Health Services	28,759.00
10369	04-26-2024	Scoot Education	Invoice #76343	Substitute Services	5,781.00
DB042624-01	04-26-2024	Anthem Insurance Companies, Inc.	Insurance 05/01/2024 - 06/01/2024	Insurance 05/01/2024 - 06/01/2024	57,067.45
DB042624-02	04-26-2024	Emburse	Emburse Transfer	Emburse Transfer	721.13
10370	04-29-2024	AmTrust Financial Services Inc.	Invoice #INV20240410	Insurance - May 2024	1,957.50
10371	04-29-2024	Amazon Capital Services	Payments processed on 04-29-2024	Office & Kitchen Supplies	457.22
10372	04-29-2024	Green Comfort, Inc.	Invoice #124849	Maint & Repairs	350.00
10373	04-29-2024	Imperial Dade West Coast	Invoice #16328314	Kitchen Supplies - Bowls, plates & utensils	554.99
10374	04-29-2024	PresenceLearning, Inc.	Invoice #INV69914	SLP Services	3,957.52
10375	04-29-2024	Renner Dairy Inc	Invoice #042413	School Lunches	574.77
10376	04-29-2024	US Foods, Inc.	Invoice #3787191	School Lunches	3,436.59
DB042924-01	04-29-2024	Emburse	Emburse Transfer	Emburse Transfer	501.53
10377	04-30-2024	CINTAS CORP	Invoice #4189191560	Janitorial Supplies	256.44
10378	04-30-2024	Sysco Riverside, Inc	Payments processed on 04-30-2024	School Lunches	1,281.70
DB043024-01	04-30-2024	Employee Benefits Corporation	COBRA Secure	COBRA Secure	60.00

Coversheet

Presentation of Encore 2024-25 Proposed Adopted Budget

Section: VI. Budget and Finance
Item: C. Presentation of Encore 2024-25 Proposed Adopted Budget
Purpose: Discuss
Submitted by:
Related Material: Encore - Budget Projection 2024-25 (for Board meeting).pptx

ENCORE



Junior & Senior High School for the Arts

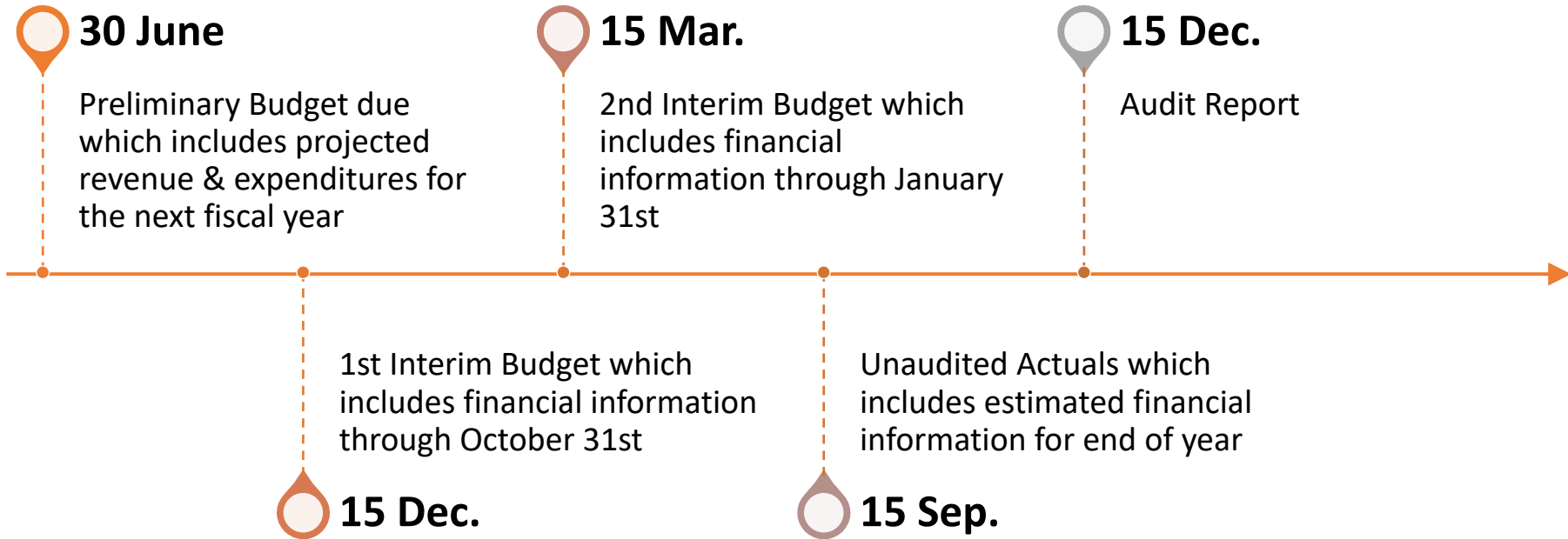
Subject: Draft 2024-25 Budget Overview

Date: June 10, 2024

Present by: ICON



Financial Reporting Requirements



Projected 2025-24 Revenues

Revenues:		
LCFF Revenues		6,790,000.00
Federal Revenues		534,301.26
Other State Revenues		1,645,031.00
Local Revenues		160,000.00
Total Revenues		9,129,332.26

- Projected ADA is approximately 501 which is 91% of 550 enrollments.
- 2024-25 Funded COLA is only 1.07%
- Encore’s 73% revenue from LCFF revenues and enrollments and attendance rate is important.
- Federal revenue consist of Title, Special Ed, and Nutrition program
- Other State Revenues includes Special Ed, Nutrition, Facility cost reimbursement, Lottery, and AMIS.
- No more one time fundings and ERC fund!



Projected 2024-25 Expenditures

Expenditures:		
	Certificated Salaries	2,781,180.00
	Non-Certified Salaries	1,331,843.00
	Employee Benefits	1,426,404.00
	Books and Supplies	628,200.00
	Services and Other Operations Expenses	2,957,758.00
Total Expenditures		9,125,385.00

- There are a few portions might be changed due to eliminated one-time funds.
- Transportation expenditure has not included in this budget.
- Book and Supplies is a little bit higher than prior year to make sure Encore supplies all as Pupil needs.
- Depreciation is not included in this budget since that is not operating expenditure.

Projected Net Income (Loss)

Total Revenues	9,129,332.26
Total Expenditures	9,125,385.00
Net Income	3,947.26

- Based on projection, Encore projects \$3,947 net income in 2024-25 school year
- Enrollment and attendance rate will be the key factor of budget
- This is the draft and will be provide the final draft to approve in next board meeting schedule on 17th in June.

Coversheet

Approval of ICON School Management Master Service Agreement Addendum

Section: VI. Budget and Finance
Item: D. Approval of ICON School Management Master Service Agreement
Addendum
Purpose: Vote
Submitted by:
Related Material: Encore Master Service Agreement (24-25, 25-26 Addendum #1).pdf



16959 Bernardo Center Dr, Ste 201
San Diego, CA 92128

6940 Beach Blvd, Ste D-607
Buena Park, CA 90621

P 323.457.0499
F 323.457.0814

MASTER SERVICES AGREEMENT ADDENDUM

AN AGREEMENT was made by and between ICON School Management, a California Corporation, having its principal office and place of business at 16959 Bernardo Center Drive, Suite 201, San Diego, California 92128 USA ("ICON SM") and Encore Junior & Senior High School for the Performing and Visual Arts, a California Not-For-Profit Corporation, having its principal office and place of business at 16955 Lemon Street, Hesperia, California 92345 USA ("Client")

WHEREAS, the parties wish to modify the terms of the original stated contract as set forth herein.

NOW THEREFORE, in considering of mutual promises herein, the parties hereby agree that the following constitutes modification of the stated contract.

1. Modification 1: \$11,639 a month for 12 months from July 1, 2024 to June 30, 2025 will be changed to: \$11,300 month for 12 months from July 1, 2024 to June 30, 2025 (this is providing the 23-24 rate to Encore for an additional year).
2. Modification 2: \$11,988 a month for 12 months from July 1, 2025 to June 30, 2026 will be changed to: \$11,639 a month for 12 months from July 1, 2025 to June 30, 2026.

THE PARTIES reaffirm no other terms or conditions of the above-mentioned original contract are modified or amended as a result of this here stated addendum.

ENCORE JUNIOR & SENIOR HIGH SCHOOL FOR THE
PERFORMING AND VISUAL ARTS
SABRINA BOW, ED.D., EXECUTIVE DIRECTOR

ICON SCHOOL MANAGEMENT
DANIEL LEE, CHIEF EXECUTIVE OFFICER

Coversheet

Approval of 2024-25 Charter School Advisory Services Agreement between Encore Education Corporation and Key Charter Advisors, LLC

Section: VI. Budget and Finance
Item: E. Approval of 2024-25 Charter School Advisory Services Agreement
between Encore Education Corporation and Key Charter Advisors, LLC
Purpose: Vote
Submitted by:
Related Material: 2024-25 Agreement with Key Charter Advisors LLC.pdf

AGREEMENT FOR
CHARTER SCHOOL ADVISORY SERVICES
Dated as of July 1, 2024

THIS IS AN AGREEMENT FOR SERVICES (“Agreement”) between **ENCORE EDUCATION CORPORATION**, to which reference is made herein as the “School,” and **KEY CHARTER ADVISORS, LLC**, to which reference is made herein as “KCA,” in connection with charter school advisory services to be provided by KCA to the School, as described in the Scope of Services attached hereto.

1. **Retention.** The School hereby retains KCA to perform, as requested by the School, services set forth in the Scope of Services, attached hereto.
2. **Representations of KCA.** KCA hereby represents the following:
 - A. KCA acknowledges that under this Agreement, it has a fiduciary duty to the School and agrees to act in the School’s best interests.
 - B. KCA shall not receive a fee from any source other than the School for the services in the Scope of Services attached to this Agreement, except as may be disclosed in writing, and has no arrangement with respect thereto with any party other than the School regarding the services in the Scope of Services attached.
 - C. KCA is an independent private business and is not acting in any other professional capacity than as represented in this Agreement and the Scope of Services attached hereto.
 - D. KCA hereby confirms that it is registered as a municipal advisor with the Securities Exchange Commission (“SEC”) and Municipal Securities Rulemaking Board (the “MSRB”).
3. **Primary Contact.** The Primary Contact shall be Karl Yoder. The Primary Contact may not be substituted without prior written consent of School. The intention of both parties is that the Primary Contact shall personally perform all Services under this Agreement. KCA guarantees a minimum of 20 hours per month of Primary Contact availability during the contract term.
4. **Term of the Agreement.** The term of this Agreement shall be **twelve (12)** months, for the period beginning on **July 1, 2024** and ending on **June 30, 2025**. The Agreement is terminable at any time (see “Termination” below).
5. **Compensation.** The School shall pay to KCA compensation of \$325 per hour during the term of this Agreement. KCA’s monthly fee covers all services set forth in the Scope of Services attached hereto, with the exception of travel costs. Travel costs (including reasonable airfare, rental car, hotel, meals and parking not exceeding actual cost of travel) are in addition to the hourly fee and shall be reimbursed via invoice to KCA. All other out-of-pocket costs are the responsibility of KCA, unless specifically authorized by School.

In the event School is considering issuance of debt obligations in which KCA is requested to provide services as a registered municipal advisor, KCA shall receive separate compensation for such services directly related to such issuance, with such compensation contingent upon successful completion of the issuance. The amount of such compensation shall be set forth in a written addendum to this Agreement in that event.
6. **On-Site Visits.** School and KCA agree that the services to be provided will involve a combination of telephone, email, teleconference, and in-person visits, in whatever combination provides optimal efficiency, safety and communication between both parties. KCA agrees that the Primary Contact

Charter School Advisory Services Agreement
Page 2 of 7

shall be available on-site at the School's sites for occasional situations throughout the year requiring on-site presence, as requested by School. Other than logistical/safety constraints and timing conflicts, there is no limit to the number or length of such meetings required by School.

7. **Contract Renewal.** As agreed by KCA and the School, this Agreement shall be renewable for consecutive single or multiple fiscal year terms, each such term beginning at the end of the prior period's agreement. Pricing for future years will be negotiated at the time of renewal.
8. **Entire Agreement; Amendments.** All discussions, negotiations and prior agreements between the School and KCA regarding the services to be provided during the Term of this Agreement and pursuant to the Scope of Services attached hereto are merged into this Agreement. This Agreement is the entire agreement between the parties respecting the subject matter hereof. This Agreement may be amended only in writing. This Agreement is renewable by Amendment, subject to all terms and conditions herein unless otherwise agreed by the parties.
9. **Assignment.** This Agreement may not be assigned by either party hereto without the written consent of the other party.
10. **Termination.** Either party hereto may terminate this Agreement for cause, determined as a material breach prohibiting the accomplishment of the parties' objectives upon entering into this Agreement, upon thirty (30) days written notice to the other party. Upon termination by either party, KCA shall be paid compensation as described under Paragraph 5, Compensation, above incurred through the date of termination.
11. **Information.**
 - A. **Ownership and Accuracy.** The School, its officials, staff, and board will be providing KCA various data, records, studies, computer print-outs and other information and representations as to the facts relating to the School and its operations. KCA will be using and relying upon such data, records, studies, computer print-outs and other information in the preparation of KCA's work products. All such data, records, studies, computer print-outs and other information, and compilations created therefrom, are considered as and shall remain the property of the School. KCA shall not be obligated to establish or verify the accuracy or completeness of the information furnished to KCA by the School, its officials, staff, or board, and KCA bears no liability in the event any such information is deemed to be false, misleading or inaccurate or otherwise violates any law, regulation or order. In the event of any such determination, the School shall defend, indemnify and hold KCA harmless from and against any claim, suit, proceeding or loss, damages, or liability of any kind related to the information provided by the School, its officials, staff, and board to KCA.
 - B. **Confidentiality.** The School and KCA acknowledge the critical and confidential nature of information provided by School to KCA to perform the Services, including information prepared by School's back office provider and/or other third-party consultants, and agree that each will ensure no use, dissemination, or disclosure of any such information of the other party to any person, firm or business, except as necessary to perform obligations or exercise rights or privileges set forth in this Agreement and the Scope of Services, attached hereto, and then only as agreed by the parties. Each party agrees it will receive all confidential information in trust and confidence and it will treat all confidential information with the same degree of care as it accords to its own confidential information of like sensitivity, but in no event less than a reasonable level of care.

12. **Non-Compete For Back Office Services.** While KCA may provide advisory services to assist the School as set forth in the attached Scope of Services, KCA will not provide back office services to the School. Furthermore, while KCA's Primary Contact maintains an existing executive relationship with Delta Managed Solutions, Inc. ("DMS"), a services provider, KCA shall neither provide any information received from School regarding School's activities to DMS or any third party, nor be involved in any proposal from DMS to provide services in the future, nor assist DMS with provision of such services if retained.
13. **Standards.** KCA shall perform its services pursuant hereto in accordance with competent professional standards. The liability of KCA to the School for any breach of those professional standards arising out of or related to this Agreement or the services performed hereunder shall not exceed the aggregate limit of KCA's errors and omissions insurance, which is two million dollars. KCA shall not be liable for mistakes of judgement or other actions taken in good faith unless such error results from an intentionally wrongful or grossly negligent act of KCA. At the time of signing this Agreement, KCA does not to its knowledge have any outstanding claims which could result in liability to KCA due to failure to perform in accordance with competent professional standards regarding services as described in the Scope of Services hereto.
14. **Severability.** If any provision of this Agreement is unenforceable or invalid under any applicable law or is so held by applicable court decision(s), such unenforceability or invalidity shall not render this Agreement unenforceable or invalid as a whole. In such event, such provision shall be changed and interpreted so as to best accomplish the objectives of such unenforceable or invalid provision within the limits of applicable law or court decision(s).
15. **Waiver.** The failure of either party to require performance by the other party of any provision hereof shall not affect the full right to require such performance at any time thereafter unless otherwise agreed by the parties in writing; nor shall the waiver by either party of a breach of any provision hereof be taken or held to be a waiver of the provision itself unless otherwise agreed by the parties in writing.
16. **Counterparts; Scan/Facsimile.** This Agreement may be signed in counterparts and shall be effective against signatures by scan/facsimile.
17. **Governing Law.** This Agreement shall be construed in accordance with the laws of the State of California. KCA and the School agree that no legal action may be brought against the other more than two (2) years after the date the claim giving rise to such action became known by the party asserting the claim or exercising reasonable diligence should have been known to that party.
18. **Dispute Resolution.** If a dispute arises under this Agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator. Any costs and fees other than attorneys' fees associated with the mediation shall be shared equally by the parties. If it proves impossible to arrive at a mutually satisfactory solution through mediation, the parties may agree to submit the dispute to a mutually agreed-upon arbitrator so long as both parties, in their sole and unreviewable discretion, choose to resolve the dispute through arbitration. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration will be allocated by the arbitrator.
19. **Liability and Indemnification.** Each party agrees, to the extent permitted by applicable law, to indemnify and hold harmless the other party, including any individual member of the governing boards, and their employees from every claim, demand, or suit which may arise out of, be connected with or be made by reason of the indemnifying party's negligence or failure to meet any of the duties the parties are required to perform pursuant to this Agreement all of which are subject to the Standards provided in this Agreement. Notwithstanding the preceding sentence, this

indemnification shall not cover any claim, demand, or suits against a party seeking indemnification that is based on the willful misconduct or fraud of the party or its employees or agents. Either party shall, at its own expense and risk, defend, or at its option settle, any court proceeding that may be brought on any claim or demand on which such party has an indemnification obligation, and shall satisfy any judgement that may be rendered with respect to any such claim or demand, provided that the party to be indemnified notifies the other party, in writing within twenty (20) business days of receipt of such claim or demand.

- 20. **Independent Contractor.** KCA's relationship to the School is that of an independent contractor. Nothing in this Agreement or in the activities contemplated by the School and KCA shall be deemed to create an agency, partnership, employment, or joint venture relationship between the School and KCA. The School acknowledges that KCA is not a law firm, and no services or written or oral communications made by KCA during the course of providing services are or should be construed as legal advice. KCA neither assumes nor underwrites any liability of the School and acts only as a provider of the services in the Scope of Services attached hereto, which are ministerial in nature.
- 21. **Certain Mandatory Disclosures.** KCA agrees to provide to the School disclosures required by Municipal Securities Rulemaking Board ("MSRB") Rule G-42 and Rule G-10 (the "Disclosures"), which are attached here as Appendix A. KCA agrees to promptly amend or supplement the Disclosures to reflect any material changes or additions, which shall be delivered to the School and incorporated by reference as of the date thereof into this Agreement to the same extent as if set forth herein.

IN WITNESS WHEREOF, this Agreement has been executed and delivered for and in the names and on behalf of the School and KCA as of the date set forth above.

ENCORE EDUCATION CORPORATION

KEY CHARTER ADVISORS, LLC

By: _____

By:  _____
23A25405347841B...

Name: Dr. Sabrina Bow
Title: Executive Director

Name: Karl Yoder
Title: Managing Partner

ENCORE EDUCATION CORPORATION / KEY CHARTER ADVISORS, LLC

SCOPE OF SERVICES

The services provided under this Agreement are limited to the services described below unless otherwise agreed to in writing by KCA.

In performing under this Agreement, KCA shall provide strategic consulting and advisory services to School, including but not limited to the following areas:

SCHOOL OPERATIONS:

- Provide regular updates and insight on new legislation affecting charter schools, and how such legislation might impact the School if approved. This legislative information shall provide specific functional information to the School on the real-world effects of the legislation on the School in particular, vs. a general summary of the proposed law.
- Assist in coordinating with School's CPA/auditors in preparation and filing of all IRS and FTB tax forms, including but not limited to Form 990s and Form 199s, with the goal of ensuring full compliance and good standing of Encore Education Corporation, Western Encore Properties Incorporated, and 16955 Lemon Street LLC as legal entities.
- Assist School in complying with Hesperia USD financially-related requests, including but not limited to preparing financial analyses, responding to authorizer requests for narrative and/or descriptive information, presenting at authorizer staff and Board meetings as needed, and all other activities to support the School in maintaining a positive authorizer relationship.
- Support School and DMS during School's annual independent audit, ensuring that all necessary information needed by the auditing team is produced in the format needed to complete the production of the annual audited financial statements, including but not limited to all bond-related disclosures and reporting.
- Act as liaison between School and School's contracted back office provider to ensure School has access to all current and historical financial information of the School and that back office provider is meeting its contractual obligations with School pursuant to its agreement for back office services.
- Provide ongoing compliance with all aspects of the Employee Retention Credit Program, with the goal of receiving full reimbursement for the tax credit refund submitted to the Internal Revenue Service in April 2022 and providing any additional compliance steps required.
- Assist School management and contracted provider as needed in preparing and/or analyzing budgetary and cash flow reports to ensure all operational goals of School are met.
- Coordinate preparation and filing of all bond-related continuing disclosure information with School's bond trustee and/or dissemination agent as required under School's bond issue, including but not limited to monthly investor calls, quarterly and annual financial reports, and all required event filings.

Charter School Advisory Services Agreement
Page 6 of 7

- Coordinate investor updates and conference calls with School and bond underwriting team to ensure complete, timely and accurate information is disseminated to investors to assist School in meeting its disclosure obligations.
- Monitor School revenues to ensure compliance with bond covenants relating to mandatory redemption from one-time unrestricted revenues in connection with the School's 2022 Bonds.
- Advise school on potential benefits and drawbacks to various combinations of charters, 501(c)3 nonprofit corporations, sole statutory memberships, and other structural considerations of charter network formation, to optimize the School's flexibility and risk mitigation for the foreseeable future.
- Maintain ongoing working relationships with key charter industry professionals, including school executive directors, board members, CBOs, CDE staff, CSFA staff, county office of education staff, school district staff, attorneys, accountants, bankers, bond counsel, bond underwriters, fiscal consultants, lobbyists, providers, advocacy bodies, and others, in order to maintain a comprehensive view of events and trends that could potentially impact the School before official notifications or actions occur.
- Upon request, attend select board meetings requiring KCA participation. The School shall be responsible for timely notifying KCA of scheduled board meetings at which KCA attendance is requested, and absent circumstances warranting special/emergency board meetings, timely notification shall be at least one (1) week in advance absent prior scheduling conflicts. KCA must be provided the board agenda for review of KCA-related items prior to public posting.
- Coordinate and communicate with School's leadership team, legal, accounting, back office, and other professional advisors to assist School in achieving its objectives of maximizing accuracy and value received, to ensure all activities provided are in the best interests of the School.
- Any other technical and advisory services of a related nature to the specific services described above, as required by School during the course of each year.

**APPENDIX A:
DISCLOSURES REQUIRED UNDER MSRB RULE G-10 AND G-42**

Required Disclosures. MSRB Rule G-10 and G-42 require that KCA provide you with the following disclosures of actual and potential material conflicts of interest, of information regarding certain legal events and disciplinary history, and of information regarding municipal advisory client education and protection.

- 1) **Disclosures of Conflicts of Interest.** KCA makes the following disclosures with respect to material conflicts of interest in connection with the Scope of Services under its Agreement with the School, together with explanations of how KCA addresses or intends to manage or mitigate each conflict. To that end, with respect to all of the conflicts disclosed below, KCA mitigates such conflicts through its adherence to its fiduciary duty to the School, which includes a duty of loyalty to the School in performing all municipal advisory activities for the School. This duty of loyalty obligates KCA to deal honestly and with the utmost good faith with the School and to act in the School's best interests without regard to KCA's financial or other interests. The disclosures below describe, as applicable, any additional mitigations that may be relevant with respect to any specific conflict disclosed below.
 - a) **Compensation-Based Conflicts.** In the event of a new financing, the municipal advisory fees due under KCA's agreement with the School are contingent upon the completion of the financing for which KCA is providing municipal advisory services. While contingent compensation is customary in the municipal securities market, this may present a conflict because it could create an incentive for KCA to advise the School to complete a financing or to alter the structure of a financing. This conflict of interest is mitigated by our fiduciary obligation to the School as described above. Further, KCA works closely and carefully with the School to ensure the structure of the financing is appropriate for the School's needs.
 - b) **Related Disclosure Relevant to the School.** KCA has not made any contributions to bond referendum campaigns or provided in-kind election-related assistance to bond referendum campaigns, and has not made contributions to charitable organizations at the request of personnel of the School.
 - c) **Other Municipal Advisor Relationships.** KCA serves as municipal advisor to other municipal advisory clients and, in such cases, owes a regulatory duty to such other clients just as it does to the School under its agreement. These other clients may, from time to time and depending on the specific circumstances, have competing interests, such as accessing the new issue market with the most advantageous timing and with limited competition at the time of the offering. In acting in the interests of its various clients, KCA could potentially face a conflict of interest arising from these competing client interests. KCA is not aware of any such current conflicts of interest.
- 2) **Disclosures Regarding Legal Events, Disciplinary History and Client Education and Protection.** MSRB Rule G-42 requires that municipal advisors provide to its clients certain disclosures of legal or disciplinary events material to the clients' evaluation of the municipal advisor or the integrity of the municipal advisor's management or personnel. Additionally, MSRB Rule G-10 requires that municipal advisors provide to its clients certain disclosures of education and protection information. Accordingly, KCA sets out below required disclosures and related information in connection with such disclosures.
 - a) **Registration.** KCA is registered with the US Securities and Exchange Commission and the MSRB. The website for the MSRB is www.msrb.org.
 - b) **Client Brochure.** A municipal advisory client brochure is available to you on the MSRB website that describes the protections that may be provided by the MSRB rules and how to file a complaint with an appropriate regulatory authority.
 - c) **Material Legal or Disciplinary Events.** KCA has no legal or disciplinary events disclosed on its Form MA or Form MA-I filed with the SEC.
 - d) **Most Recent Change in Legal or Disciplinary Event Disclosure.** As required by the SEC, KCA regularly updates its Forms MA and MA-I with information pertinent to the firm. As noted above, there are no legal or disciplinary events disclosed on its Form MA or Form MA-I.

How to Access Form MA and Form MA-I Filings. KCA's most recent Form MA and each most recent Form MA-I filed with the SEC are located on the SEC's EDGAR system by searching for "Key Charter Advisors" at: <https://www.sec.gov/edgar/searchedgar/companysearch.html>.

Coversheet

Approval of BP 6173 Education for Homeless Children and Youth Policy

Section: VII. Governance
Item: A. Approval of BP 6173 Education for Homeless Children and Youth Policy
Purpose: Vote
Submitted by:
Related Material: BP 6173 Education for Homeless Children and Youth Policy FOR BOARD APPROVAL JUNE 10, 2024.pdf

ENCORE



Junior & Senior High School for the Arts

BP 6173

Education for Homeless Children and Youth Policy



FOR BOARD APPROVAL JUNE 10, 2024

Education for Homeless Children and Youth Policy

The Encore Junior and Senior High School of Performing & Visual Arts (“Encore” or the “Charter School”) Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term “*homeless children and youth*” means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Esther Haskins, Head Counselor
16955 Lemon Street, Hesperia, CA 92345
760-956-2632 tel

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Encore.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by Encore, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Encore charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education (“CDE”) publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Enrollment

The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Encore shall immediately admit/enroll the student for which the Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Encore shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School’s capacity and pursuant to the procedures stated in the Encore charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student’s school of origin for the entire period for which the youth is homeless. Homeless students have the right to remain in their school of origin following the termination of the child’s status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student’s status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving

during an intersession period, the pupil’s parent, guardian, educational rights holder (“ERH”), Indian custodian¹ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. “Intersession program” means an expanded learning program offered by the Charter School on non schooldays, including, but not limited to, summer school. “Indian custodian” is as the term is defined in Section 1903 of Title 25 of the United States Code.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School’s capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Housing Questionnaire

Encore shall administer a housing questionnaire for purposes of identifying homeless children and youth. Encore shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Encore shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Encore. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Encore and shall be translated into other languages upon request of a student’s parent/guardian or an unaccompanied youth. Encore shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Encore such as (42 U.S.C. § 11432(g)(4)):

- Transportation to field trips.

¹ “Indian custodian” means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Charter School nutrition programs

Transportation

In the event that Encore provides transportation services to all Encore students, Encore shall provide comparable transportation services to each homeless child or youth attending Encore, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Encore does not otherwise provide transportation services to all Encore students, Encore shall ensure that transportation is provided for homeless students to and from Encore, at the request of the parent or guardian (or Charter School Liaison), if Encore is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Encore will be adequate and appropriate for the Student's situation, but Encore does not commit to any one method of transportation for all youth.

Professional Development

The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to Encore certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

- (1) Encore's homeless education program policies; and
- (2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

High School Graduation Requirements

Homeless students who transfer to the Encore any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Encore makes a finding that the student is

reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights

holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the ERH.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil’s postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil’s academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School’s additional graduation requirements in time to graduate from high school by the end of the pupil’s fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the **following** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the ERH, and the pupil’s social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School’s additional graduation requirements in time to graduate from high school by the end of the pupil’s fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil’s fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil’s options to:
 - i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
 - ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School’s additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil’s best educational interests.

Reporting Requirements

Charter School shall report to the California Department of Education (“CDE”) annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter

School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at the Charter School.

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. Encore's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

School Website Posting

Encore shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.