Forest Charter School

470 Searls Avenue
Nevada City, CA 95959

Monthly Charter Council Meeting Agenda
June 12, 2023

5:00 p.m. Regular Session
470 Searls Avenue, Sequoia
Nevada City, CA 95959

Network User ID: FC_Public
Network Password: PineCedar2

Dan Thiem, Chair
Dylan Hendricks, Parent Representative
Cheryl Knight, Parent Representative
Amee Medeiros, Parent Representative
Geoff Thornton, Parent Representative
Tita Fowler, Secretary

NOTE: Cheryl Knight may be joining the meeting by teleconference from 10725 Pioneer Trail, Truckee, CA.

Join Meeting via Zoom:

https://us02web.zoom.us/j/85408398614?pwd=Y2dzdFBFUXdQTUFxazI3bERnZGlYUT09

Meeting ID: 854 0839 8614

Passcode: 873378

Dial by your location

+1 408 638 0968 US (San Jose)

Meeting ID: 854 0839 8614

Find your local number: https://us02web.zoom.us/u/kb7yu4OPaF

AGENDA:

1. **Call To Order**

2. **Roll Call**

3. **Public Hearing: Local Control & Accountability Plan—Peter Sagebiel**
(page 3)
The public will be given an opportunity to provide feedback on Forest Charter School's draft Local Control & Accountability Plan (LCAP).

4. **Information: Reminder of Future Meetings**

2022: 6/13**

***Special Meeting/Public Hearing **Budget Meeting**

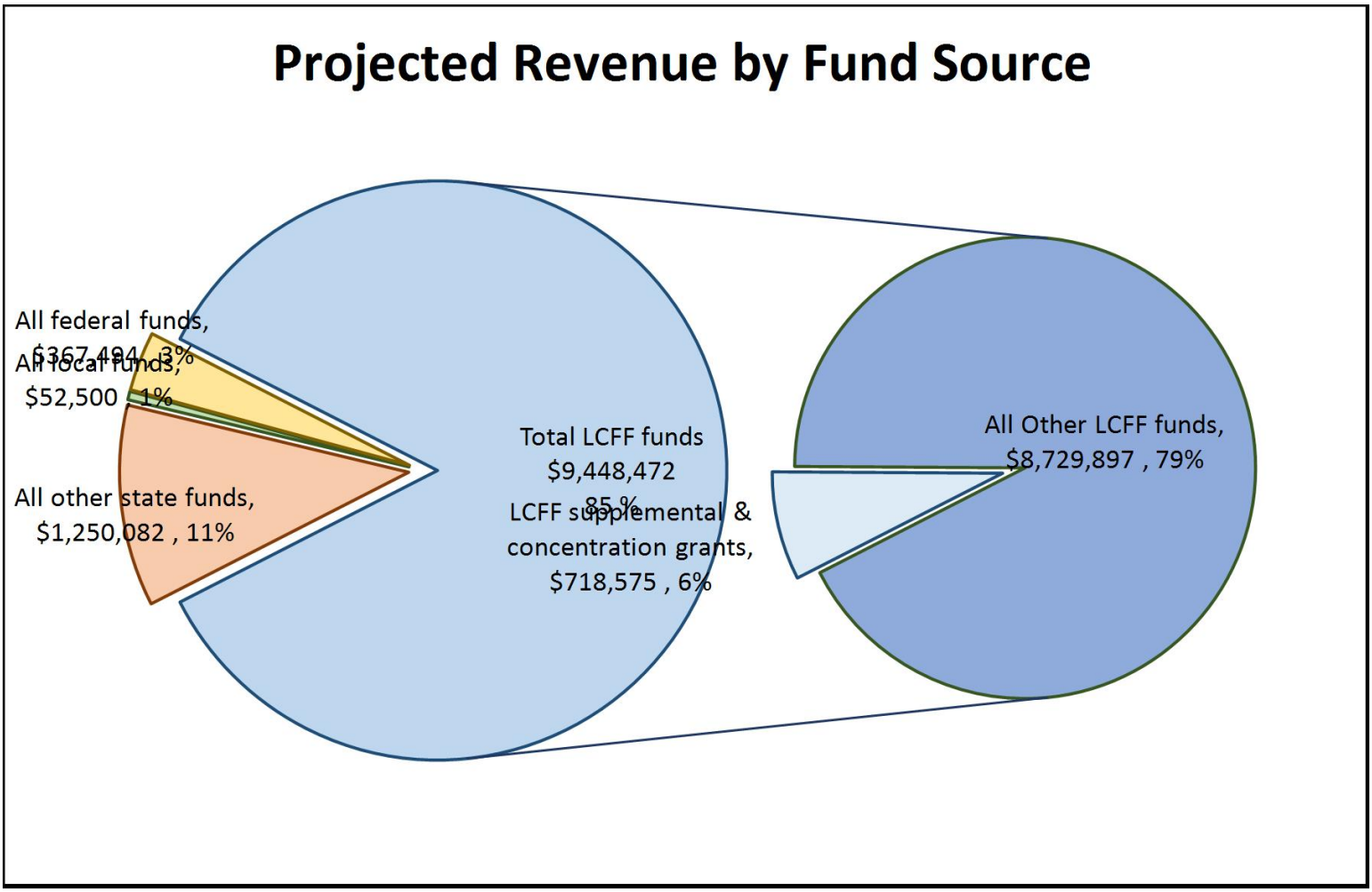
5. **Action: Adjourn**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Forest Charter School
CDS Code: 29 10298 0126219
School Year: 2023-24
LEA contact information:
Peter Sagebiel
Executive Director
psagebiel@forestcharter.com
(530) 265-4823

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

Budget Overview for the 2023-24 School Year

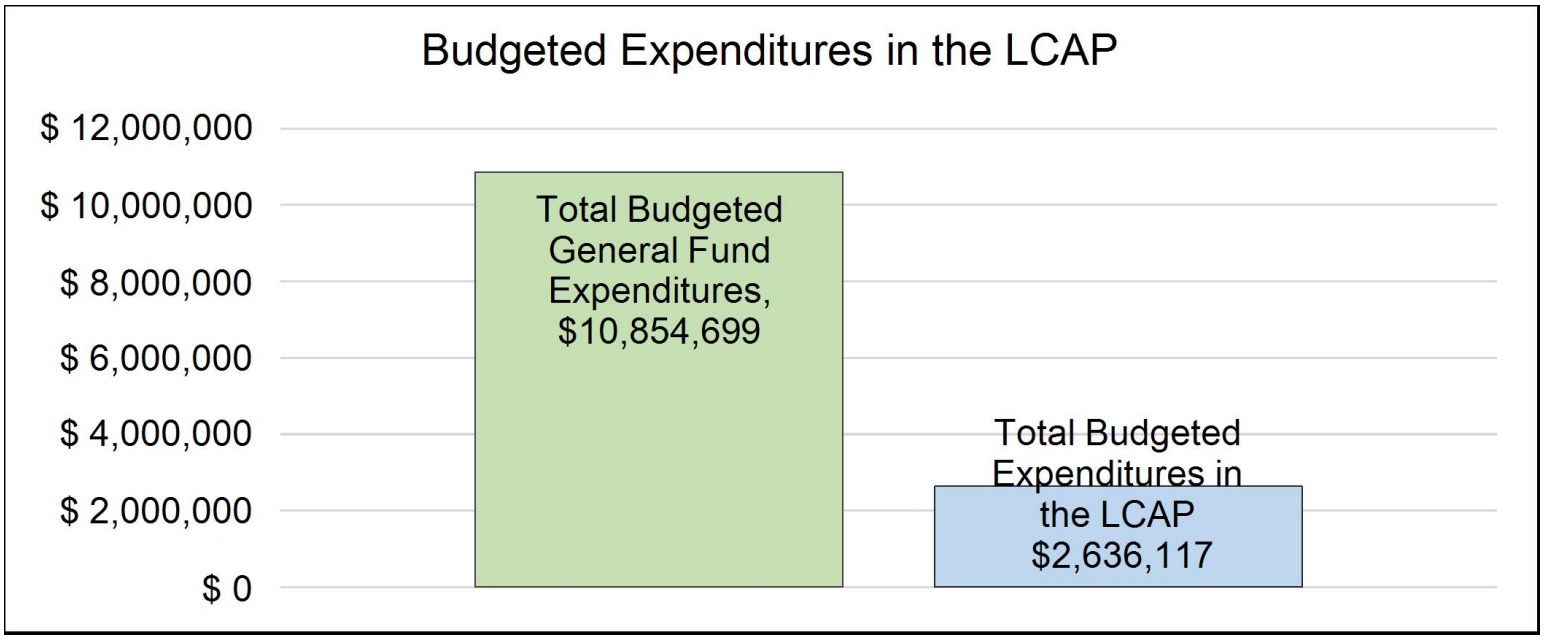


This chart shows the total general purpose revenue Forest Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Forest Charter School is $11,118,548, of which $9,448,472 is Local Control Funding Formula (LCFF), $1,250,082 is other state funds, $52,500 is local funds, and $367,494 is federal funds. Of the $9,448,472 in LCFF Funds, $718,575 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Forest Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Forest Charter School plans to spend $10,854,699 for the 2023-24 school year. Of that amount, $2,636,117 is tied to actions/services in the LCAP and $8,218,582 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

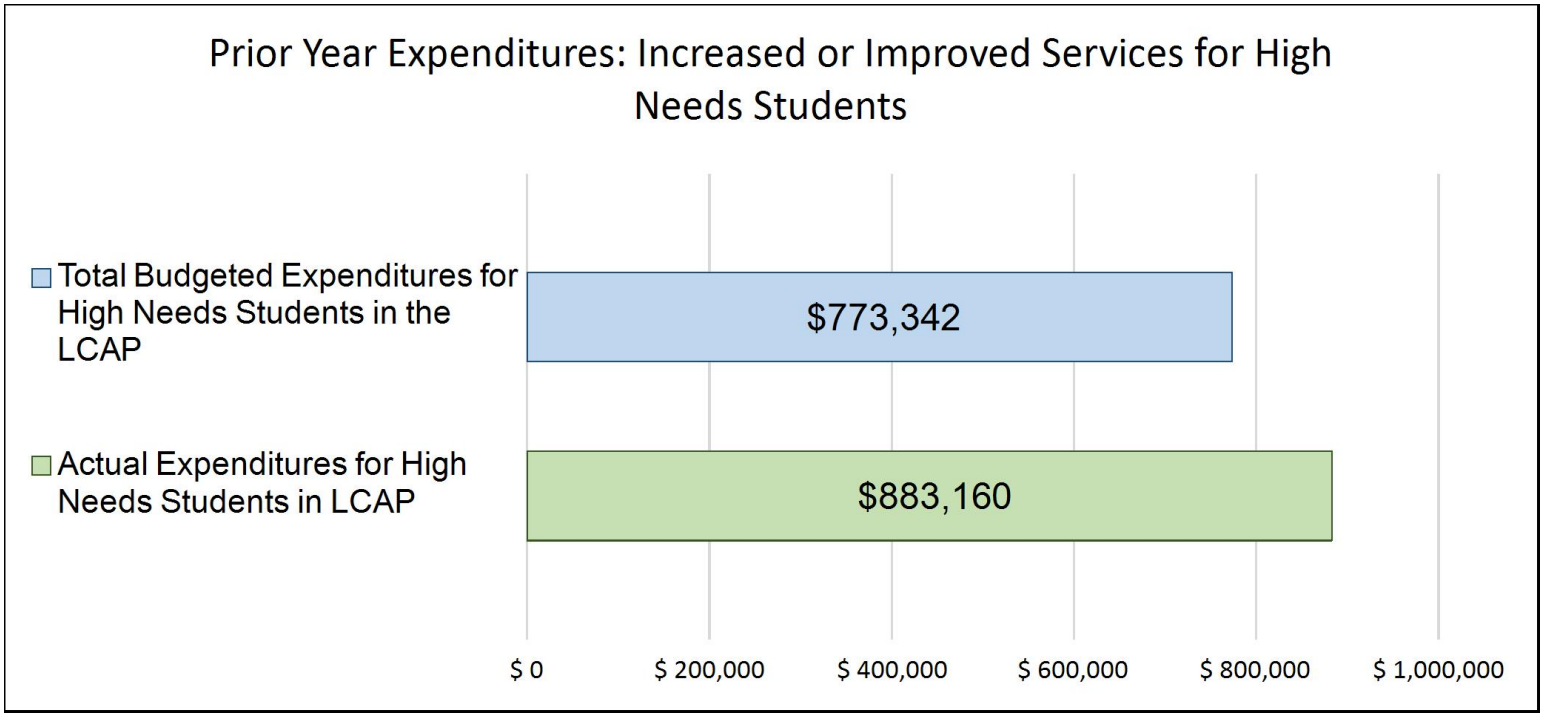
Expenditures that are generally not included in the LCAP are administrative and business office salaries, facilities costs and site improvements, equipment and materials, and business services.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Forest Charter School is projecting it will receive $718,575 based on the enrollment of foster youth, English learner, and low-income students. Forest Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Forest Charter School plans to spend $814,214 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Forest Charter School's LCAP budgeted $773,342 for planned actions to increase or improve services for high needs students. Forest Charter School actually spent $883,160 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $109,818 had the following impact on Forest Charter School’s ability to increase or improve services for high needs students:

FCS saw an increase in our higher need students this year, and was able to offer increased tutoring and intervention support and curriculum to support academics.

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
Forest Charter School	Peter Sagebiel Executive Director	psagebiel@forestcharter.com (530) 265-4823

Plan Summary [2023-24]

General Information

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

Forest Charter School (FCS) is a TK-12 personalized learning program centered in the foothills of the Sierra Nevada Mountains, an area with a rich history and an active tourist industry. The community hosts a variety of artists and related activities, including music festivals, poetry, writers, painters, and more. The mining industry's history in this region is also a major draw, as are the winter sports in the Truckee/Tahoe area of our community.

Forest Charter School serves all students of legal TK-12th grade age in Nevada County and its contiguous counties (Placer, Yuba, Sierra). Currently, FCS is staffed to enroll approximately 825 TK-12 students, and its demographics align with other schools in the county. As a public school, FCS does not charge fees or tuition.

Forest Charter School's foundational philosophy is to build an educational program around each student and thus, serves families who desire a standards-based yet flexible and personalized learning approach to education. Each student's personal learning program is developed by their education team, consisting of the student, parents/guardians, and a supervising teacher (ST). This team meets regularly in order to monitor, plan, update, and document the student's progress. This personalized plan allows students to choose from a wide range of educational supports, such as home study, online classes, and small support classes. Students are encouraged to explore educational materials and avenues that motivate and inspire them and that are consistent with state standards.

Reflections: Successes

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

School Climate
There are several aspects of Forest Charter School's program that we are proud of. Perhaps our strongest aspect is our culture, and this view of our culture is shared by both families and staff. Based on the FCS annual school survey, approximately 97% of the parents and 89% of the students feel that the teachers show respect for the students (approximately 3% of the parents were neutral, 7% of the students were neutral, and the remaining percentage are not on campus). 88% of the staff feel that FCS promotes trust and collegiality (8.3% were neutral). This feedback, as well as our low suspension/expulsion rate, help quantify the strong school climate that is present at Forest Charter School.

Suspension Rate 0.1% 2022 Dashboard
As mentioned above, our suspension rate is very low. We believe this supports our contention that we have a very strong school culture that supports students and makes them feel safe.

Chronic Absenteeism 2.9% 2022 Dashboard
The dashboard indicates that our chronic absenteeism status is "Low" (2.0%). Forest Charter School has historically done well in this category. Last year, we implemented a process to identify students not doing their work (i.e. being absent in a non-classroom based school) which gives us more time to intervene and support students who might otherwise flail.

Graduation Rate 86% 2022 Dashboard
FCS works with a diverse population of students, and we work hard to help them continue their education and graduate as soon as possible. While we would like to improve our graduation rate, we also acknowledge that we serve many high school students who come to us with complicated backgrounds and are often behind in credits. In spite of this challenge, we mange to help most students find a path to graduation, whether that means an additional semester or year, or additional classes to push through to the finish line. The students who need additional time don't hit our dashboard until the following year which impacts our graduation rate, but we do track that number.

English Language Arts & Math Based on Local Benchmark (iReady)
Although our 2022 status scores for math and ELA on the dashboard are lower than we would have liked, we still feel that our benchmark scores indicate that students are showing strong growth in these areas. In assessing the effectiveness of our program, we looked at students working at or above grade level as well as students who began the year two or more grade levels below their assigned grade level. In both cases, we demonstrated strong improvement. In addition, we broke down the benchmark scores with our sub groups, and in all cases, we made strong gains.

Benchmark score breakdowns are below.

iReady Scores 2022-23

Percent of students in grades 3-8 on or above grade level
Reading - Fall 49.6%% Winter 62.3%
Math - Fall 31.5% Winter 45.3%

Percent of students in grades 3-11 on or above grade level
Reading - Fall 46.7% - Winter 56.2%
Math - Fall 30.5% - Winter 42.1%

Percent of students in grades 3-8 who tested 2 grades levels or more below their assigned grade level in iReady
(Note: the decreased percentage from fall to winter shows improvement in this area.)
Reading - Fall 24.5% - Winter 19.8%
Math - Fall 28.3% - Winter 22.8%

Percent of students in grades 3- 8 and 11 who tested 2 grades levels or more below their assigned grade level in iReady
(Note: the decreased percentage from fall to winter shows improvement in this area.)
Reading - Fall 29.9% - Winter - 25.4%
Math - Fall - 39.3% - Winter - 32.1%

Percent of students making typical progress
3-8 and 11th
Reading - 75%
Math - 50%

White Sub Group
3-8 and 11th
Reading - 75%
Math - 44.44%

Students with Disabilities Sub Group
3-8 and 11th
Reading - 69.7%
Math - 33.33%

Socio-Economically Disadvantaged Sub Group
3-8 and 11th

Reading - 69.7%
Math - 47.83%

Percent of students working at or above grade level (change from fall assessment to winter assessment)
3-11
Reading - Fall 46.7% - Winter 56.2%
Math - Fall 30.5% - Winter 42.1%

White Sub Group
3-11
Reading - Fall 46.4% - Winter 55.6%
Math - Fall 31.9% - Winter 45.1%

Students with Disabilities Sub Group
3-11
Reading - Fall 13.8% - Winter 24.6%
Math - Fall 7.9% - Winter 20%

Socio-Economically Disadvantaged Sub Group
3-11
Reading - Fall 36.2% - 47.7%
Math - Fall 17.1% - 30.7%

Reflections: Identified Need

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

Forest Charter School did not receive any "Not Met" or "Not Met for Two or More Years" Ratings on our local indicators.

State indicators for which overall performance was in Red or Orange
Although there are no color indicators on the dashboard for this year, our math and ELA status is at the "low" indicator. This is an identified need, and is one of the main focus areas for our LCAP goals. We would like to add that students overall and by each subgroup are making strong gains in our local benchmarks.

Any state indicator for which performance for any student group was two or more performance levels below the "all student" performance
Chronic Absenteeism

All student performance level: Low (four bars)
Students with Disabilities: High (two bars)

What steps is the ELA taking to address this issue? How is it addressed in goals?
In our non-classroom based program, attendance is tied to work completion. Therefore, we are address this disparity in chronic absenteeism though our academic goal. Some of the specific steps we are taking to improve this area are listed below the CAASPP scores as the specific steps focus on the same area (i.e. helping students perform at grade level proficiency).

Although we don't have the color indicators from the school dashboard, our CAASPP scores and dashboard status indicate a clear need to focus on students with disabilities and socio-economically disadvantaged students in reading and math. Even though we made good gains with these students compared to where they tested in the fall benchmark, they are still beginning and ending lower than white students and the whole school scores. Further, their CAASPP scores are still lower than the "all students" group. While we acknowledge that this is a significant need, it is worth noting that the smaller groups tend to have bigger swings since each student's score has a greater impact on the overall number for that group.

Here are the CAASPP scores for each group:

CAASPP Scores 2022
Percent proficient
ELA 3-8 and 11th 50.92%
Math 3-8 and 11th 35.52%

Percentage proficient
Students with Disabilities
ELA 3-8 and 11th 19.4%
Math 3-8 and 11th 15.2%

Percent proficient
White
ELA 3-8 and 11th 53.1%
Math 3-8 and 11th 39.8%

Percent proficient
SED
ELA 3-8 and 11th 39.4%
Math 3-8 and 11th 21.4%

Percent Proficient

Hispanic
ELA 3-8 and 11th 41.4%
Math 3-8 and 11th 24.1%

Steps Being Taken to Address Areas of Low Performance and Performance Gaps in reading and math:

- Use benchmark testing to ensure students are at grade level and to identify students who need support.
- Provide intervention support
- Provide student access to Chromebooks
- Provide additional funds to support students who qualify as low-income, English learners, or foster youth
- Improve our data analysis to guide intervention

LCAP Highlights

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

This year's LCAP focuses on two goals:

- Improve student's academic success in math and ELA
- Maintain a positive school culture so students feel safe

In order to support goal number one, Forest Charter School will implement the following actions/services:

- Use benchmark testing to ensure students are at grade level and to identify students who need support.
- Provide intervention support
- Provide student access to Chromebooks
- Provide additional funds to support students who qualify as low-income, English learners, or foster youth
- Improve our data analysis to guide intervention

We will monitor and evaluate the implementation and effectiveness of these actions/services by reviewing our benchmark (iReady) scores to ensure student growth in math and ELA.

In order to support goal number two, Forest Charter School will implement the following actions/services:

- Provide professional development/training as well as specific SEL tools for our staff to support students with emotional needs
- Employ three mental health counselors through the JPA
- Improve our administrative intervention protocols
- Improve our safety protocols and training

We will monitor and evaluate the implementation and effectiveness of these actions/services by ensuring all staff, training, and protocols are

in place and via the results of our student, family, staff surveys.

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.

Forest Charter has not been identified 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.

Forest Charter has not been identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Forest Charter has not been identified for comprehensive support and improvement.

Engaging Educational Partners

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

Parents/guardians are an integral part of the personalized learning process. Each month, the Supervising Teacher meets with the student and family to review work and establish assignments for the upcoming Learning Period. This is also an opportunity for the family to provide feedback about the school. Feedback gained from this format has always impacted the direction of Forest Charter School. Another avenue for involvement is through the Charter Council which acts as the Parent Advisory Group for the LCAP. The Charter Council is comprised of parents and, when one is available, a community member. Forest Charter School does not have a bargaining unit, however, two teachers attend meetings as staff representatives to provide feedback and a teacher perspective for the board on any agenda items or topics that come up. Every attempt is made to have this council represent Forest Charter School's demographic make-up. This parent body makes decisions and is frequently involved in discussions that influence policy and direction, including, but not limited to the strategic planning process (i.e. school wide action plan). Monthly LCAP reports are made at this meeting and include updates on the school's progress toward the LCAP goals/actions and services. Further, this report allows an opportunity for the board to brainstorm ideas, to give feedback regarding the plan, and to help make decisions regarding the LCAP. Members of the public who attend are also encouraged to participate in this discussion. The Charter Council meets on a monthly basis.

Forest Charter School also conducts an annual student survey, family survey and staff survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The staff survey, student survey, and the parent survey were conducted in February 2023. Approximately 24.3% of our families, based on 398 households (97 respondents), 5% of our students in 6-12, and 92% of the staff participated in these surveys. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School community and a reminder emails were sent by a specific date.

In addition to the surveys, students are also annually engaged in a conversation at each learning center. Administrators at each learning center met with a middle school group and a high school group to discuss the school and to ask their input regarding areas that are working and areas that need improvement. Although we come with some specific questions, this is an organic conversation that the facilitators allow to take a natural course. Efforts are made to bring in independent study students, but we usually have a greater number of students involved in our co-ops and block classes.

Faculty Council is an advisory council made up of staff members who meet monthly to advise the Executive Director regarding policy and vision for the school. A diverse group is selected for this committee and they are asked to bring in parent perspectives gained from learning record meetings as well as discussions with other teachers to ensure a strong foundation for decisions. This group also discusses topics/issues directly related to the LCAP, and the LCAP is a standing agenda item for these meetings.

Forest Charter School is also accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all educational partners and develop an action plan based on input from these groups. During the 2022-23 school year, we began a new self-study process for our upcoming WASC visit in November, 2023. Educational

partner input was gathered through teacher meetings with families as well as group meetings at the school. During our last WASC visit, Forest Charter School received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and well thought out. (Some of these action-plan items are also LCAP goals.) Further, this was our fourth six-year accreditation demonstrating that the school consistently follows through with its action plan.

Forest Charter School presented the draft LCAP to the parent advisory group in April (again, the Charter Council serves as the Parent Advisory Group for the LCAP). FCS also held a public hearing on the LCAP on June 12, 2023 to solicit recommendations and comments from the public. This meeting was posted on our website. The Executive Director responded in writing to any comments. The LCAP was approved by the Charter Council on June 13, 2023.

To review the 2023 LCAP, the administration team, Faculty Council and the Charter Council looked at the articulated goals from the LCAP. Regular reports regarding our progress on the LCAP were made at our monthly charter council meetings. We reported on our ability to provide the actions and services we had articulated as well as any scores or specific data that were available. We are working to compare our benchmark and CAASPP scores to last year's scores and determine if our intervention program is helping our students' scores improve. We also reviewed the actions and services we articulated and found that we had accomplished the vast majority of them. When appropriate, we looked at specific examples of the services we provided and the amount of budget spent on these services.

A summary of the feedback provided by specific educational partners.

Educational partner input indicated a clear desire to continue our focus on academic intervention. Although parents ranked some of the state priorities as a higher priority than academic achievement, other questions on the survey show that parents and staff feel that these areas are already a strength and therefore do not require the same attention as academic intervention. The surveys consistently show that parents, students, and staff feel that Forest Charter School is a safe environment. Although we regularly receive strong praise for our school climate, the survey showed a desire for continued training to support students with disabilities and students with emotional needs.

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

Educational partner input led Forest Charter School to add/keep the following actions/services:

- Staff three full-time mental health counselors who can provide support for these students.
- Provide professional development and tools to support students with disabilities and emotional needs
- Maintain our academic intervention program and the other academic services/supports
- Provide aides in co-op classes
- Provide intervention tutoring/support

Goals and Actions

Goal

Goal #	Description
1	The Percentage of students who demonstrate grade-level proficiency in ELA and math will increase annually.

An explanation of why the LEA has developed this goal.

Based on state testing, benchmark assessments, and teacher observations, FCS has identified a need to improve proficiency in language arts and math. The actions below will allow Forest Charter to provide a scaffolded spectrum of options to support students achieving grade-level proficiency in ELA and math beginning with a general foundation of services and increasing to targeted individual support based on student need. Further, the metrics will demonstrate the effectiveness of these actions by showing student growth and access to services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic (Conditions of Learning) Local indicator and/or local survey Facility Inspection Tool (FIT)	100% of teachers are appropriately assigned and fully credentialed (2021) 100% of Pupils have access to standards aligned instructional materials (2021) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2021)	100% of teachers are appropriately assigned and fully credentialed (2022) 100% of Pupils have access to standards aligned instructional materials (2022) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2022)	100% of teachers are appropriately assigned and fully credentialed (2023) 100% of Pupils have access to standards aligned instructional materials (2023) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2023)		Maintain 100% of teachers appropriately assigned and fully credentialed Maintain 100% of pupils having access to standards aligned instructional materials Achieve an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2: State Standards (Conditions of Learning) Local Indicator and/or local survey	100% of teachers implement state board adopted academic content and performance standards for all students (2021) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2021)	100% of teachers implement state board adopted academic content and performance standards for all students (2022) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2022)	100% of teachers implement state board adopted academic content and performance standards for all students (2023) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2023)		100% of teachers will Implement state board adopted academic content and performance standards for all students 100% of students (including unduplicated and students with disabilities) will be given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts.
Priority 3: Parental Involvement (Engagement) Local indicator and/or local survey to gain input on decision making	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in		100% of parents including parents of unduplicated pupils and students with exceptional needs will be contacted to participate in the annual Parent Survey for input in decision making

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	decision making. (2021)	decision making. (2022)	decision making. (2023)		
Priority 4: Pupil Achievement (Pupil Outcomes) CA School Dashboard DataQuest College Board EAP Results - 3 or higher on CAASPP CTE Completion Results on CALPADS Local Data	Math - 34% of students met or exceeded the grade level standard on the CAASPP (2019) ELA - 45% of students met or exceeded the grade level standards on the CAASPP (2019) API score, N/A State yet to release 19.28% of students are meeting the UC/CSU Requirement (2020)	Math - 0% Percent of students participated in CAASPP. FCS used our local benchmark (NWEA) instead. 43.1% of K-8 students and 50% of 11th grade students met or exceeded grade level standards based on NWEA (2021) ELA - 0% Percent of students participated in CAASPP. FCS used our local benchmark (NWEA) instead. 64.6% of K-8 students and 82.1% of 11th grade students met or exceeded grade level standards based on NWEA (2021) API score, N/A State yet to release	Math - 35.3% of students met or exceeded the grade level standard on the CAASPP (2022) ELA - 50.9% of students met or exceeded the grade level standards on the CAASPP (2022) API score, N/A State yet to release 17% of students are meeting the UC/CSU Requirement (2022)		The percentage of students Meeting or exceeding standard on the CAASPP math and ELA will increase by 5% Currently no API score available. When API comes available, we will meet or exceed growth API target as applicable The percent of student meeting the UC/CSU requirement will increase by 10% 100% of EL students will progress at least one level on the ELPAC FCS will reclassify 100% of its EL students. The percent of FCS students passing the AP exams with a 3 or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Zero EL students have progressed at least one level on the ELPAC (Currently FCS has no EL students) (2021) Zero EL students have been reclassified (currently FCS has no EL students) (2021) 62.5% of students have passed the AP exam with a 3 or higher (2020) 50% of students have been determined Ready or Conditionally Ready for college by EAP in ELA (2019) FCS did not take CAASPP in 2020. We used our local benchmark (NWEA). 24% of students have been determined Ready or Conditionally Ready for college by EAP in	31.6% of students are meeting the UC/CSU Requirement (2021) Zero EL students have progressed at least one level on the ELPAC (Currently FCS has no EL students) (2022) Zero EL students have been reclassified (currently FCS has no EL students) (2022) 76.92% of students have passed the AP exam with a 3 or higher (2021) Percent of students have been determined Ready or Conditionally Ready for college by EAP in ELA is not available due to no CAASPP testing (2020).	0 EL students have progressed at least one level on the ELPAC (Currently FCS has 3 EL students, testing to come) (2023) 0 EL students have been reclassified (currently FCS has 3 EL students, testing to come) (2023) 85.7% of students have passed the AP exam with a 3 or higher (2022) 67.1% of students have been determined Ready or Conditionally Ready for college by EAP in ELA by taking CAASPP (2022) 28.5% of students have been determined Ready or Conditionally Ready		higher will increase by 5% Students deemed Ready or Conditionally Ready in ELA will increase by 5% Students deemed Ready or Conditionally Ready in math will increase by 5% 5% of FCS students will have completed a CTE Pathway

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	math (2019). FCS did not take CAASPP in 2020. We used our local benchmark (NWEA). 0% of students have completed a CTE Pathway (2021)	Percent of students have been determined Ready or Conditionally Ready for college by EAP in math is not available due to no CAASPP testing (2020). 0% of students have completed a CTE Pathway (2022)	for college by EAP in math by taking CAASPP(2022). 0% of students have completed a CTE Pathway (2022) Path in 2022 was first year so no students have finished two year Pathway.		
Priority 7: Course Access (Conditions of Learning) Local indicator and/or local survey/data	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2021)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2022)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2023)		Maintain 100% of students having access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.
Priority 8: Other Pupil Outcomes (Pupil Outcomes) Benchmark Assessment Results	64.6% of K-8 students met or exceeded grade level standards on the NWEA ELA benchmark assessment. (2021) 43.1% of K-8 students met or exceeded grade level standards on the NWEA math	56.40% of K-8 students met or exceeded grade level standards on the winter iReady ELA benchmark assessment. (2022) 44.92% of K-8 students met or exceeded grade level	47.8% of K-8 students met or exceeded grade level standards on the winter iReady ELA benchmark assessment. (2023) 31% of K-8 students met or exceeded grade level standards on the winter iReady		The percent of students meeting or exceeding grade level proficiency on the ELA benchmark will increase by 5% The percent of students meeting or exceeding grade level proficiency on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	benchmark assessment. (2021)	standards on the winter iReady math benchmark assessment. (2022)	math benchmark assessment. (2023)		math benchmark will increase by 5%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Academic Support	a) Provide optional support classes (Coops, Learning Center classes) b) Provide optional enrichment classes c) College and career advisors d) Provide parent training to improve at-home instruction	$1,531,836.00	No
1.2	Targeted Academic Support	a) Provide aides, tutoring as needed b) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed c) Access to an Intervention Specialist and/or SST Coordinator	$402,094.00	Yes
1.3	Academic Materials	Access to Technology - Provide access to technology by making Chromebooks available to all students in grades 6-12	$25,000.00	No
1.4	Students with Disabilities	Provide supplemental tutoring (intervention) as needed for our students with disabilities.	$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Data Analysis	a) Measure the percent of our students working at or above grade level proficiency. b) Measure growth of students in our intervention program c) Track how students perform when they have attended FCS for three or more years d) Compare benchmark testing/metrics and state testing to measure the percent of students meeting grade level proficiency	$10,000.00	No
1.6	Benchmark Assessments	a) Use a benchmark assessment tool to measure growth.	$20,650.00	Yes
1.7	Additional Funds to Support Academics	Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc.	$135,000.00	Yes

Goal Analysis [2022-23]

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

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

Forest Charter School implemented all of the actions in last year's LCAP. Some highlights include the following:
Action 1.2 - We also managed to implement a more robust intervention system.
Action 1.5 - We also had success with the data analysis system that allows us to monitor our students' progress with more detail not only for the whole population, but the State identified subgroup populations as well.
Action 1.6 - We are still pleased with our benchmark system and we have continued training to better use the various features.

The actions that we were not able to fully implement were aides.
Action 1.1 - We offered an online Love and Logic parenting course to all families for free, but no one wanted to participate. We feel that we need to do a better job advertising this opportunity and will offer free access to the training again in the 2023-24 school year.
Action 1.2 - Aides - We were unable to hire a full complement of aides in Truckee due to a lack of applicants (We hired 3 of 4 positions). We are hopeful that we will be able to fill this position for the 2023-24 school year.

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.

Generally, FCS assumes a variance of 10% or more to be a material difference.
Action 3: We didn't need to purchase as many additional Chromebooks as originally budgeted for, however, all students who needed a Chromebook have received one.
Action 7: We saw a higher than anticipated need to support our unduplicated student population, especially in tutoring and intervention.

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

Overall, FCS was very successful identifying and supporting students working below grade level. We accomplished this by providing a variety of intervention support including direct tutoring, intervention curriculum, and the iReady intervention curriculum. An analysis of our benchmark assessments (see iReady data in the 2023-24 LCAP Plan Summary section) shows significant growth among our overall population as well as our identified sub-groups

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

Forest Charter School is not planning on any changes to the planned goal, metrics, or desired outcomes. We feel that our program was effective and by continuing with it, we will be able to refine any small issues and improve this service even more.

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

Goals and Actions

Goal

Goal #	Description
2	Forest Charter School will maintain its positive school climate.

An explanation of why the LEA has developed this goal.

Based on family surveys, staff surveys, student interviews, teacher observations, and state statistics FCS has a strong school climate that creates emotional, intellectual and physical safety; the Forest Charter School community wishes to maintain that culture. The actions below will provide Forest Charter the training and the mental health support services to maintain our positive school climate. Further, the metrics will demonstrate the effectiveness of these actions by maintaining our strong pupil engagement and school climate scores.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement DataQuest CALPADS CA School Dashboard Local Data	Attendance rates 98.30% (2020) Chronic Absenteeism 1.82% (2020) Middle school dropout rate: 0.008% (2020) High school dropout rate: 10.2%(2020) High school graduation rate: 89.8%(2020)	Attendance rates 97.56% (2021) Chronic Absenteeism 3.87% (2021) Middle school dropout rate: 0.015% (2021) High school dropout rate 13.8%(2021) High school graduation rate: 86.2%(2021)	Attendance rates 97.25% (2022) Chronic Absenteeism 2.9% (2022) Middle school dropout rate: 0% (2022) High school dropout rate 14%(2022) High school graduation rate: 86%(2022)		Maintain and attendance rate above 97.5% Reduce Chronic Absenteeism to below 3% Maintain a Middle school dropout rate of less than 1% Reduce High school dropout rate to below 8% Increase the High school graduation rate to 92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate DataQuest CALPADS CA School Dashboard CHKS data FCSSurvey data	Pupil suspension rate 0% (2020) Pupil expulsion rate 0% (2020) CHKS Survey: 68% of Parents feel FCS treats all students with respect (2021) CHKS Survey: 60% of parents feel FCS has adults who really care about students (2021) FCS Survey: 54% of parents Strongly agreed or agreed, that their child is safe/supervised at the Learning Center - (45% were neutral or did not know) (2021)	Pupil suspension rate 0% (2021) Pupil expulsion rate 0% (2021) CHKS Survey: 71% of Parents feel FCS treats all students with respect (2022) CHKS Survey: 65% of parents feel FCS has adults who really care about students (2022) FCS Survey: 85% of parents Strongly agreed or agreed, that their child is safe/supervised at the Learning Center - (14% were neutral or did not know) (2022)	Pupil suspension rate 0.1% (2022) Pupil expulsion rate 0% (2022) The FCS participation in CHKS was too small to get our own report (2023) The FCS participation in CHKS was too small to get our own report (2023) FCS Survey: 88.2%% of parents Strongly agreed or agreed, that their child is safe/supervised at the Learning Center - (03% were neutral and 08% did not know) (2023)		Maintain a pupil suspension rate of less than 1% Maintain a pupil expulsion rate of less than 1% CHKS Survey: The percent of Parents who feel FCS treats all students with respect will increase by 5% CHKS Survey: The percent of parents who feel FCS has adults who really care about students will increase by 5% FCS Survey: The percent of parents who strongly agree or agree, that their child is safe/supervised at the Learning Center will increase by 10%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development that focuses on supporting students social emotional learning/needs and promotes understanding the relationship between mental health and academic success	$7,500.00	No
2.2	Mental Health	a) Maintain mental health counselors to support student's emotional needs b) Maintain a part time behavior specialist to support teachers and aides working with high need students	$344,037.00	Yes

Goal Analysis [2022-23]

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

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

All actions and services for this goal were accomplished. We are especially pleased with the work we did around professional development. Based on staff feedback, Forest Charter School (FCS) had the special ed staff provide training for for specific areas such as behavior intervention and sensory issues. FCS also put a lot of work into continuing to update our safety plan, with a particular focus on our reunification protocols. We reviewed these changes with the leadership team as well as with the staff.

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

Generally, FCS assumes a variance of 10% or more to be a material difference.
Action 2: After our LCAP was approved, we moved our final mental health counselor to the JPA's payroll, and the behavior health specialist was hired through the JPA. We still maintained mental health counselors to be available at all Learning Centers, and the behavior health specialist has been working with students, teachers, and aides throughout the year.

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

FCS feels that the specific actions for goal #2 have helped maintain our positive school climate. Based on survey results approximately 97% of the parents and 89% of the students feel that the teachers show respect for the students (approximately 7% of the students were neutral).

88% of the staff feel that FCS promotes trust and collegiality (8.3% were neutral). This feedback as well as our low suspension/expulsion rate help quantify the strong school climate that is present at FCS.

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

Forest Charter School is not planning any changes to the planned goal, metrics, or desired outcomes. We feel that our program was effective and by continuing with it, we will be able to refine any small issues and improve this service even more.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$718,575	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.26%	0.00%	$0.00	8.26%

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

Required Descriptions

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

Forest Charter School has an unduplicated population count of 40.75%, and while many of our goals and actions support the whole school population, they are principally directed to add support to our Foster Youth, English Learners, and Low-Income students. FCS will receive an estimated $646,934 in supplemental funding generated by the school's low income, Foster Youth, and English Learner population. FCS does not qualify for concentration grant funding. We will also use additional LCFF funding, Expanded Learning Opportunities Grant funding and ESSER III grant funding to supplement services to our unduplicated population.

Goal 1, Action 2 - Targeted Academic Supports to increase or improve math and ELA proficiency.

a) Provide aides and additional tutoring as needed
b) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed
c) Access to an Intervention Specialist and/or SST Coordinator

Data
Why we have implemented these actions.

- iReady scores for unduplicated students - SED - 48.9% on or above grade level in reading, SED - 28.7% on or above grade level in math
- Parent Survey - “Forest Charter School should continue its current LCAP goal of academic support/intervention” (94.5% agreed)
- Staff Survey - “Forest Charter School should continue its current LCAP goal of academic support/intervention” (85% agreed and 10% were neutral or don’t know)
- Anecdotal - STs report that parents struggle to teach math, especially after 5th grade

How we will track the progress/success of these actions

- iReady growth scores for unduplicated students from fall to winter/spring
- Number of unduplicated students who received tutoring (year to year)

Desired outcome

- Unduplicated students will show a 5% increase in benchmark scores for the 2023-24 school year
- Unduplicated students will show a 5% increase in CAASPP scores for the 2023-24 school year

Goal 1, Action 6: Benchmark Assessments.

a) Use a benchmark assessment tool to measure growth.

Data
Why we have implemented these actions

- ST Survey data - “Benchmark testing has helped me identify students who need support.” 67% agree or strongly agree, 17%% are neutral, 4% disagree and 12% don't know. Office staff and special ed contribute to this survey also.
- Anecdotal - STs report that they need better data to better serve their students

How we will track the progress/success of these actions

- The number/percent of unduplicated students who take the iReady diagnostic test

Desired Outcome

- Have 95% of unduplicated students take the iReady diagnostic test in math and ELA

Goal 2, Action 2a: Mental Health
a) Maintain mental health counselors to support student's emotional needs
b) Maintain behavioral health specialist

Why we have implemented these actions

- Parent Survey - “Forest Charter School should continue its LCAP school climate goal of supporting students' emotional needs.” (95% agreed)
- Staff Survey - “Forest Charter School should continue its LCAP school climate goal of supporting students' emotional needs.” 88% agreed (6.25% were neutral and 4% didn’t know)
- Anecdotal - STs report a significant increase in student mental health needs, primarily anxiety.

How we will track the progress/success of these actions

- Number of unduplicated students served by mental health counselors in 2021-22 and 2022-23

We will implement the following preventative measures to support students

- ST/parent Consultation
- Maintain Staff Wellness committee. The Wellness Committee was created in 2021-22 with great staff participation. The Committee meets regularly to discuss staff wellness needs and has done everything from organized lunchtime walks to little treats in mailboxes and social events after work.
- Make SEL curriculum available to students, staff, and families
- Student Wellness Lab
- Push in services
- Referrals to outside resources

Desired Outcomes

- Reduce High school dropout rate for unduplicated students to below 8% for the 2023-24 school year
- Increase the High school graduation rate for unduplicated students to 92% for the 2023-24 school year

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

Forest Charter School anticipates expending $2,619,657.37, which represents approximately 31% of total LCFF funding expected in the 2023-2024 school year. Based on stakeholder feedback, there is a clear desire for academic intervention, especially in Math and ELA, to support students who are behind academically.

The proposed use of our supplemental funds will be principally directed toward providing increased and improved Math and ELA interventions and support. Due to the nature of our personalized learning program, we have found that the most effective use of these funds is to collaborate with an intervention specialist, along with the Supervising Teacher, to enhance our ability to individualize the intervention process. Further, we have established funds for low-income students to provide additional academic tutoring or other supports as needed. We believe that this approach will have the greatest impact on our low-income population and is the most effective use of these funds. These funds will directly support our low-income population through ELA and Math intervention, academic tutoring opportunities, additional curriculum and materials, test fees, etc.

Additionally, Forest Charter plans to use additional ESSER funds to support students who have suffered from learning loss due to the Covid-19 pandemic.

Goal 1, Action 7: Additional Funds to Support Academics. Estimated program expenditure $150,000.

After assessing the needs, conditions, and circumstances of our students, FCS determined that by offering additional funds to support academics to our unduplicated population, we can ensure that they have the materials and resources needed to support their education. These additional funds are specifically held for our unduplicated students and will support things such as additional tutoring and instructional materials including Chromebooks and hot spots, bus passes, test fees, and school supplies.

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.

Forest Charter School does not recieve concentration grant funding.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,513,550.00	$122,567.00			$2,636,117.00	$2,330,467.00	$305,650.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	**1.1**	Supplemental Academic Support	All	$1,524,336.00	$7,500.00			$1,531,836.00
1	**1.2**	Targeted Academic Support	English Learners Foster Youth Low Income	$335,177.00	$66,917.00			$402,094.00
1	**1.3**	Academic Materials	All	$15,000.00	$10,000.00			$25,000.00
1	**1.4**	Students with Disabilities	Students with Disabilities	$160,000.00				$160,000.00
1	**1.5**	Data Analysis	All		$10,000.00			$10,000.00
1	**1.6**	Benchmark Assessments	English Learners Foster Youth Low Income		$20,650.00			$20,650.00
1	**1.7**	Additional Funds to Support Academics	English Learners Foster Youth Low Income	$135,000.00				$135,000.00
2	**2.1**	Professional Development	All		$7,500.00			$7,500.00
2	**2.2**	Mental Health	English Learners Foster Youth Low Income	$344,037.00				$344,037.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$8,699,455	$718,575	8.26%	0.00%	8.26%	$814,214.00	0.00%	9.36 %	**Total:**	$814,214.00
								LEA-wide Total:	$814,214.00
								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 (%)
1	**1.2**	Targeted Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$335,177.00	
1	**1.6**	Benchmark Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.7**	Additional Funds to Support Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,000.00	
2	**2.2**	Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$344,037.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,742,324.00	$3,036,462.00

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**	Supplemental Academic Support	No	$1,763,665	$1,892,000
1	**1.2**	Targeted Academic Support	Yes	$709,585	$710,037
1	**1.3**	Academic Materials	No	$35,000	$64,239
1	**1.4**	Students with Disabilities	No	$81,900	$184,587
1	**1.5**	Data Analysis	No	$10,000	$8,500
1	**1.6**	Benchmark Assessments	Yes	$20,750	$20,650
1	**1.7**	Additional Funds to Support Academics	Yes	$78,750	$116,416
2	**2.1**	Professional Development	No	$7,500	$3,975
2	**2.2**	Mental Health	Yes	$35,174	$36,058

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$633,539	$777,342.00	$883,161.00	($105,819.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.2**	Targeted Academic Support	Yes	$642,668	$710,037		
1	**1.6**	Benchmark Assessments	Yes	$20,750	$20,650		
1	**1.7**	Additional Funds to Support Academics	Yes	$78,750	$116,416		
2	**2.2**	Mental Health	Yes	$35,174	$36,058		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$7,733,487	$633,539	0%	8.19%	$883,161.00	0.00%	11.42%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

Forest Charter School

470 Searls Avenue
Nevada City, CA 95959

Monthly Charter Council Meeting Agenda

June 13, 2023

5:00 p.m. Regular Session
470 Searls Avenue, Sequoia
Nevada City, CA 95959

Network User ID: FC_Public
Network Password: PineCedar2

Dan Thiem, Chair
Dylan Hendricks, Parent Representative
Cheryl Knight, Parent Representative
Amee Medeiros, Parent Representative
Geoffrey Thornton, Parent Representative
Tita Fowler, Secretary

NOTE: Cheryl Knight may be joining the meeting by teleconference from 10725 Pioneer Trail, Truckee, CA.

Join Meeting via Zoom:

https://us02web.zoom.us/j/85408398614?pwd=Y2dzdFBFUXdQTUFxazI3bERnZGlYUT09

Meeting ID: 854 0839 8614

Passcode: 873378

Dial by your location

+1 408 638 0968 US (San Jose)

Meeting ID: 854 0839 8614

Find your local number: https://us02web.zoom.us/u/kb7yu4OPaF

AGENDA:

1. **Call To Order**

2. **Roll Call**

3. **Information/Action: A, B, C, and D may be considered for Consent Agenda--Meshawn Simmons**

   (E-Attachments)

   - Shall the Consent Agenda be approved?
     A. Adoption of the June 13, 2023 Agenda
     B. May 16, 2023, Charter Council Meeting Minutes *(page 4)*
     C. Warrants (May) *(page 8)*

4. **Closed Session**

The Council will meet in Closed Session in compliance with the Brown Act restrictions to consider qualified matters of litigation, negotiations, student discipline, and/or personnel qualifications which are timely.

- Pending Litigation

5. **Discussion: Other**

This is an opportunity for audience members to address the Council on non-agendized items. Agendized items may be either addressed at this time or when the items come up for discussion.
The Council cannot discuss or take action on non-agendized items tonight, but items may be agendized at a later Council meeting for discussion and/or action. Public comments are limited to three minutes.

Information/Discussion Items:

1. **Information: WASC Self-Study—Peter Sagebiel, Paul Simoes**

Peter and Paul will update the board on the upcoming WASC self-study.

2. **Information: Student Achievement—B.J. Hatcher**

B.J. will provide the Council with an update on student achievement and CAASPP testing.

3. **Information: Local Indicators–B.J. Hatcher**
(page 12)
B.J. will present the Local Indicators to the Council for review.

6. **Information: 2022/23 Budget and Cash Flow–Meshawn Simmons**

Meshawn will update the Council on 2022/23 Budget items and Cash Flow.

7. **Information: Nevada City Learning Center Relocatable Office Space–Meshawn Simmons, Peter Sagebiel**

Peter and Meshawn will provide the Council with an update on the Nevada City Learning Center Relocatable Office Space.

Action Items:

8. **Action: Forest Charter School Academic Dean Job Description--Peter Sagebiel**
(page 16)
   - Should the Council approve updates to the Academic Dean Job Description?

9. **Action: Forest Charter School 2023/24 Cash Flow, Budget Narrative, and Adopted Budget--Meshawn Simmons**
(page 32)
   - Should the Council approve the 2023/24 Cash Flow, Budget Narrative, and Adopted Budget?

10. Action: Forest Charter School 2023/24 Education Protection Account (EPA)--Meshawn Simmons
(page 64)

- Should the Council approve the Forest Charter School 2023/24:
  - Education Protection Account (EPA) Resolution #2324-01-136?
  - EPA Expense Detail and Spending Plan?

11. Action: Forest Charter School 2023 LCAP--Peter Sagebiel
(page 69)

- Should the Council approve the Forest Charter School 2023 LCAP?

12. Action: 2023/24 Local Assignment Options—Meshawn Simmons

- Shall the Council approve the use of local assignment options EC 44865?

13. Action: 2023/24 Forest Charter School Employee Handbook--Meshawn Simmons
(page 126)

- Should the Council approve the 2023/24 Forest Charter School Employee Handbook?

14. Action: 2022/23 Charter Council Meeting Calendar--Peter Sagebiel
(page 179)

- Should the Council approve the 2022/23 Charter Council Meeting Calendar?

15. Director's Update--Peter Sagebiel

- Enrollment
- Graduations
- Prom
- Year End Celebrations, Retirements
- Staffing Updates
- Other

16. Future Agenda Items

- AMIM Block Grant Spending Plan (Aug-Oct)
- Dress Code Policy (Aug)

17. Information: Reminder of Future Meetings

2023/2024 <TBD>

***Special Meeting/Public Hearing **Budget Meeting**

18. Action: Adjourn

Forest Charter School

Monthly Charter Council Meeting
Minutes – May 16, 2023

5:00 p.m. Special Meeting
****Virtual Meeting****

Council Members:

Dan Thiem, Community Representative, and Chair
Dylan Hendricks, Parent Representative
Cheryl Knight, Parent Representative
Amee Medeiros, Parent Representative
Geoffrey Thornton, Parent Representative
Tita Fowler, Secretary

Minutes

Present: Dan Thiem, Peter Sagebiel, Meshawn Simmons, Katy Baggett, Janice Eggers (Truckee Campus), Tita Fowler, B.J. Hatcher, Dylan Hendricks, Cheryl Knight (Truckee campus), Amee Medeiros, Paul Simoes0., Dave Stanger, Geoffrey Thornton, Christine Sween (Auburn Campus), Lindsay Mercado (Foresthill Campus)

1. **Call to Order: 5:02 pm**

2. **Roll Call: Dan Thiem, Peter Sagebiel, Meshawn Simmons, Katy Baggett, Janice Eggers (Truckee Campus), B.J. Hatcher, Dylan Hendricks, Cheryl Knight (Truckee campus), Amee Medeiros, Paul Simoes, Dave Stanger, Geoffrey Thornton**

3. **Information/Action: A, B, C, and D may be considered for Consent Agenda—Meshawn Simmons**

   May 16, 2023 Charter Council Agenda, April 18, 2023 Minutes, and the Warrants were presented for approval.

   Dylan Hendricks made a motion to approve the consent agenda. Geoffrey Thornton seconded.

   Ayes: Cheryl Knight, Amee Medeiros, Dan Thiem, Geoffrey Thornton
   Nays: None

4. **Discussion: Other**

   None

Information/Discussion Items:

5. Election Results–Peter Sagebiel

Peter updated the Council on Charter Council the Parent Representative election results. Both Amee Medeiros and Geoff Thornton were reelected to another term. Cheryl Knight has decided not to continue next school year. Forest Charter School thanks her for her service and support of the school.

6. Information: Forest Charter School Local Control & Accountability Plan (LCAP)—Peter Sagebiel

Peter informed the Council that the draft LCAP was reviewed by the County Office of Education. Overall everything went great and the feedback was all positive.

7. Information: Student Achievement—B.J. Hatcher

B.J. provided the Council with an update on student achievement and CAASPP testing update including current participation numbers and trends.

8. Information: WASC Self-Study—Peter Sagebiel, Paul Simoes

Peter and Paul updated the Council on WASC progress. The WASC team has been put in place and we are hoping to submit a draft sefl-study sometime in June for review. The final draft must be turned in by the end of September

9. Information: 2022/23 Budget and Cash Flow–Meshawn Simmons

Meshawn provided the Council with a 2022/23 budget and Cash flow update.

10. Information: 23/24 Schoolwide Program and Staffing Changes–Peter Sagebiel, Meshawn Simmons

Peter provided the Council on 23/24 Schoolwide Program and Staffing Changes including retirements, new hires and/or program reorganization in Nevada City, Truckee and Auburn.

11. Nevada City Learning Center Relocatable Office Space and Playground –Meshawn Simmons, Peter Sagebiel

Meshawn updated the Council on the Nevada City Learning Center relocatable office space and announced the new Nevada City Learning Center playground is being enjoyed by all. Portable is slated for delivery mid-June.

Action Items:

12. Action: 23/24 Salary Schedules–Meshawn Simmons

Meshawn reviewed updates to the Forest Charter School 23/24 Salary Schedules.

- Classified Hourly
- Administrative
- Aide
- Classified Block Class
- Classified Exempt
- Credentialed Block Class
- Credentialed
- Mental Health Counselor
- Stipend
- Substitute
- Supplemental

Dylan Hendricks made a motion to approve the Forest Charter School 23/24 Salary Schedules. Geoff Thornton seconded.

Ayes: Dylan Hendricks, Cheryl Knight, Dan Thiem, Geoffrey Thornton
Nays: None
Abstensions: Amee Medeiros

13. Action: Supervising Teachers Job Description–Peter Sagebiel

Peter reviewed revisions to the Supervising Teacher's Job Description which included updates to meet standards and current processes.

Cheryl made a motion to approve the updates to the Supervising Teacher Job Description. Dylan Hendricks seconded.

Ayes: Dylan Hendricks, Cheryl Knight, Amee Medeiros, Dan Thiem, Geoffrey Thornton
Nays: None

14. Action: FCS 2021/22 Taxes–Meshawn Simmons

Meshawn presented the FCS 2021/22 taxes for approval.

Dylan Hendricks made a motion to approve the FCS 2021/22 taxes. Amee Medeiros seconded.

Ayes: Dylan Hendricks, Cheryl Knight, Amee Medeiros, Dan Thiem, Geoffrey Thornton
Nays: None

15. Action: Resolution for Separation from Service Requirement Exemption Form–Meshawn Simmons

Meshawn reviewed Resolution 2324-01-135 with the Board.

Dylan Hendricks made a motion to approve Resolution 2324-01-135. Geoff Thornton seconded.

Ayes: Dylan Hendricks, Cheryl Knight, Amee Medeiros, Dan Thiem, Geoffrey Thornton
Nays: None

16. Director's Update--Peter Sagebiel

- Enrollment - Going well, there are waiting lists at all learning centers.
- Safety Drills - Spring drills were conducted and went well.
- EOY ST Reviews - Reviews are almost complete. In Truckee on Friday.
- New Truckee ST - Excited to welcome Kate Sutton to support independent study K-8 students at the Truckee Learning Center
- FCS Teacher Who Makes a Difference-local award – Amy Woods was nominated for her continued contribution over the years (17 years)
- NCCLI Presentation – Scott Lay asked Peter to do a presentation on Charter Schools.
- Teacher Appreciation – Teacher's were celebrated with ice cream at the staff meeting and sent them Starbucks cards!
- Other - none

17. Future Agenda Items

- AMIM Block Grant Spending Plan (Aug-Oct)
- Ethics Training
- Dress Code Policy (Aug)
- 23/24 Charter Council Calendar

18. Information: Reminder of Future Meetings

Dates for the 2022/23 Charter Council meetings were set as follows:

2023: 6/12*, 6/13**

***Special Meeting **Budget Meeting**

19. Closed Session

The Council met in Closed Session for the Director's Evaluation. No action was taken.

20. Action: Adjourn at 7:45 p.m.

Respectfully submitted:

_____ _____
Tita Fowler, Secretary Date

Charter Council Approved:

_____ _____
Dan Thiem, Chair Date

Checks Dated 05/01/2023 through 05/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
23-530172	05/05/2023	4 ELEMENTS EARTH EDUCATION INC	01-5800		850.00
23-530173	05/05/2023	ABSOLUTE COMM SOLUTIONS	01-5800		723.44
23-530174	05/05/2023	Airco Mechanical Inc	01-5800		1,014.79
23-530175	05/05/2023	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		7,066.57
23-530176	05/05/2023	AQUA MI	01-4300	1,242.00	
			01-5800	1,242.00	2,484.00
23-530177	05/05/2023	B & C ACE HOME CENTER	01-4300		3.70
23-530178	05/05/2023	BALLET REJOICE SCHOOL FOR THE ARTS	01-4300		193.00
23-530179	05/05/2023	BRUCE MAIRS	01-5800		4,107.86
23-530180	05/05/2023	CARRIE BLANCHE MORRIS DBA MASTERPIECE ART ACADEMY	01-4300	7,350.00	
			01-5800	660.00	8,010.00
23-530181	05/05/2023	CATHLEEN WHITING	01-4300		292.50
23-530182	05/05/2023	CLEARFLY	01-5930		453.57
23-530183	05/05/2023	COOLERZONE	01-5540		520.20
23-530184	05/05/2023	FOREST CHARTER REVOLVING	01-4300		157.50
23-530185	05/05/2023	FULL STEAM AHEAD	01-4300	7,480.00	
			01-5800	280.00	7,760.00
23-530186	05/05/2023	HEATHER GROVE	01-4300	90.00	
			01-5800	90.00	180.00
23-530187	05/05/2023	JJR Enterprises FILE 2388	01-5600		562.36
23-530188	05/05/2023	JUDSON PIANO STUDIO	01-5800		270.00
23-530189	05/05/2023	KATHRYN NUNN	01-4300	360.00	
			01-5800	760.00	1,120.00
23-530190	05/05/2023	NEVADA COUNTY SUPERINTENDENT	01-9514		40,804.40
23-530191	05/05/2023	NORTHERN SIERRA SWIMMING	01-4300		151.00
23-530192	05/05/2023	OFFICE DEPOT	01-4300		331.89
23-530193	05/05/2023	RICHARD T KIRKPATRICK	01-4300	35.00	
			01-5800	175.00	210.00
23-530194	05/05/2023	SCINTO GRAZIANO LLP	01-5800		1,500.00
23-530195	05/05/2023	SEBASTIAN	01-5930		176.98
23-530196	05/05/2023	SHERRY TORGERSON	01-4300		1,462.50
23-530197	05/05/2023	SUZIE GEMIGNANI	01-4300	45.00	
			01-5800	45.00	90.00
23-530198	05/05/2023	TAHOE SCHOOL OF MUSIC	01-4300		230.00
23-530199	05/05/2023	THE CLEANING SOLUTION	01-5800		2,157.50
23-530200	05/05/2023	Time4Learning	01-5800		105.00
23-530201	05/05/2023	TUTOR ME PLEASE	01-4300		4,200.00
23-530202	05/05/2023	VERIZON	01-5800		38.01
23-530203	05/05/2023	WILD ROOTS LEARNING CENTER LLC	01-4300		600.00
23-530642	05/12/2023	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		5,897.46

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Checks Dated 05/01/2023 through 05/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
23-530643	05/12/2023	AT&T	01-5930		63.49
23-530644	05/12/2023	CENTER STAGE DANCE STUDIO	01-4300		225.00
23-530645	05/12/2023	CHERYL ANNE KENNEDY	01-5800		2,025.00
23-530646	05/12/2023	CLEVER MINDS	01-4300	945.00	
			01-5800	1,610.00	2,555.00
23-530647	05/12/2023	ELIZABETH BROWN	01-4300	100.00	
			01-5800	875.00	975.00
23-530648	05/12/2023	EXTREME GYMNASTICS, INC	01-4300		150.00
23-530649	05/12/2023	GOLD COUNTRY GYMNASTICS	01-5800		100.00
23-530650	05/12/2023	JJR Enterprises FILE 2388	01-5600		173.61
23-530651	05/12/2023	KAREN BAILEY	01-4300		195.00
23-530652	05/12/2023	KEN WILLER	01-4300		82.50
23-530653	05/12/2023	LAKESHORE LEARNING MATERIALS	01-4300		101.11
23-530654	05/12/2023	MARGARET JOHNSON	01-4300		650.00
23-530655	05/12/2023	MIYAGI GYMNASTICS ACADEMY	01-4300	477.00	
			01-5800	42.00	519.00
23-530656	05/12/2023	OFFICE DEPOT	01-4300		9.08
23-530657	05/12/2023	OPTIMIZED ENERGY & FACILITIES CONSULTING, INC.	01-5800		2,500.00
23-530658	05/12/2023	PACIFIC GAS & ELECTRIC COMPANY	01-5510	575.96	
			01-5520	1,753.41	2,329.37
23-530659	05/12/2023	R&B COMMUNICATIONS	01-5800		395.00
23-530660	05/12/2023	SEAN BIANCO	01-4300		140.00
23-530661	05/12/2023	SINGAPORE MATH INC	01-4300		74.37
23-530662	05/12/2023	SPD MARKET- NEVADA CITY	01-4300	23.56	
			01-4700	20.30	
			01-5920	179.45	223.31
23-530663	05/12/2023	Stacey Anderson	01-4300	143.75	
			01-5800	550.00	693.75
23-530664	05/12/2023	STATE OF CA DOJ DEPT OF JUSTICE/ CASHIER UNIT	01-5840		64.00
23-530665	05/12/2023	TRUCKEE DONNER PUBLIC UTILITY REMITTANCE CENTER	01-5520	501.63	
			01-5540	129.56	631.19
23-530666	05/12/2023	US BANK CORPORATE PAYMENT SYS	01-4300	8,110.33	
			01-5210	2,385.00	
			01-5800	2,251.27	
			01-5920	8.32	
			Unpaid Tax	252.79-	12,502.13
23-530667	05/12/2023	YOUNG MINNEY & CORR LLP	01-5802		1,767.50
23-530668	05/12/2023	ZANER-BLOSER	01-4300		1,794.43
23-531088	05/19/2023	ALPENGLOW CLEANING INC	01-5800		2,255.00
23-531089	05/19/2023	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		575.40
23-531090	05/19/2023	AT&T	01-5930		25.34

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Checks Dated 05/01/2023 through 05/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
23-531091	05/19/2023	AUBURN GYMNASTICS CENTER	01-4300	1,780.20	
			01-5800	1,113.00	2,893.20
23-531092	05/19/2023	BINLEY, BROOK A	01-5220		58.95
23-531093	05/19/2023	Bonnie Wiesz	01-4300		945.00
23-531094	05/19/2023	CITY OF NEVADA CITY	01-5550		300.11
23-531095	05/19/2023	COMCAST	01-5930		737.35
23-531096	05/19/2023	DAVID A. GARCIA JR	01-4300		250.00
23-531097	05/19/2023	DAY BY DAY SPANISH	01-4300		840.00
23-531098	05/19/2023	DE LAGE LANDEN FINCL SRV INC	01-5600		1,003.55
23-531099	05/19/2023	ELIZABETH BROWN	01-5800		125.00
23-531100	05/19/2023	ELIZABETH SCHOPFER	01-4300	4,095.00	
			01-5800	1,170.00	5,265.00
23-531101	05/19/2023	EXTREME GYMNASTICS, INC	01-4300		150.00
23-531102	05/19/2023	EZ WAY DRIVING SCHOOL	01-4300	200.00	
			01-5800	200.00	400.00
23-531103	05/19/2023	GRIFFIN TUTORING	01-4300		675.00
23-531104	05/19/2023	KEIM, MARK J	01-5220		74.02
23-531105	05/19/2023	LYSEN, LAURA E	01-5220		35.37
23-531106	05/19/2023	MARGARET JOHNSON	01-4300		525.00
23-531107	05/19/2023	NEVADA CITY BALLET ACADEMY	01-4300	1,337.50	
			01-5800	50.00	1,387.50
23-531108	05/19/2023	NEVADA COUNTY CHARTER SERVICES AUTHORITY	01-5100		176,473.85
23-531109	05/19/2023	OFFICE DEPOT	01-4300		380.10
23-531110	05/19/2023	OPTIMUM BUSINESS	01-5930		309.18
23-531111	05/19/2023	PACIFIC GAS & ELECTRIC COMPANY	01-5510	18.97	
			01-5520	86.00	104.97
23-531112	05/19/2023	PAMELA DAVIS	01-5800		1,000.00
23-531113	05/19/2023	PAMELOT A SCHOOL OF DANCE	01-4300	120.00	
			01-5800	540.00	660.00
23-531114	05/19/2023	QUINE, SARAH M	01-5220		74.02
23-531115	05/19/2023	Rebecca Gonnella	01-4300	350.00	
			01-5800	1,050.00	1,400.00
23-531116	05/19/2023	ROSE-MAY MICKELSON	01-4300		350.00
23-531117	05/19/2023	SEAN BIANCO	01-5800		105.00
23-531118	05/19/2023	SIERRA LAND SOLUTIONS	01-5800		1,400.00
23-531119	05/19/2023	SITELINE ARCHITECTURE	01-5800		2,310.00
23-531120	05/19/2023	T-MOBILE	01-5800		565.60
23-531121	05/19/2023	TIFFANY MADDEN	01-4300		1,200.00
23-531122	05/19/2023	TWIN CITIES CONCERT ASSOC	01-5800		650.00
23-531123	05/19/2023	WALTERSCHEID, NICOLE M	01-5220		74.02
23-531124	05/19/2023	WASTE MANAGEMENT	01-5570		297.63
23-531125	05/19/2023	WAVE	01-5930		274.14
23-531126	05/19/2023	WAXIE SANITARY SUPPLY	01-4300		155.19
23-531127	05/19/2023	YESENIA ANDERSON ANDERSONS STEP IT UP	01-5800		65.00

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Checks Dated 05/01/2023 through 05/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
23-531502	05/26/2023	4 ELEMENTS EARTH EDUCATION INC	01-5800		1,270.00
23-531503	05/26/2023	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300	500.68	
			Unpaid Tax	13.54-	487.14
23-531504	05/26/2023	B & C ACE HOME CENTER	01-4300		14.22
23-531505	05/26/2023	CANYON VIEW ASSEMBLY	01-5600		1,500.00
23-531506	05/26/2023	CATHLEEN WHITING	01-4300		292.50
23-531507	05/26/2023	CHERYL ANNE KENNEDY	01-4300		1,665.00
23-531508	05/26/2023	CHI-HSIN KAO THORP	01-5800		350.00
23-531509	05/26/2023	DIVISION OF THE STATE ARCHITECT	01-5800		2,800.84
23-531510	05/26/2023	EZ WAY DRIVING SCHOOL	01-5800		200.00
23-531511	05/26/2023	HOLT BALLET CONSERVATORY	01-4300		185.00
23-531512	05/26/2023	JJR Enterprises FILE 2388	01-4300	15.00	
			01-5600	454.22	469.22
23-531513	05/26/2023	K&T MANAGEMENT	01-5600		983.10
23-531514	05/26/2023	LISA MICHELLE CLEMENT	01-4300		750.00
23-531515	05/26/2023	MIYAGI GYMNASTICS ACADEMY	01-5800		519.00
23-531516	05/26/2023	NEVADA CITY SCHOOL DISTRICT	01-5600		14,375.00
23-531517	05/26/2023	OFFICE DEPOT	01-4300		343.83
23-531518	05/26/2023	PAMELA DAVIS	01-5800		200.00
23-531519	05/26/2023	PIONEER COMMERCE CENTER	01-5600		15,378.34
23-531520	05/26/2023	SOUTHWEST GAS CORPORATION	01-5510		282.57
23-531521	05/26/2023	STACEY BICKMORE	01-4300		1,370.00
23-531522	05/26/2023	TERESA OAKES	01-4300		3,635.00
23-531523	05/26/2023	THE NATURALISTS ATELIER LLC	01-5800		175.00
23-531524	05/26/2023	WILD ROOTS LEARNING CENTER LLC	01-4300		550.00
		Total Number of Checks	**122**		**378,828.32**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	FOREST CHARTER	122	379,094.65
	Total Number of Checks	**122**	379,094.65
	Less Unpaid Tax Liability		266.33-
	Net (Check Amount)		**378,828.32**

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Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Forest Charter School	Peter Sagebiel Executive Director	psagebiel@forestcharter.com (530) 265-4823

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

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

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

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

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

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

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

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

CTE: This year we added a second in-person option for entrepreneurship, which has been successful. We are also looking to expand more options in our other learning centers.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Staff are provided ongoing training on how to use SEL techniques to engage students and families through a supportive, non-threatening dialogue.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

We want to improve our early identification process of students with mental health needs.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Underrepresented families primarily show up at Forest Charter School based on students who are not completing work and/or working below grade level. These families will be identified during our students of concern meetings. Our area of improvement will be to engage these families. Administrators will contact families to determine the best approach to engage the family, to identify possible community resources, and to provide the needed support for the student.

Section 2: Building Partnerships for Student Outcomes

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

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Parents meet with their supervising teacher at least once every four weeks to discuss and review student learning. This process builds a close relationship between the parents, teachers and students. This is a requirement for all families including underrepresented families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

FCS will focus on building relationships between school staff and families with students who are not completing work and/or working below grade level with the goal of increasing parental engagement in school requirements. In a non-classroom-based school like Forest Charter School, parent involvement is often the difference for students who are struggling to find success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Forest Charter School's program design naturally engages parents as partners in their student's,education. However, as noted earlier, this partnership often breaks down for students who are not completing work and/or working below grade level. FCS will conduct regular students of concern meetings with supervising teachers to identify students who need support earlier, and then work with families to help them understand expectations through Review Board meetings, SST meetings, and other relationship building approaches. Additionally, FCS will work to provide these families with additional resources through the school and/or community. Our goal is to help families understand how vital their role is in building success for their students and to provide them with tools to support their students.

Section 3: Seeking Input for Decision-Making

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

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

FCS annually conducts a parent survey with opportunities for the parents to provide written input on a range of topics. FCS also has five parents seated on the Charter Council. The Charter Council is responsible for guiding the FCS Director, developing the school LCAP and setting policies that are best for the school. Parental participation is extremely high at FCS mainly due to the nature of our personalized learning program; all parents are required to meet with their teacher on a regular basis and are partially responsible for teaching their children. FCS chose to use a survey to establish a higher participation rate than we have been able to achieve through stakeholder meetings. Due to the disparate geographic makeup of stakeholders that often comes with a non-classroom-based program, FCS has worked to establish a thorough survey that addresses all required State priorities.

The 2023 parent survey had a 24.3% participation rate. Additionally, FCS uses a communication tool (Parent Square) that allows parents to immediately respond to any communication. This way, FCS gets immediate feedback from parents regarding new policies, requirements, or other topics.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Our area of improvement will be to offer opportunities for in-person meetings with administration to provide parent input on decisions.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We will provide opportunities for in-person meetings at each learning center in order to support families not having to travel so far to attend. We will also attempt to connect these meetings to days/times more families will be on campus. We will also provide a school-wide in-person opportunity via Zoom to support families for whom this approach is easier and/or more affordable than driving to campus.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

1. Each year Forest Charter School conducts an annual student survey, family survey and staff survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The staff survey, student survey, and the parent survey were conducted in February 2023. Approximately 24.3% of our families (97 respondents), 8% of our students and 88% of the staff participated in these surveys. FCS also takes into account the findings produced by the California Healthy Kids Survey adding to the information provided from the annual, student, parent and staff surveys. However in the 22/23 school year FCS did not have enough student responses to have it's own individual report. FCS continues to have a highly positive climate based on the surveys. The staff survey continues to reveal that the intervention process was working and helping students get the support needed to succeed. The main difference from this year to last were the impacts of Covid-19. Although FCS is an Independent Study program and well suited for distance learning it was obvious from our surveys that everyone was excited to return to more in-person services.

2. School climate continues to be an area of strength for Forest Charter School. Survey results and the past healthy kids survey indicate that students feel happy, supported and safe at Forest Charter School. The FCS Survey shows that 86.4% of parents strongly agreed or agreed that their child is safe/supervised at the Learning Center - (12% were neutral or did not know) (2023).

3. Actions FCS is taking to maintain its strong school climate is to provide ongoing SEL training to staff. Additionally, we are building more club options to support student social opportunities and the school community and developing a welcome-back program for students on the first day of school.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Forest Charter school does not have a specific tool to track student access to a broad course of study. As a non-classroom based school 100% of our students have access to every course in our course catalog. Further if a student discovers that a course does not exist in our course catalog the school will work with the family to see if the course can be added to the current list of course offerings.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Again, as a non-classroom based school 100% of our students have access to every course in our course catalog. Further if a student discovers that a course does not exist in our course catalog the school will work with the family to see if the course can be added to the current list of course offerings. Currently, CTE courses are under-enrolled. CTE courses are available through the local community colleges, and these options can serve all of our learning centers. FCS launched its first CTE pathway in the Spring of the 2019/20 school year and added two pathways in the Fall of the 2021/22 school year. FCS has developed one more pathway (game design) that was launched in the Fall of 2022. Currently most Pathways are only offered online, but in the 2022-23 school year, FCS offered one of our existing pathways through an in-person class. FCS will continue to add additional pathways based on student interest and local industries. We feel that we now have several pathways available to students. Now, we want to put more emphasis on encouraging more students to participate in the opportunity, to create more options for participation, and to improve the number of completers.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Due to Forest Charter School's non classroom based structure there are no barriers to student access. All students have 100% access to all courses offered through Forest Charter School. The costs and logistics of running our own CTE program are possible barriers to expanding the existing CTE program.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The only new actions will be the expansion of the current CTE program and the expansion/addition of some A-G courses.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

ACADEMIC DEAN JOB DESCRIPTION
FOREST CHARTER SCHOOL

Minimum Qualifications:

Must hold a current California teaching credential.

Summary of Position:

Under the direction of the Executive Director, the Academic Dean supports student achievement, school community and is part of the leadership team. The Academic Dean implements the policies of Forest Charter School; develops and maintains course catalog and AP offerings; facilitates department head meetings; builds schedule for learning center classes; enforces the FCS discipline policies; responsible for coordinating the WASC self-study process and aides in the writing of the WASC document; provides academic and student support.

Student Achievement/Academic

Curriculum and Instruction

- Meets with and screens academic vendors as needed (online vendors, etc.)
- Reviews and assists in approving new course offerings
- Works with college and career counselor to establish AP offerings year to year
- Researches and disseminates new instructional methods and opinions
- Works with administrative staff to update, manage, and produce course catalog
- Develops, advises on, and enforces academic guidelines and standards
- Oversees the CTE offerings and staffing/resources
- Works with the College & Career Center to review and revise graduation requirements as needed.

Department Chairs

- Coordinates and facilitates department head meetings and monitors department head projects
- Coordinates and facilitates department head meetings
- Works with director to provide support and structure to department and

grade-level group meetings

Block Classes

- Works with director and assistant director to determine on-site class offerings
- Works with the assistant director, and the director to establish staffing for learning center classes
- Builds schedule for learning center classes with director and instructors
- Works with assistant director to conduct instructor training on gradebooks and general procedures

Teacher Support

- Works with instructors, staff, and STs to address Student Information System/gradebook issues and procedures
- Works with instructors to resolve student issues
- Meets with family members, students, instructors and STs to address student performance issues
- Performs classroom visits as well as visits to other resource centers
- Advises and guides STs in course, curriculum, and delivery options for students.

College and Career

- Works with college counselors to establish and supervise graduation packet process
- Works with college counselors to conduct grad packet screening process
- Helps establish transcript policies and procedures
- Works with STs to resolve transcript issues
- Coordinates and facilitates College and Career Center meetings
- Supervises course catalog entries and maintenance
- Works with college and career counselors to coordinate PSAT
- Works with college and career counselors to manage A to G submissions

Special Education

- Works with student services team and instructors to support IEP goals in the block classes

- Supports the SST process as needed
- Provides administrator support to IEP meetings as needed

School Community

Student Discipline

- Assists in conducting student discipline process
- Conducts high school review board meetings
- Assists in SARB process
- Responds to issues of student discipline and disruptions on campus and in surrounding neighborhoods
- Supports STs with student intervention

Student Events

- Assists with student academic, recreational and celebration activities at school
- Assists with all phases of graduation celebration
- Provides campus supervision as needed

Enrollment

- Conducts meetings with prospective families when requested ~~Conducts intake interviews with prospective students¶~~
- Meets with administrative team to perform intake and placement
- Conducts research with outside schools to follow up as needed
- Establishes dates and staffing for parent information nights (for prospective families)
- Assists in presentations at parent information nights
- Sets up and conducts visits to 8th grade programs in the Nevada City and Grass Valley area

Public Relations

- Participates in school and community events
- Acts as a spokesperson for Forest Charter School

- Represents Forest Charter School at school events, in the educational community
- Fields incoming inquiries about FCS programsSchool Leadership

School Safety

- Works with the FCS administrative team, county agencies, local fire department, local law enforcement to establish a safe school environment including physical, intellectual and emotional safety as well as respect for differences and diversity
- Participates in the development and implementation of the school wide safety plan
- Works with the Administration and staff in coordinating the school lockdown, fire drills and earthquake drills
- Participates in ongoing training to maintain overall school safety

Western Association of Schools and Colleges (WASC)

- Works with the director to coordinate WASC self-study process
- Works with the director to write WASC report
- Works with the director and business director to make WASC visiting team arrangements

School Wide Action Plan

- Helps develop and carry out short term and long term goals of school wide action plan
- Provides leadership for assigned action items
- Provides updates of progress on assigned action items to the Board of Directors

Staff Development

- Assists Director in planning staff development day activities
- Assists in execution of staff community building activities

Committees

- Attends Faculty Council, Charter Council and Staff Meetings/Trainings
- Helps coordinate staff meeting agendas with other administrators
- Attends and reports to Charter Council meetings

Communication

- Promotes trusting and supportive relationships with staff, students and parents
- Utilizes an effective leadership model to promote communication and collaborative decision making
- Maintains visibility and an "open door" policy with families and staff
- Sends all-call messages for school concerning test date reminders, snow days, activity reminders, important parent trainings, updates, etc.
- Contributes to the school newsletter as needed

Other Duties as Assigned

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Charter Council Approved: April 21, 2015

Forest Charter School
2023-2024 OB MYP

	Estimated Actuals 2022-2023	Adopted 2023-2024	Year 2 2024-2025	Year 3 2025-2026
Estimated COLA	*6.70*	*8.22*	*3.94*	*3.29*
ENROLLMENT	785	800	800	800
ADA	765	779	779	779
%	97%	97%	97%	97%
REVENUE				
LCFF	5,160,648	5,571,141	5,842,217	6,067,715
Prop 30 EPA	2,267,294	2,682,967	2,788,676	2,880,425
In-Lieu Property Taxes	1,148,649	1,194,364	1,194,364	1,194,364
Total LCFF	**8,576,591**	**9,448,472**	**9,825,257**	**10,142,504**
SELPA - Federal (3310) RESTRICTED	151,522	142,494	145,000	150,000
SELPA - State (6500) RESTRICTED	592,539	530,080	545,000	560,000
Mental Health (6545) RESTRICTED	50,771	50,771	50,771	51,000
ARP Federal Grant	29,264			
Mandate Block Grant	22,710	24,805	25,000	25,000
State Lottery (1100)	130,161	133,845	134,500	136,000
State Lottery (6300) RESTRICTED	51,299	52,751	53,000	54,000
STRS/PERS on Behalf (7690) RESTRICTED	231,886	348,657	348,657	348,657
Local - donations	25,000	25,000	25,000	25,000
Local - Interest	27,500	27,500	27,500	27,500
SPED (3327)		9,028	9,028	9,028
Educator Effectiveness Block Grant		55,000	95,000	
ESSER III - 3213 - 3215	268,824	225,000		
ELO - 3216-3219				
ELO - 7425				
ELO - 7426				
A-G Grant		45,145		
Learning Recovery BG (7435)	360,491			
Arts, Music, and Instruction BG (6762)	242,822			
UPK Grant				
Learning Loss (6537)	29,482			
Total Revenue	**10,790,860**	**11,118,548**	**11,283,713**	**11,528,689**
EXPENDITURES				
Personnel Costs				
Certificated Salaries	3,856,172	3,950,979	4,069,508	4,191,594
Classified Salaries	966,522	1,000,111	1,030,114	1,061,018
Benefits	1,661,995	1,825,566	1,880,333	1,936,743
Total Personnel Costs	**6,484,689**	**6,776,656**	**6,979,956**	**7,189,354**
Expenditures				
Materials & Supplies	613,541	521,365	460,000	450,000
Non Capitalized Equipment	24,000	24,000	25,000	26,750
Total Books and Supplies (4000)	**637,541**	**545,365**	**485,000**	**476,750**
Other Operating Expenses (5000)				
SubAgreements for Services 5100	1,774,520	1,955,541	2,100,000	2,250,000
Travel and Conferences 5200	9,500	9,500	10,000	10,000
Dues and Memberships 5300	20,000	20,000	25,000	25,000
Insurance 5400	32,000	60,000	65,000	65,000
Operations& Housekeeping 5500	57,000	57,000	60,000	62,500
Rent, Leases, Repairs, Non Cap IM 5600	418,000	425,000	437,750	450,883
Prof/Consul/Svcs& Oper Expense 5800	1,071,329	967,637	935,000	935,000
Communications 5900	28,000	38,000	40,000	42,000
Bldgs and Improve 6200				
Excess Program Costs 7100				
Total Program Costs	**4,047,890**	**4,078,043**	**4,157,750**	**4,317,133**

Total Expenses	**10,532,579**	**10,854,699**	**11,137,706**	**11,506,487**
Net Increase/Decrease	**258,281**	**263,849**	**146,007**	**22,202**
Beginning Balance	**2,454,464**	**2,854,572**	**3,118,421**	**3,264,428**
Ending Balance	***2,854,572***	**3,118,421**	**3,264,428**	**3,286,630**
Revolving/Clearing	2,600	2,600	2,600	2,600
Required Reserve	1,053,258	1,085,470	1,336,525	1,380,778
SPED Reserve	526,629	542,735	556,885	575,324
Tech Rotation	75,000	100,000	125,000	150,000
Tech Upgrade	35,000	35,000	50,000	75,000
Playground/Equipment Upgrade	0	50,000	50,000	50,000
Restiricted Block Grants	594,693	*623,090*	*223,000*	*185,000*
Facility Upgrades	75,000	75,000	75,000	100,000
Building Project Reserve	300,000	300,000	300,000	300,000
Unappropriated Fund Balance	192,392	304,526	545,418	467,928

Charter Council Approved:

NOTES:

Salaries in year 2 and 3 include 3% increase

EFB = 10% required reserve in all years

Restiricted Block Grants - LRBG (7435), and AMIBG (6762)

Forest Charter School

Budget Narrative and Assumptions
2023-2024 Adopted Budget
Board Approved: June 13, 2023

Summary

On May 12, 2023, Governor Gavin Newsom released the May Revision to the proposed state budget for 2023-24. The proposal increases the funded cost-of-living adjustment (COLA) to the Local Control Funding Formula (LCFF), special education, and several other categorical programs outside the LCFF from 8.13% to 8.22%. The Governor made several notable changes from the January budget proposal that impact Forest Charter School:

- Increased LCFF COLA from 8.13% to 8.22% ($7,800 increase for FCS)
- 50% reduction to the Arts, Music, and Instructional Materials Block Grant ($242,822 decrease for FCS)
- Estimated 32% reduction to the Learning Recovery Block Grant ($230,423 decrease for FCS)

The Governor continues to focus on equity, teacher retention, and Universal Pre-Kindergarten (TK) by adding an Equity Multiplier to the LCFF for schools with 85%+ free lunch eligible populations (does not impact FCS), creating an Educator Workforce Program, and by continuing to fully fund the UPK expansion program.

Fiscal solvency continues to be our priority. Monitoring cash flow is crucial, as well as developing multiple budget assumptions, including best and worst-case scenarios for multiyear projections, especially with a potential recession in the near future which could mean deferrals and further cuts to one-time revenue. Forest Charter School will continue to budget thoughtfully and responsibly, with input from our County Office of Education, our Governing Board, and our staff.

Overview of Local Control Funding Formula (LCFF):

Implemented in 2012, the intent of the Local Control Funding Formula (LCFF) is to increase flexibility and accountability at the local level so that those closest to students can make the decisions and ensure that student needs drive the allocation of resources.

The basic design of the LCFF has been to eliminate most categorical programs and fund schools based on student demographics. The LCFF provides a base 'per-student rate' (per grade level span) with additional funding for Supplemental and Concentration grants for high need students.

The *Supplemental grant* is funding which is generated by each student who is identified as an English Learner (EL), *or* who is eligible for free or reduced price meals (FRPM), *or* who is a foster youth.

MSimmons/FCS

The *Concentration grant* provides an additional 50 percent for each pupil exceeding 55 percent eligible as high needs. Charter schools are eligible for a concentration grant, however their eligibility is capped at the average FRPM rate of the district in which the school is physically located, rather than the actual FRPM percent of the charter school. A charter school that has Learning Centers in more than one school district cannot exceed the percentage of unduplicated pupils of the school district with the highest percentage.

So, what does this mean to FCS?

- FCS is fully funded under the LCFF calculation.
- As part of the total funding received, $718,575 is estimated to be generated as *supplemental funds* principally directed to support our FRPM population.
- FCS is not eligible for the concentration grant.

Education Protection Account (EPA)

The Education Protection Account (EPA) provides schools with general purpose State aid funding pursuant to Proposition 30, approved by voters November 6, 2012. In 2016 voters approved extending the personal tax increase to support education through 2030. The EPA is a component of the school's general purpose entitlement.

- As outlined in Proposition 30, EPA monies are collected through taxes throughout the year and paid to schools on a quarterly basis.
- The FCS governing board is required to make the spending determinations with respect to monies received from the EPA in open session of a public meeting. These spending determinations are posted on our website at www.forestcharter.com.
- FCS estimates we will receive $2,682,967 in EPA funding for the 2023-24 school year.

Elementary and Secondary School Relief Fund (ESSER III)

The Nevada County Superintendent of Schools received COVID-19 federal funding from the American Rescue Plan Act (ARP Act) Elementary and Secondary School Relief (ESSER III) Fund. FCS is not eligible for this funding as we are not a Title I school, however, the county has generously offered a portion based on revenue generated by our ADA, of their ESSER III funding to FCS. This funding will provide FCS with emergency relief funds to address the impact COVID-19 has had, and continues to have, on our schools.

NCSoS has allocated $660,508 to FCS which we will book through 2023-24. We will follow the NCSoS board approved FCS spending plan for ESSER III allocation.

Educator Effectiveness Block Grant

FCS received $150,601 to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils to be spent by the end of the 2025-26 school year. The FCS Governing board approved the EEBG Spending plan on December 14, 2021 with a focus on coaching/mentoring, professional development and training, and purchasing supplemental materials.

MSimmons/FCS

Learning Recovery Emergency Block Grant

As part of the 2022 Budget Trailer Bill, Governor Newsom established the Learning Recovery Emergency Block Grant (LREBG). Due to the budget shortfall, the legislature is proposing to cut the grant by 32%, which would be a $230,423 decrease for FCS.

The LREBG was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being. In lieu of a board approved plan, FCS will utilize the Local Control and Accountability Plan to communicate our strategic plan for how funds will be used to improve student outcomes.

Arts, Music, and Instructional Materials Discretionary Block Grant

As part of the 2022 Budget Trailer Bill, Governor Newsom established the Arts, Music, and Instructional Materials Discretionary Block Grant (AMIM). Due to the budget shortfall, the Governor's budget only allocates a total of 50% of the original funding, which is a $242,822 decrease for FCS.

FCS will develop a plan which will be board approved the Fall. AMIM can be used for the following purposes:
(1) obtaining standards-aligned professional development and instructional materials for specified subject areas
(2) obtaining professional development and instructional materials for improving school climate
(3) developing diverse, culturally relevant and multilingual school library book collections
(4) operational costs, including retirement and health care cost increases
(5) COVID-19-related costs necessary to keep pupils and staff safe and schools open for in-person instruction.

Adopted Budget in Summary

The Adopted Budget is based on an ADA of 779, and reflects a net increase of $263,849.

FCS will focus on closely monitoring the school's budget and spending trends by implementing the following:

- Monitor cash flow regularly, and bring cash flow report monthly to the board.
- Monitor and analyze the effectiveness of our one-time spending to make sure we are utilizing those funds in the most effective way possible.
- Review annual costs of school programs to analyze ongoing sustainability, especially in regards to the one-time spending/hiring this year.

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Multi-Year Projection

Our Budget Summary and Multi-Year Projection identifies the following key points:

- 2023-24
  - Enrollment and ADA at 800/779
  - LCFF revenue based on FCMAT LCFF Calculator and includes a 8.22% COLA
  - EPA Funding of $2,682,967
  - Step increases and 6% salary raise for all staff
  - Increase in the employer contribution to CalSTRS from 16.92% to 19.1%
  - Surplus of $263,849
  - Ending Fund Balance includes a Capital Expense reserve of $300,000, a 10% required reserve, 5% SPED reserve, $35,000 reserve for technology upgrade, $100,000 for future tech rotation, $50,000 for playground updates, $75,000 for facility upgrades, and $623,090 for restricted block grants (AMIM and LREBG)

- 2024-25
  - Enrollment and ADA at 800/779
  - LCFF revenue based on FCMAT LCFF Calculator which includes a 3.94% COLA
  - All salaries are shown with a step increase and 3% raise
  - Surplus of $146,007
  - Maintain the employer contribution to CalSTRS at 19.10%
  - Ending Fund Balance includes a Capital Expense reserve of $300,000, a 10% required reserve, 5% SPED reserve, $50,000 reserve for technology upgrade, $100,000 for future tech rotation, $50,000 for playground updates, $75,000 for facility upgrades, and $223,000 for restricted block grants (AMIM and LREBG)

- 2025-26
  - Enrollment and ADA at 800/779
  - LCFF revenue based on School Services projections and FCMAT LCFF Calculator with a 3.29% increase to the COLA
  - All salaries are shown with a step increase and 3% raise
  - Surplus of $22,202
  - Maintain the employer contribution to CalSTRS at 19.10%
  - Ending Fund Balance includes a Capital Expense reserve of $300,000, a 10% required reserve, 5% SPED reserve, $50,000 reserve for technology upgrade, $100,000 for future tech rotation, $50,000 for playground updates, $75,000 for facility upgrades, and $185,000 for restricted block grants (AMIM and LREBG)

Audit Regulation Updates

Charter Schools are required to go through an annual audit conducted by an outside firm to review the fiscal procedures and contemporaneous records of attendance compliance as outlined in the State Audit Guide. This year, annual audits will include the following:

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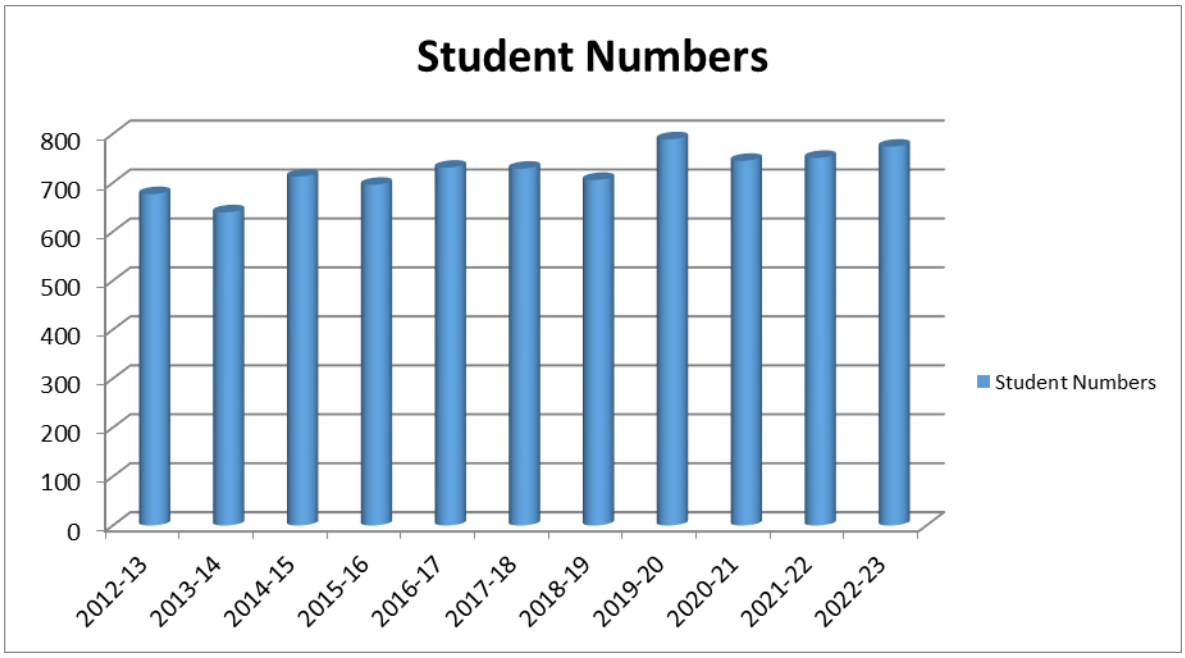
- The LCAP and its process will be subject to an audit, which verifies whether or not the funds provided through apportionment and supplemental funding have been spent in accordance with the requirements
- The audit will verify the school's Education Protection Account Plan (EPA) to ensure that funds were spent in accordance with EPA requirements
- The audit will ensure that data collection procedures for our unduplicated pupil count complies with Ed Code 42238.01(a)
- The SB 740 Funding Determination will be audited to ensure that FCS meets all regulated requirements

Enrollment History:

The enrollment numbers displayed in the following graphs are based on the schools CBEDS numbers, which are collected at the first part of October of each year. The CBEDS number for 2022-23 was 774, up 23 students from the previous year.



Senate Bill 740 (SB 740)

California Senate Bill 740 (SB 740) was passed in October 2001 to strengthen the oversight of non-classroom based schools and implement funding cutbacks for schools that failed to meet spending standards. Since the bill was passed, non-classroom based schools have increased both instructional spending and spending on certificated staff salaries as a proportion of revenues. In order to receive 100% funding, a non-classroom based school must meet the following criteria:

1. At least 80 percent of total revenues must be spent on instruction and related expenses, which includes certificated staff salaries and benefits *and*

2. At least 40 percent of the above mentioned revenues must be spent on certificated staff salaries and benefits *and*
3. The overall pupil-teacher ratio must be 25:1 or lower

In February 2023, FCS applied for and received four-year renewal for 100% Funding (the most a school can receive).

Health Benefits:

FCS offers a High Deductible PPO Health Plan with a Health Saving Account to all eligible employees. In 2023-24 we are offering four plans for employees to choose from with varying deductibles and networks. For the second year in a row, we did an analysis of our employee cap, and we were able to increase our cap to alleviate some of the constantly increasing health insurance costs for our staff.

FCS implemented a 'tiered' benefit cap structure, providing a cap based on family demographics:

PLAN	PER EMPLOYEE CAP
Employee Only	$8,000
Employee with child(ren)	$8,760
Employee plus spouse	$8,760
Employee plus family	$14,000

Dental, Vision, Accident, and Critical Illness plans are offered as voluntary options. FCS offers life insurance to all staff at no cost.

Oversite and Business Services:

Beginning in the 2020-2021 school year, FCS negotiated with NCSOS to provide ala carte services at a reduced cost to FCS. Our office staff continues to find ways to streamline business services so we can be more effective.

- Oversite (1%) - $94,484.72
- NCSOS Business Services (1%) – $94,484.72

Special Education

- Special Education continues to be a shared expense between the members of the Nevada County Charter Services Authority (NCCSA) offering a very efficient model for the delivery of special education services to our students.
- The FCS special education annual encroachment projected in our Adopted Budget for the 2023-24 school year is $1,223,167.78 (up $452,845.20 from 2022-23).
- FCS will receive $742,563 in SELPA funding for 2023-24 and an estimated $50,771 in Mental Health dollars.
- Total projected special education costs = $1,955,541 (up $399,662 from 2022-23).

Cash Flow

We will continue to monitor and provide the council with monthly reports of our cash flow.

MSimmons/FCS

Nevada County
Superintendent of Schools

MEMORANDUM

To: Forest Charter School Board of Directors

From: Sherry Tygart, Charter Business Services Coordinator

Date: June 8, 2023

Subject: 2023/2024 Adopted Budget

Hello,

Presented for your approval is Forest Charter School's "SACS Report" for 2023/2024 Adopted Budget. This report contains forms that show data about the financial status as well as other activities of the Charter that the CDE requires. For this report period, the following SACS Report forms are included:

- Form CB, Charter School Certification
- Form A, Summary of Average Daily Attendance
- Form ESMOE, Expenditures Report
- Form Asset, Capital Assets
- Form L, Lottery Report
- Form 01, General Fund Report of Revenue and Expenditures

Please let me know if you have any questions or would like any additional detail regarding same.

Thank you!

Charter Number: 29 10298 0126219

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2023-24 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: Peter Sagebiel Title: Director

For additional information on the budget report, please contact:

Charter School Contact:

Meshawn Simmons
Name

Business Director
Title

(530) 265-4823
Telephone

msimmons@forestcharter.com
E-mail Address

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	765.00	765.00	753.82	779.00	779.00	779.00
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	765.00	765.00	753.82	779.00	779.00	779.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	765.00	765.00	753.82	779.00	779.00	779.00

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	10,532,579.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	449,610.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				0.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				10,082,969.00
Section II - Expenditures Per ADA				**2022-23 Annual ADA/Exps. Per ADA**
A. Average Daily Attendance (Form A, Annual ADA column, Line C9)				765.00
B. Expenditures per ADA (Line I.E divided by Line II.A)				13,180.35
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		**Total**		**Per ADA**

A. Base expenditures (Preloaded expenditures from prior year official CDE MOE Calculation) (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	8,350,672.77	11,391.37
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	8,350,672.77	11,391.37
B. Required effort (Line A.2 times 90%)	7,515,605.49	10,252.23
C. Current year expenditures (Line I.E and Line II.B)	10,082,969.00	13,180.35
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment	16,140.00		16,140.00			16,140.00
Total capital assets being depreciated	16,140.00	0.00	16,140.00	0.00	0.00	16,140.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment	(2,188.00)		(2,188.00)		1,094.25	(3,282.25)
Total accumulated depreciation	(2,188.00)	0.00	(2,188.00)	0.00	1,094.25	(3,282.25)
Total capital assets being depreciated, net excluding lease and subscription assets	13,952.00	0.00	13,952.00	0.00	1,094.25	12,857.75
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	13,952.00	0.00	13,952.00	0.00	1,094.25	12,857.75
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	443.00		0.00	443.00
2. State Lottery Revenue	8560	130,161.00		51,299.00	181,460.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		130,604.00	0.00	51,299.00	181,903.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	95,109.00		51,299.00	146,408.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	35,495.00			35,495.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		130,604.00	0.00	51,299.00	181,903.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	0.00	0.00	0.00	0.00

D. COMMENTS:

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	8,576,591.00	0.00	8,576,591.00	9,448,472.00	0.00	9,448,472.00	10.2%
2) Federal Revenue		8100-8299	0.00	449,610.00	449,610.00	0.00	376,522.00	376,522.00	-16.3%
3) Other State Revenue		8300-8599	152,871.00	1,559,290.00	1,712,161.00	158,652.00	1,082,404.00	1,241,056.00	-27.5%
4) Other Local Revenue		8600-8799	52,500.00	0.00	52,500.00	52,500.00	0.00	52,500.00	0.0%
5) TOTAL, REVENUES			8,781,962.00	2,008,900.00	10,790,862.00	9,659,624.00	1,458,926.00	11,118,550.00	3.0%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	3,721,377.00	134,795.00	3,856,172.00	3,950,979.00	0.00	3,950,979.00	2.5%
2) Classified Salaries		2000-2999	904,831.00	61,691.00	966,522.00	1,000,111.00	0.00	1,000,111.00	3.5%
3) Employee Benefits		3000-3999	1,399,716.00	262,279.00	1,661,995.00	1,476,909.00	348,657.00	1,825,566.00	9.8%
4) Books and Supplies		4000-4999	417,799.00	219,299.00	637,098.00	275,469.00	269,896.00	545,365.00	-14.4%
5) Services and Other Operating Expenditures		5000-5999	1,598,723.00	1,811,626.00	3,410,349.00	1,359,137.00	2,173,541.00	3,532,678.00	3.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			8,042,446.00	2,489,690.00	10,532,136.00	8,062,605.00	2,792,094.00	10,854,699.00	3.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			739,516.00	(480,790.00)	258,726.00	1,597,019.00	(1,333,168.00)	263,851.00	2.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(923,103.00)	923,103.00	0.00	(1,223,168.00)	1,223,168.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(923,103.00)	923,103.00	0.00	(1,223,168.00)	1,223,168.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(183,587.00)	442,313.00	258,726.00	373,851.00	(110,000.00)	263,851.00	2.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,301,198.00	152,380.00	2,453,578.00	2,117,611.00	594,693.00	2,712,304.00	10.5%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			2,301,198.00	152,380.00	2,453,578.00	2,117,611.00	594,693.00	2,712,304.00	10.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,301,198.00	152,380.00	2,453,578.00	2,117,611.00	594,693.00	2,712,304.00	10.5%
2) Ending Balance, June 30 (E + F1e)			2,117,611.00	594,693.00	2,712,304.00	2,491,462.00	484,693.00	2,976,155.00	9.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,600.00	0.00	2,600.00	2,600.00	0.00	2,600.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	594,693.00	594,693.00	0.00	484,693.00	484,693.00	-18.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	1,011,629.00	0.00	1,011,629.00	1,102,735.00	0.00	1,102,735.00	9.0%
Special Education Reserve - (5.00%)	0000	9780	*526,629.00*		*526,629.00*			*0.00*	
Technology Rotation	0000	9780	*75,000.00*		*75,000.00*			*0.00*	
Technology Upgrade	0000	9780	*35,000.00*		*35,000.00*			*0.00*	
Facility Upgrades	0000	9780	*75,000.00*		*75,000.00*			*0.00*	
Building Project Reserve	0000	9780	*300,000.00*		*300,000.00*			*0.00*	
Special Education Reserve - (5.00%)	0000	9780			*0.00*	*542,735.00*		*542,735.00*	
Technology Rotation	0000	9780			*0.00*	*100,000.00*		*100,000.00*	
Technology Upgrade	0000	9780			*0.00*	*35,000.00*		*35,000.00*	
Playground/Equipment Upgrade	0000	9780			*0.00*	*50,000.00*		*50,000.00*	
Facility Upgrades	0000	9780			*0.00*	*75,000.00*		*75,000.00*	
Building Project Reserve	0000	9780			*0.00*	*300,000.00*		*300,000.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,053,258.00	0.00	1,053,258.00	1,085,470.00	0.00	1,085,470.00	3.1%
Unassigned/Unappropriated Amount		9790	50,124.00	0.00	50,124.00	300,657.00	0.00	300,657.00	499.8%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	5,160,648.00	0.00	5,160,648.00	5,571,141.00	0.00	5,571,141.00	8.0%
Education Protection Account State Aid - Current Year		8012	2,267,294.00	0.00	2,267,294.00	2,682,967.00	0.00	2,682,967.00	18.3%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	2022-23 Estimated Actuals Restricted (B)	2022-23 Estimated Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sups.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			7,427,942.00	0.00	7,427,942.00	8,254,108.00	0.00	8,254,108.00	11.1%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,148,649.00	0.00	1,148,649.00	1,194,364.00	0.00	1,194,364.00	4.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			8,576,591.00	0.00	8,576,591.00	9,448,472.00	0.00	9,448,472.00	10.2%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	142,494.00	142,494.00	0.00	142,494.00	142,494.00	0.0%
Special Education Discretionary Grants		8182	0.00	38,292.00	38,292.00	0.00	9,028.00	9,028.00	-76.4%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	2022-23 Restricted (B)	2022-23 Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Restricted (E)	2023-24 Total Fund col. D + E (F)	% Diff Column C & F
Interagency Contracts Between LEAs		8285	0.00	268,824.00	268,824.00	0.00	225,000.00	225,000.00	-16.3%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		0.00	0.00		0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		0.00	0.00		0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	449,610.00	449,610.00	0.00	376,522.00	376,522.00	-16.3%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		592,539.00	592,539.00		530,080.00	530,080.00	-10.5%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	22,710.00	0.00	22,710.00	24,806.00	0.00	24,806.00	9.2%
Lottery - Unrestricted and Instructional Materials		8560	130,161.00	51,299.00	181,460.00	133,846.00	52,751.00	186,597.00	2.8%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	2022-23 Estimated Actuals Restricted (B)	2022-23 Estimated Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	915,452.00	915,452.00	0.00	499,573.00	499,573.00	-45.4%
TOTAL, OTHER STATE REVENUE			152,871.00	1,559,290.00	1,712,161.00	158,652.00	1,082,404.00	1,241,056.00	-27.5%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	27,500.00	0.00	27,500.00	27,500.00	0.00	27,500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	2022-23 Estimated Actuals Restricted (B)	2022-23 Estimated Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			52,500.00	0.00	52,500.00	52,500.00	0.00	52,500.00	0.0%
TOTAL, REVENUES			8,781,962.00	2,008,900.00	10,790,862.00	9,659,624.00	1,458,926.00	11,118,550.00	3.0%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	3,042,110.00	134,795.00	3,176,905.00	3,245,252.00	0.00	3,245,252.00	2.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	679,267.00	0.00	679,267.00	705,727.00	0.00	705,727.00	3.9%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,721,377.00	134,795.00	3,856,172.00	3,950,979.00	0.00	3,950,979.00	2.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	231,686.00	61,691.00	293,377.00	275,000.00	0.00	275,000.00	-6.3%
Classified Support Salaries		2200	659.00	0.00	659.00	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Classified Supervisors' and Administrators' Salaries		2300	105,036.00	0.00	105,036.00	116,002.00	0.00	116,002.00	10.4%
Clerical, Technical and Office Salaries		2400	567,450.00	0.00	567,450.00	609,109.00	0.00	609,109.00	7.3%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			904,831.00	61,691.00	966,522.00	1,000,111.00	0.00	1,000,111.00	3.5%
EMPLOYEE BENEFITS									
STRS		3101-3102	707,927.00	255,089.00	963,016.00	754,640.00	348,657.00	1,103,297.00	14.6%
PERS		3201-3202	175,080.00	1,146.00	176,226.00	254,007.00	0.00	254,007.00	44.1%
OASDI/Medicare/Alternative		3301-3302	111,182.00	4,017.00	115,199.00	124,674.00	0.00	124,674.00	8.2%
Health and Welfare Benefits		3401-3402	355,075.00	0.00	355,075.00	316,136.00	0.00	316,136.00	-11.0%
Unemployment Insurance		3501-3502	21,985.00	955.00	22,940.00	2,253.00	0.00	2,253.00	-90.2%
Workers' Compensation		3601-3602	24,597.00	1,072.00	25,669.00	25,199.00	0.00	25,199.00	-1.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	3,870.00	0.00	3,870.00	0.00	0.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			1,399,716.00	262,279.00	1,661,995.00	1,476,909.00	348,657.00	1,825,566.00	9.8%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	388,799.00	207,299.00	596,098.00	241,469.00	257,896.00	499,365.00	-16.2%
Noncapitalized Equipment		4400	24,000.00	0.00	24,000.00	24,000.00	0.00	24,000.00	0.0%
Food		4700	5,000.00	12,000.00	17,000.00	10,000.00	12,000.00	22,000.00	29.4%
TOTAL, BOOKS AND SUPPLIES			417,799.00	219,299.00	637,098.00	275,469.00	269,896.00	545,365.00	-14.4%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	1,774,520.00	1,774,520.00	0.00	1,955,541.00	1,955,541.00	10.2%
Travel and Conferences		5200	4,500.00	5,000.00	9,500.00	4,500.00	5,000.00	9,500.00	0.0%
Dues and Memberships		5300	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Insurance		5400 - 5450	32,000.00	0.00	32,000.00	60,000.00	0.00	60,000.00	87.5%
Operations and Housekeeping Services		5500	57,000.00	0.00	57,000.00	57,000.00	0.00	57,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	418,000.00	0.00	418,000.00	425,000.00	0.00	425,000.00	1.7%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,039,223.00	32,106.00	1,071,329.00	754,637.00	213,000.00	967,637.00	-9.7%
Communications		5900	28,000.00	0.00	28,000.00	38,000.00	0.00	38,000.00	35.7%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	2022-23 Estimated Actuals Restricted (B)	2022-23 Estimated Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,598,723.00	1,811,626.00	3,410,349.00	1,359,137.00	2,173,541.00	3,532,678.00	3.6%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			8,042,446.00	2,489,690.00	10,532,136.00	8,062,605.00	2,792,094.00	10,854,699.00	3.1%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	2022-23 Estimated Actuals Restricted (B)	2022-23 Estimated Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(923,103.00)	923,103.00	0.00	(1,223,168.00)	1,223,168.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(923,103.00)	923,103.00	0.00	(1,223,168.00)	1,223,168.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(923,103.00)	923,103.00	0.00	(1,223,168.00)	1,223,168.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	8,576,591.00	0.00	8,576,591.00	9,448,472.00	0.00	9,448,472.00	10.2%
2) Federal Revenue		8100-8299	0.00	449,610.00	449,610.00	0.00	376,522.00	376,522.00	-16.3%
3) Other State Revenue		8300-8599	152,871.00	1,559,290.00	1,712,161.00	158,652.00	1,082,404.00	1,241,056.00	-27.5%
4) Other Local Revenue		8600-8799	52,500.00	0.00	52,500.00	52,500.00	0.00	52,500.00	0.0%
5) TOTAL, REVENUES			8,781,962.00	2,008,900.00	10,790,862.00	9,659,624.00	1,458,926.00	11,118,550.00	3.0%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		4,739,438.00	1,636,056.00	6,375,494.00	4,936,128.00	1,839,141.00	6,775,269.00	6.3%
2) Instruction - Related Services	2000-2999		2,124,123.00	123,486.00	2,247,609.00	2,239,170.00	158,055.00	2,397,225.00	6.7%
3) Pupil Services	3000-3999		5,000.00	711,749.00	716,749.00	10,000.00	772,625.00	782,625.00	9.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		234,167.00	3,099.00	237,266.00	253,307.00	6,973.00	260,280.00	9.7%
8) Plant Services	8000-8999		939,718.00	15,300.00	955,018.00	624,000.00	15,300.00	639,300.00	-33.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			8,042,446.00	2,489,690.00	10,532,136.00	8,062,605.00	2,792,094.00	10,854,699.00	3.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			739,516.00	(480,790.00)	258,726.00	1,597,019.00	(1,333,168.00)	263,851.00	2.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(923,103.00)	923,103.00	0.00	(1,223,168.00)	1,223,168.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(923,103.00)	923,103.00	0.00	(1,223,168.00)	1,223,168.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(183,587.00)	442,313.00	258,726.00	373,851.00	(110,000.00)	263,851.00	2.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,301,198.00	152,380.00	2,453,578.00	2,117,611.00	594,693.00	2,712,304.00	10.5%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	2022-23 Estimated Actuals Restricted (B)	2022-23 Estimated Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,301,198.00	152,380.00	2,453,578.00	2,117,611.00	594,693.00	2,712,304.00	10.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,301,198.00	152,380.00	2,453,578.00	2,117,611.00	594,693.00	2,712,304.00	10.5%
2) Ending Balance, June 30 (E + F1e)			2,117,611.00	594,693.00	2,712,304.00	2,491,462.00	484,693.00	2,976,155.00	9.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,600.00	0.00	2,600.00	2,600.00	0.00	2,600.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	594,693.00	594,693.00	0.00	484,693.00	484,693.00	-18.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	1,011,629.00	0.00	1,011,629.00	1,102,735.00	0.00	1,102,735.00	9.0%
Special Education Reserve - (5.00%)	0000	9780	*526,629.00*		*526,629.00*			*0.00*	
Technology Rotation	0000	9780	*75,000.00*		*75,000.00*			*0.00*	
Technology Upgrade	0000	9780	*35,000.00*		*35,000.00*			*0.00*	
Facility Upgrades	0000	9780	*75,000.00*		*75,000.00*			*0.00*	
Building Project Reserve	0000	9780	*300,000.00*		*300,000.00*			*0.00*	
Special Education Reserve - (5.00%)	0000	9780			*0.00*	*542,735.00*		*542,735.00*	
Technology Rotation	0000	9780			*0.00*	*100,000.00*		*100,000.00*	
Technology Upgrade	0000	9780			*0.00*	*35,000.00*		*35,000.00*	
Playground/Equipment Upgrade	0000	9780			*0.00*	*50,000.00*		*50,000.00*	
Facility Upgrades	0000	9780			*0.00*	*75,000.00*		*75,000.00*	
Building Project Reserve	0000	9780			*0.00*	*300,000.00*		*300,000.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,053,258.00	0.00	1,053,258.00	1,085,470.00	0.00	1,085,470.00	3.1%
Unassigned/Unappropriated Amount		9790	50,124.00	0.00	50,124.00	300,657.00	0.00	300,657.00	499.8%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
6266	Educator Effectiveness, FY 2021-22	13,521.00	13,521.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	242,822.00	182,822.00
7412	A-G Access/Success Grant	24,626.00	24,626.00
7413	A-G Learning Loss Mitigation Grant	3,233.00	3,233.00
7435	Learning Recovery Emergency Block Grant	310,491.00	260,491.00
Total, Restricted Balance		594,693.00	484,693.00

Charter Number: 29 10298 0126219

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2023-24 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: Peter Sagebiel Title: Director

For additional information on the budget report, please contact:

Charter School Contact:

Meshawn Simmons
Name

Business Director
Title

(530) 265-4823
Telephone

msimmons@forestcharter.com
E-mail Address

FOREST CHARTER SCHOOL

2023-24 Education Protection Account (EPA) Spending Plan

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012,* approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEA's) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs will receive EPA payments quarterly beginning with the 2013-2014 Fiscal Year.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.
- Refer to the attached list of functions for which EPA funds may be used.
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Forest Charter School estimated 2023-24 EPA Entitlement $ 2,682,967

It is proposed that EPA funds be used to cover salary and benefit costs of non-administrative certificated staff and student curriculum.

Certificated Position	Number of Employees	SACS Function	Cost
Supervising Teacher	24	1000	$2,051,535
Employee Benefits	24	3000	$607,142

Purpose		SACS Function	Cost
Student Curriculum		4000	$20,860
Tutoring Services		5000	$3,430

TOTAL			**$2,682,967**

Charter Council Approved :

FOREST CHARTER SCHOOL

2023-24 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Expenditures through: June 30, 2023
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount	Est. Actuals
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Adjusted Beginning Fund Balance	9791-9795	$ -	$ -
Revenue Limit Sources	8010-8099	$ 2,682,967.00	$ 2,276,294
Federal Revenue	8100-8299	$ -	
Other State Revenue	8300-8599	$ -	
Other Local Revenue	8600-8799	$ -	
All Other Financing Sources and Contributions	8900-8999	$ -	
Deferred Revenue	9650	$ -	
TOTAL AVAILABLE		$ 2,682,967.00	$ 2,276,294
	Function Codes		
(Objects 1000-7999)	1000-7999		
Instruction	1000 - 1999	$ 2,051,535.00	$ 1,671,339
Instruction-Related Services			
School Administration	2700	$ -	$ 604,895
Employee Benefits	3110 - 3900	$ 607,142.00	$ 287,799
Ancillary Services	4000 - 4999	$ 20,860.00	$ -
Community Services	5000 - 5999	$ 3,430.00	$ -
Enterprise	6000 - 6999	$ -	
General Administration	7000 - 7999	$ -	$ 50,000
Plant Services	8000 - 8999	$ -	
Other Outgo	9000 - 9999	$ -	
TOTAL EXPENDITURES AND OTHER FINANCING USES		$ 2,682,967.00	$ 2,276,294
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		$ -	$ 0-

Charter Council Approved:

FOREST CHARTER SCHOOL

RESOLUTION 2324-01-136

EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Business Director shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Forest Charter School;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Forest Charter School has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 13, 2023

_____
Board Member - Chair

_____
Board Member

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Board Member

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Board Member

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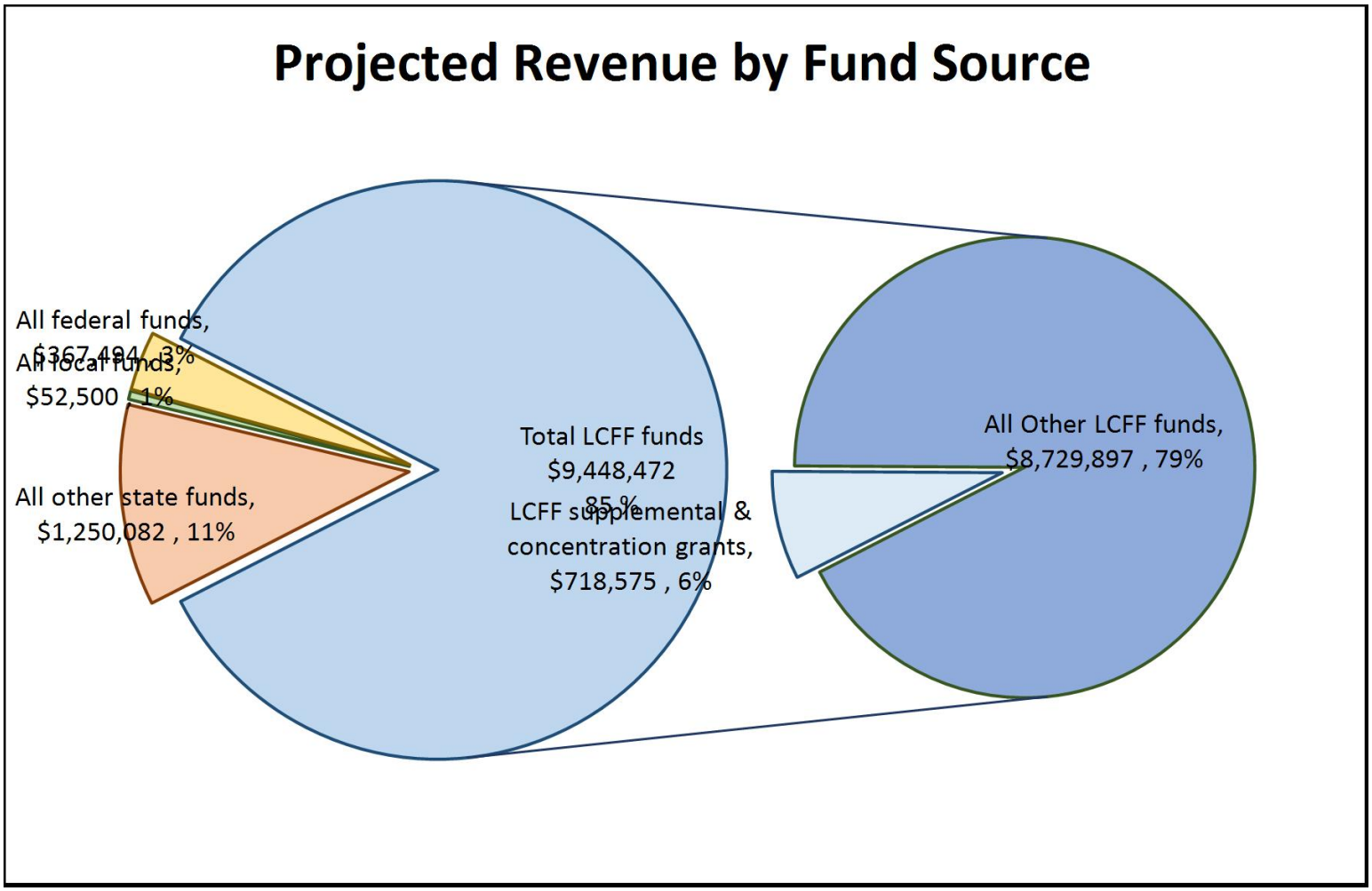
Board Member

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Forest Charter School
CDS Code: 29 10298 0126219
School Year: 2023-24
LEA contact information:
Peter Sagebiel
Executive Director
psagebiel@forestcharter.com
(530) 265-4823

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

Budget Overview for the 2023-24 School Year

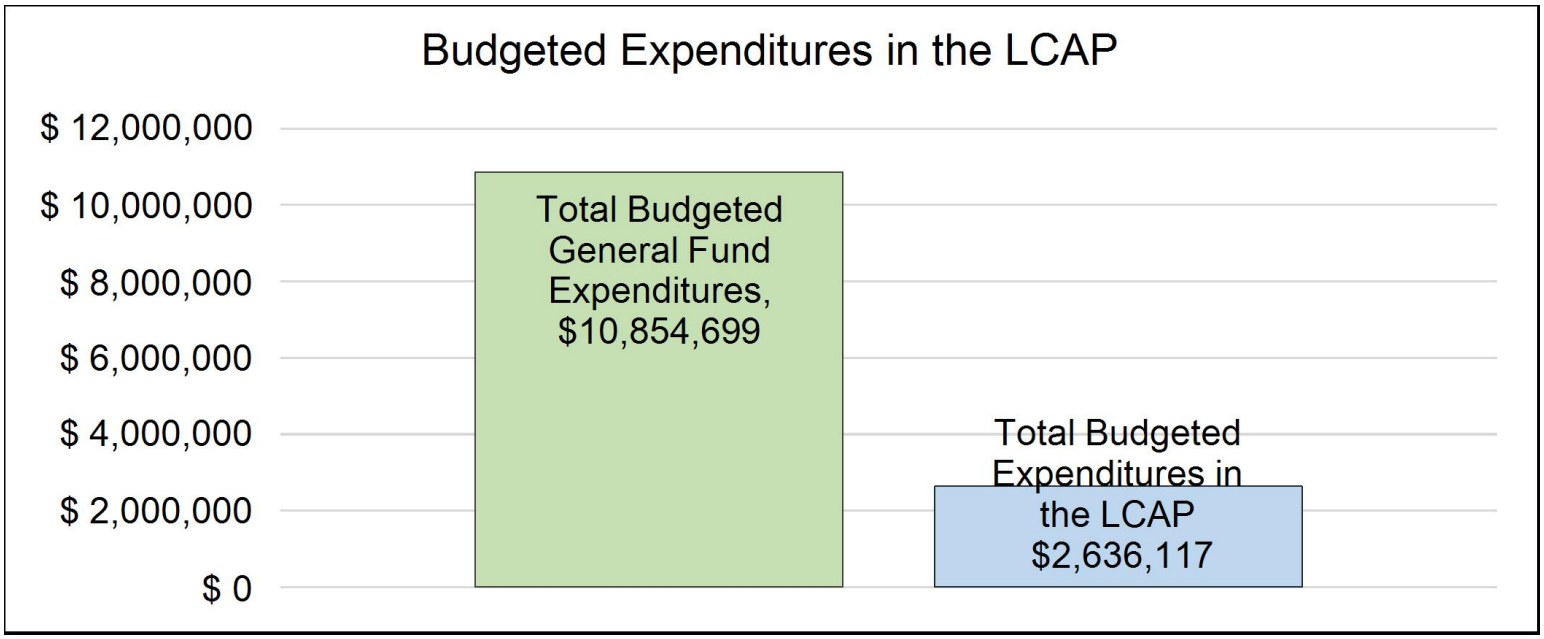


This chart shows the total general purpose revenue Forest Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Forest Charter School is $11,118,548, of which $9,448,472 is Local Control Funding Formula (LCFF), $1,250,082 is other state funds, $52,500 is local funds, and $367,494 is federal funds. Of the $9,448,472 in LCFF Funds, $718,575 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Forest Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Forest Charter School plans to spend $10,854,699 for the 2023-24 school year. Of that amount, $2,636,117 is tied to actions/services in the LCAP and $8,218,582 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

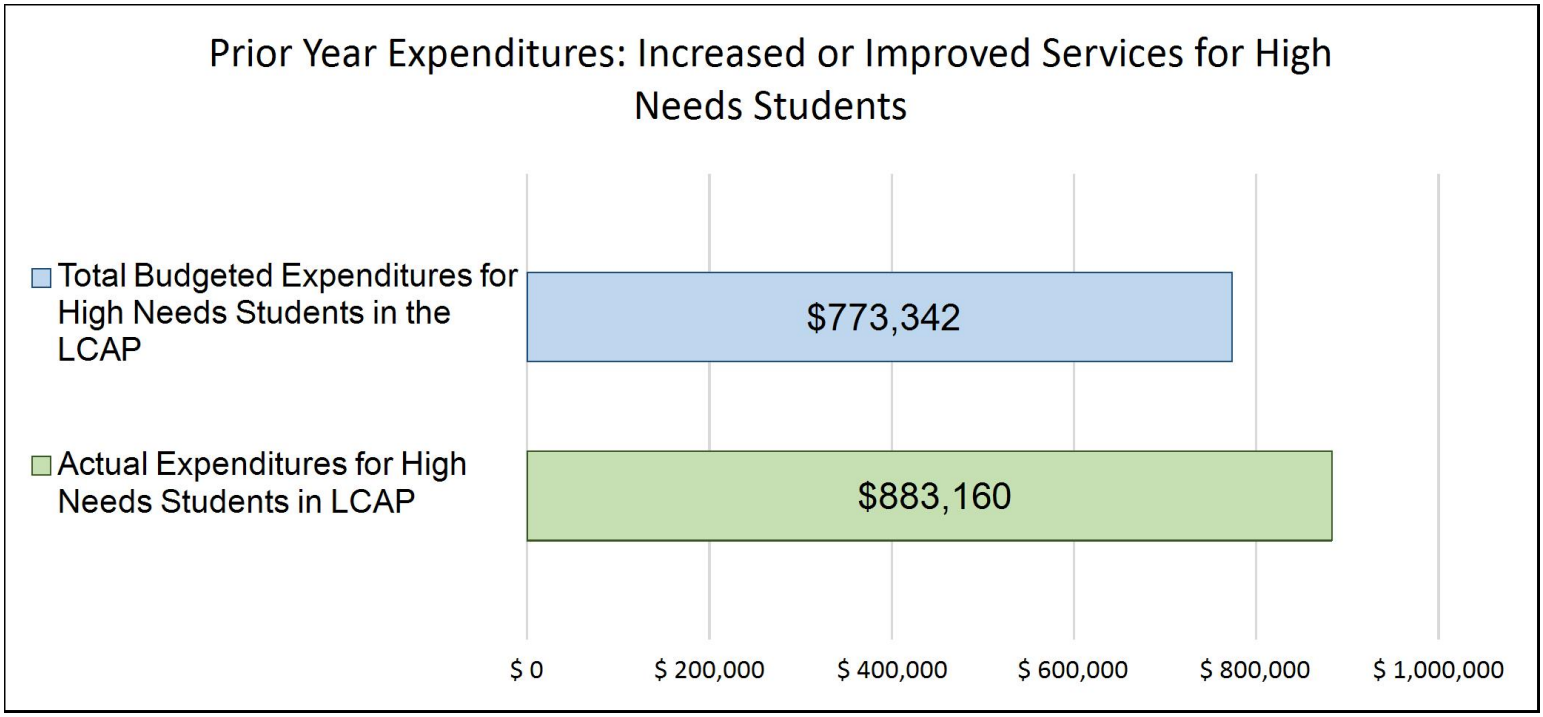
Expenditures that are generally not included in the LCAP are administrative and business office salaries, facilities costs and site improvements, equipment and materials, and business services.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Forest Charter School is projecting it will receive $718,575 based on the enrollment of foster youth, English learner, and low-income students. Forest Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Forest Charter School plans to spend $814,214 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Forest Charter School's LCAP budgeted $773,342 for planned actions to increase or improve services for high needs students. Forest Charter School actually spent $883,160 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $109,818 had the following impact on Forest Charter School’s ability to increase or improve services for high needs students:

FCS saw an increase in our higher need students this year, and was able to offer increased tutoring and intervention support and curriculum to support academics.

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
Forest Charter School	Peter Sagebiel Executive Director	psagebiel@forestcharter.com (530) 265-4823

Plan Summary [2023-24]

General Information

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

Forest Charter School (FCS) is a TK-12 personalized learning program centered in the foothills of the Sierra Nevada Mountains, an area with a rich history and an active tourist industry. The community hosts a variety of artists and related activities, including music festivals, poetry, writers, painters, and more. The mining industry's history in this region is also a major draw, as are the winter sports in the Truckee/Tahoe area of our community.

Forest Charter School serves all students of legal TK-12th grade age in Nevada County and its contiguous counties (Placer, Yuba, Sierra). Currently, FCS is staffed to enroll approximately 825 TK-12 students, and its demographics align with other schools in the county. As a public school, FCS does not charge fees or tuition.

Forest Charter School's foundational philosophy is to build an educational program around each student and thus, serves families who desire a standards-based yet flexible and personalized learning approach to education. Each student's personal learning program is developed by their education team, consisting of the student, parents/guardians, and a supervising teacher (ST). This team meets regularly in order to monitor, plan, update, and document the student's progress. This personalized plan allows students to choose from a wide range of educational supports, such as home study, online classes, and small support classes. Students are encouraged to explore educational materials and avenues that motivate and inspire them and that are consistent with state standards.

Reflections: Successes

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

School Climate
There are several aspects of Forest Charter School's program that we are proud of. Perhaps our strongest aspect is our culture, and this view of our culture is shared by both families and staff. Based on the FCS annual school survey, approximately 97% of the parents and 89% of the students feel that the teachers show respect for the students (approximately 3% of the parents were neutral, 7% of the students were neutral, and the remaining percentage are not on campus). 88% of the staff feel that FCS promotes trust and collegiality (8.3% were neutral). This feedback, as well as our low suspension/expulsion rate, help quantify the strong school climate that is present at Forest Charter School.

Suspension Rate 0.1% 2022 Dashboard
As mentioned above, our suspension rate is very low. We believe this supports our contention that we have a very strong school culture that supports students and makes them feel safe.

Chronic Absenteeism 2.9% 2022 Dashboard
The dashboard indicates that our chronic absenteeism status is "Low" (2.0%). Forest Charter School has historically done well in this category. Last year, we implemented a process to identify students not doing their work (i.e. being absent in a non-classroom based school) which gives us more time to intervene and support students who might otherwise flail.

Graduation Rate 86% 2022 Dashboard
FCS works with a diverse population of students, and we work hard to help them continue their education and graduate as soon as possible. While we would like to improve our graduation rate, we also acknowledge that we serve many high school students who come to us with complicated backgrounds and are often behind in credits. In spite of this challenge, we mange to help most students find a path to graduation, whether that means an additional semester or year, or additional classes to push through to the finish line. The students who need additional time don't hit our dashboard until the following year which impacts our graduation rate, but we do track that number.

English Language Arts & Math Based on Local Benchmark (iReady)
Although our 2022 status scores for math and ELA on the dashboard are lower than we would have liked, we still feel that our benchmark scores indicate that students are showing strong growth in these areas. In assessing the effectiveness of our program, we looked at students working at or above grade level as well as students who began the year two or more grade levels below their assigned grade level. In both cases, we demonstrated strong improvement. In addition, we broke down the benchmark scores with our sub groups, and in all cases, we made strong gains.

Benchmark score breakdowns are below.

iReady Scores 2022-23

Percent of students in grades 3-8 on or above grade level
Reading - Fall 49.6%% Winter 62.3%
Math - Fall 31.5% Winter 45.3%

Percent of students in grades 3-11 on or above grade level
Reading - Fall 46.7% - Winter 56.2%
Math - Fall 30.5% - Winter 42.1%

Percent of students in grades 3-8 who tested 2 grades levels or more below their assigned grade level in iReady
(Note: the decreased percentage from fall to winter shows improvement in this area.)
Reading - Fall 24.5% - Winter 19.8%
Math - Fall 28.3% - Winter 22.8%

Percent of students in grades 3- 8 and 11 who tested 2 grades levels or more below their assigned grade level in iReady
(Note: the decreased percentage from fall to winter shows improvement in this area.)
Reading - Fall 29.9% - Winter - 25.4%
Math - Fall - 39.3% - Winter - 32.1%

Percent of students making typical progress
3-8 and 11th
Reading - 75%
Math - 50%

White Sub Group
3-8 and 11th
Reading - 75%
Math - 44.44%

Students with Disabilities Sub Group
3-8 and 11th
Reading - 69.7%
Math - 33.33%

Socio-Economically Disadvantaged Sub Group
3-8 and 11th

Reading - 69.7%
Math - 47.83%

Percent of students working at or above grade level (change from fall assessment to winter assessment)
3-11
Reading - Fall 46.7% - Winter 56.2%
Math - Fall 30.5% - Winter 42.1%

White Sub Group
3-11
Reading - Fall 46.4% - Winter 55.6%
Math - Fall 31.9% - Winter 45.1%

Students with Disabilities Sub Group
3-11
Reading - Fall 13.8% - Winter 24.6%
Math - Fall 7.9% - Winter 20%

Socio-Economically Disadvantaged Sub Group
3-11
Reading - Fall 36.2% - 47.7%
Math - Fall 17.1% - 30.7%

Reflections: Identified Need

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

Forest Charter School did not receive any "Not Met" or "Not Met for Two or More Years" Ratings on our local indicators.

State indicators for which overall performance was in Red or Orange
Although there are no color indicators on the dashboard for this year, our math and ELA status is at the "low" indicator. This is an identified need, and is one of the main focus areas for our LCAP goals. We would like to add that students overall and by each subgroup are making strong gains in our local benchmarks.

Any state indicator for which performance for any student group was two or more performance levels below the "all student" performance
Chronic Absenteeism

All student performance level: Low (four bars)
Students with Disabilities: High (two bars)

What steps is the ELA taking to address this issue? How is it addressed in goals?
In our non-classroom based program, attendance is tied to work completion. Therefore, we are address this disparity in chronic absenteeism though our academic goal. Some of the specific steps we are taking to improve this area are listed below the CAASPP scores as the specific steps focus on the same area (i.e. helping students perform at grade level proficiency).

Although we don't have the color indicators from the school dashboard, our CAASPP scores and dashboard status indicate a clear need to focus on students with disabilities and socio-economically disadvantaged students in reading and math. Even though we made good gains with these students compared to where they tested in the fall benchmark, they are still beginning and ending lower than white students and the whole school scores. Further, their CAASPP scores are still lower than the "all students" group. While we acknowledge that this is a significant need, it is worth noting that the smaller groups tend to have bigger swings since each student's score has a greater impact on the overall number for that group.

Here are the CAASPP scores for each group:

CAASPP Scores 2022
Percent proficient
ELA 3-8 and 11th 50.92%
Math 3-8 and 11th 35.52%

Percentage proficient
Students with Disabilities
ELA 3-8 and 11th 19.4%
Math 3-8 and 11th 15.2%

Percent proficient
White
ELA 3-8 and 11th 53.1%
Math 3-8 and 11th 39.8%

Percent proficient
SED
ELA 3-8 and 11th 39.4%
Math 3-8 and 11th 21.4%

Percent Proficient

Hispanic
ELA 3-8 and 11th 41.4%
Math 3-8 and 11th 24.1%

Steps Being Taken to Address Areas of Low Performance and Performance Gaps in reading and math:

- Use benchmark testing to ensure students are at grade level and to identify students who need support.
- Provide intervention support
- Provide student access to Chromebooks
- Provide additional funds to support students who qualify as low-income, English learners, or foster youth
- Improve our data analysis to guide intervention

LCAP Highlights

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

This year's LCAP focuses on two goals:

- Improve student's academic success in math and ELA
- Maintain a positive school culture so students feel safe

In order to support goal number one, Forest Charter School will implement the following actions/services:

- Use benchmark testing to ensure students are at grade level and to identify students who need support.
- Provide intervention support
- Provide student access to Chromebooks
- Provide additional funds to support students who qualify as low-income, English learners, or foster youth
- Improve our data analysis to guide intervention

We will monitor and evaluate the implementation and effectiveness of these actions/services by reviewing our benchmark (iReady) scores to ensure student growth in math and ELA.

In order to support goal number two, Forest Charter School will implement the following actions/services:

- Provide professional development/training as well as specific SEL tools for our staff to support students with emotional needs
- Employ three mental health counselors through the JPA
- Improve our administrative intervention protocols
- Improve our safety protocols and training

We will monitor and evaluate the implementation and effectiveness of these actions/services by ensuring all staff, training, and protocols are

in place and via the results of our student, family, staff surveys.

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.

Forest Charter has not been identified 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.

Forest Charter has not been identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Forest Charter has not been identified for comprehensive support and improvement.

Engaging Educational Partners

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

Parents/guardians are an integral part of the personalized learning process. Each month, the Supervising Teacher meets with the student and family to review work and establish assignments for the upcoming Learning Period. This is also an opportunity for the family to provide feedback about the school. Feedback gained from this format has always impacted the direction of Forest Charter School. Another avenue for involvement is through the Charter Council which acts as the Parent Advisory Group for the LCAP. The Charter Council is comprised of parents and, when one is available, a community member. Forest Charter School does not have a bargaining unit, however, two teachers attend meetings as staff representatives to provide feedback and a teacher perspective for the board on any agenda items or topics that come up. Every attempt is made to have this council represent Forest Charter School's demographic make-up. This parent body makes decisions and is frequently involved in discussions that influence policy and direction, including, but not limited to the strategic planning process (i.e. school wide action plan). Monthly LCAP reports are made at this meeting and include updates on the school's progress toward the LCAP goals/actions and services. Further, this report allows an opportunity for the board to brainstorm ideas, to give feedback regarding the plan, and to help make decisions regarding the LCAP. Members of the public who attend are also encouraged to participate in this discussion. The Charter Council meets on a monthly basis.

Forest Charter School also conducts an annual student survey, family survey and staff survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The staff survey, student survey, and the parent survey were conducted in February 2023. Approximately 24.3% of our families, based on 398 households (97 respondents), 5% of our students in 6-12, and 92% of the staff participated in these surveys. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School community and a reminder emails were sent by a specific date.

In addition to the surveys, students are also annually engaged in a conversation at each learning center. Administrators at each learning center met with a middle school group and a high school group to discuss the school and to ask their input regarding areas that are working and areas that need improvement. Although we come with some specific questions, this is an organic conversation that the facilitators allow to take a natural course. Efforts are made to bring in independent study students, but we usually have a greater number of students involved in our co-ops and block classes.

Faculty Council is an advisory council made up of staff members who meet monthly to advise the Executive Director regarding policy and vision for the school. A diverse group is selected for this committee and they are asked to bring in parent perspectives gained from learning record meetings as well as discussions with other teachers to ensure a strong foundation for decisions. This group also discusses topics/issues directly related to the LCAP, and the LCAP is a standing agenda item for these meetings.

Forest Charter School is also accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all educational partners and develop an action plan based on input from these groups. During the 2022-23 school year, we began a new self-study process for our upcoming WASC visit in November, 2023. Educational

partner input was gathered through teacher meetings with families as well as group meetings at the school. During our last WASC visit, Forest Charter School received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and well thought out. (Some of these action-plan items are also LCAP goals.) Further, this was our fourth six-year accreditation demonstrating that the school consistently follows through with its action plan.

Forest Charter School presented the draft LCAP to the parent advisory group in April (again, the Charter Council serves as the Parent Advisory Group for the LCAP). FCS also held a public hearing on the LCAP on June 12, 2023 to solicit recommendations and comments from the public. This meeting was posted on our website. The Executive Director responded in writing to any comments. The LCAP was approved by the Charter Council on June 13, 2023.

To review the 2023 LCAP, the administration team, Faculty Council and the Charter Council looked at the articulated goals from the LCAP. Regular reports regarding our progress on the LCAP were made at our monthly charter council meetings. We reported on our ability to provide the actions and services we had articulated as well as any scores or specific data that were available. We are working to compare our benchmark and CAASPP scores to last year's scores and determine if our intervention program is helping our students' scores improve. We also reviewed the actions and services we articulated and found that we had accomplished the vast majority of them. When appropriate, we looked at specific examples of the services we provided and the amount of budget spent on these services.

A summary of the feedback provided by specific educational partners.

Educational partner input indicated a clear desire to continue our focus on academic intervention. Although parents ranked some of the state priorities as a higher priority than academic achievement, other questions on the survey show that parents and staff feel that these areas are already a strength and therefore do not require the same attention as academic intervention. The surveys consistently show that parents, students, and staff feel that Forest Charter School is a safe environment. Although we regularly receive strong praise for our school climate, the survey showed a desire for continued training to support students with disabilities and students with emotional needs.

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

Educational partner input led Forest Charter School to add/keep the following actions/services:

- Staff three full-time mental health counselors who can provide support for these students.
- Provide professional development and tools to support students with disabilities and emotional needs
- Maintain our academic intervention program and the other academic services/supports
- Provide aides in co-op classes
- Provide intervention tutoring/support

Goals and Actions

Goal

Goal #	Description
1	The Percentage of students who demonstrate grade-level proficiency in ELA and math will increase annually.

An explanation of why the LEA has developed this goal.

Based on state testing, benchmark assessments, and teacher observations, FCS has identified a need to improve proficiency in language arts and math. The actions below will allow Forest Charter to provide a scaffolded spectrum of options to support students achieving grade-level proficiency in ELA and math beginning with a general foundation of services and increasing to targeted individual support based on student need. Further, the metrics will demonstrate the effectiveness of these actions by showing student growth and access to services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic (Conditions of Learning) Local indicator and/or local survey Facility Inspection Tool (FIT)	100% of teachers are appropriately assigned and fully credentialed (2021) 100% of Pupils have access to standards aligned instructional materials (2021) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2021)	100% of teachers are appropriately assigned and fully credentialed (2022) 100% of Pupils have access to standards aligned instructional materials (2022) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2022)	100% of teachers are appropriately assigned and fully credentialed (2023) 100% of Pupils have access to standards aligned instructional materials (2023) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2023)		Maintain 100% of teachers appropriately assigned and fully credentialed Maintain 100% of pupils having access to standards aligned instructional materials Achieve an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2: State Standards (Conditions of Learning) Local Indicator and/or local survey	100% of teachers implement state board adopted academic content and performance standards for all students (2021) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2021)	100% of teachers implement state board adopted academic content and performance standards for all students (2022) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2022)	100% of teachers implement state board adopted academic content and performance standards for all students (2023) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2023)		100% of teachers will Implement state board adopted academic content and performance standards for all students 100% of students (including unduplicated and students with disabilities) will be given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts.
Priority 3: Parental Involvement (Engagement) Local indicator and/or local survey to gain input on decision making	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in		100% of parents including parents of unduplicated pupils and students with exceptional needs will be contacted to participate in the annual Parent Survey for input in decision making

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	decision making. (2021)	decision making. (2022)	decision making. (2023)		
Priority 4: Pupil Achievement (Pupil Outcomes) CA School Dashboard DataQuest College Board EAP Results - 3 or higher on CAASPP CTE Completion Results on CALPADS Local Data	Math - 34% of students met or exceeded the grade level standard on the CAASPP (2019) ELA - 45% of students met or exceeded the grade level standards on the CAASPP (2019) API score, N/A State yet to release 19.28% of students are meeting the UC/CSU Requirement (2020)	Math - 0% Percent of students participated in CAASPP. FCS used our local benchmark (NWEA) instead. 43.1% of K-8 students and 50% of 11th grade students met or exceeded grade level standards based on NWEA (2021) ELA - 0% Percent of students participated in CAASPP. FCS used our local benchmark (NWEA) instead. 64.6% of K-8 students and 82.1% of 11th grade students met or exceeded grade level standards based on NWEA (2021) API score, N/A State yet to release	Math - 35.3% of students met or exceeded the grade level standard on the CAASPP (2022) ELA - 50.9% of students met or exceeded the grade level standards on the CAASPP (2022) API score, N/A State yet to release 17% of students are meeting the UC/CSU Requirement (2022)		The percentage of students Meeting or exceeding standard on the CAASPP math and ELA will increase by 5% Currently no API score available. When API comes available, we will meet or exceed growth API target as applicable The percent of student meeting the UC/CSU requirement will increase by 10% 100% of EL students will progress at least one level on the ELPAC FCS will reclassify 100% of its EL students. The percent of FCS students passing the AP exams with a 3 or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Zero EL students have progressed at least one level on the ELPAC (Currently FCS has no EL students) (2021) Zero EL students have been reclassified (currently FCS has no EL students) (2021) 62.5% of students have passed the AP exam with a 3 or higher (2020) 50% of students have been determined Ready or Conditionally Ready for college by EAP in ELA (2019) FCS did not take CAASPP in 2020. We used our local benchmark (NWEA). 24% of students have been determined Ready or Conditionally Ready for college by EAP in	31.6% of students are meeting the UC/CSU Requirement (2021) Zero EL students have progressed at least one level on the ELPAC (Currently FCS has no EL students) (2022) Zero EL students have been reclassified (currently FCS has no EL students) (2022) 76.92% of students have passed the AP exam with a 3 or higher (2021) Percent of students have been determined Ready or Conditionally Ready for college by EAP in ELA is not available due to no CAASPP testing (2020).	0 EL students have progressed at least one level on the ELPAC (Currently FCS has 3 EL students, testing to come) (2023) 0 EL students have been reclassified (currently FCS has 3 EL students, testing to come) (2023) 85.7% of students have passed the AP exam with a 3 or higher (2022) 67.1% of students have been determined Ready or Conditionally Ready for college by EAP in ELA by taking CAASPP (2022) 28.5% of students have been determined Ready or Conditionally Ready		higher will increase by 5% Students deemed Ready or Conditionally Ready in ELA will increase by 5% Students deemed Ready or Conditionally Ready in math will increase by 5% 5% of FCS students will have completed a CTE Pathway

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	math (2019). FCS did not take CAASPP in 2020. We used our local benchmark (NWEA). 0% of students have completed a CTE Pathway (2021)	Percent of students have been determined Ready or Conditionally Ready for college by EAP in math is not available due to no CAASPP testing (2020). 0% of students have completed a CTE Pathway (2022)	for college by EAP in math by taking CAASPP(2022). 0% of students have completed a CTE Pathway (2022) Path in 2022 was first year so no students have finished two year Pathway.		
Priority 7: Course Access (Conditions of Learning) Local indicator and/or local survey/data	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2021)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2022)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2023)		Maintain 100% of students having access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.
Priority 8: Other Pupil Outcomes (Pupil Outcomes) Benchmark Assessment Results	64.6% of K-8 students met or exceeded grade level standards on the NWEA ELA benchmark assessment. (2021) 43.1% of K-8 students met or exceeded grade level standards on the NWEA math	56.40% of K-8 students met or exceeded grade level standards on the winter iReady ELA benchmark assessment. (2022) 44.92% of K-8 students met or exceeded grade level	47.8% of K-8 students met or exceeded grade level standards on the winter iReady ELA benchmark assessment. (2023) 31% of K-8 students met or exceeded grade level standards on the winter iReady		The percent of students meeting or exceeding grade level proficiency on the ELA benchmark will increase by 5% The percent of students meeting or exceeding grade level proficiency on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	benchmark assessment. (2021)	standards on the winter iReady math benchmark assessment. (2022)	math benchmark assessment. (2023)		math benchmark will increase by 5%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Academic Support	a) Provide optional support classes (Coops, Learning Center classes) b) Provide optional enrichment classes c) College and career advisors d) Provide parent training to improve at-home instruction	$1,531,836.00	No
1.2	Targeted Academic Support	a) Provide aides, tutoring as needed b) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed c) Access to an Intervention Specialist and/or SST Coordinator	$402,094.00	Yes
1.3	Academic Materials	Access to Technology - Provide access to technology by making Chromebooks available to all students in grades 6-12	$25,000.00	No
1.4	Students with Disabilities	Provide supplemental tutoring (intervention) as needed for our students with disabilities.	$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Data Analysis	a) Measure the percent of our students working at or above grade level proficiency. b) Measure growth of students in our intervention program c) Track how students perform when they have attended FCS for three or more years d) Compare benchmark testing/metrics and state testing to measure the percent of students meeting grade level proficiency	$10,000.00	No
1.6	Benchmark Assessments	a) Use a benchmark assessment tool to measure growth.	$20,650.00	Yes
1.7	Additional Funds to Support Academics	Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc.	$135,000.00	Yes

Goal Analysis [2022-23]

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

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

Forest Charter School implemented all of the actions in last year's LCAP. Some highlights include the following:
Action 1.2 - We also managed to implement a more robust intervention system.
Action 1.5 - We also had success with the data analysis system that allows us to monitor our students' progress with more detail not only for the whole population, but the State identified subgroup populations as well.
Action 1.6 - We are still pleased with our benchmark system and we have continued training to better use the various features.

The actions that we were not able to fully implement were aides.
Action 1.1 - We offered an online Love and Logic parenting course to all families for free, but no one wanted to participate. We feel that we need to do a better job advertising this opportunity and will offer free access to the training again in the 2023-24 school year.
Action 1.2 - Aides - We were unable to hire a full complement of aides in Truckee due to a lack of applicants (We hired 3 of 4 positions). We are hopeful that we will be able to fill this position for the 2023-24 school year.

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.

Generally, FCS assumes a variance of 10% or more to be a material difference.
Action 3: We didn't need to purchase as many additional Chromebooks as originally budgeted for, however, all students who needed a Chromebook have received one.
Action 7: We saw a higher than anticipated need to support our unduplicated student population, especially in tutoring and intervention.

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

Overall, FCS was very successful identifying and supporting students working below grade level. We accomplished this by providing a variety of intervention support including direct tutoring, intervention curriculum, and the iReady intervention curriculum. An analysis of our benchmark assessments (see iReady data in the 2023-24 LCAP Plan Summary section) shows significant growth among our overall population as well as our identified sub-groups

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

Forest Charter School is not planning on any changes to the planned goal, metrics, or desired outcomes. We feel that our program was effective and by continuing with it, we will be able to refine any small issues and improve this service even more.

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

Goals and Actions

Goal

Goal #	Description
2	Forest Charter School will maintain its positive school climate.

An explanation of why the LEA has developed this goal.

Based on family surveys, staff surveys, student interviews, teacher observations, and state statistics FCS has a strong school climate that creates emotional, intellectual and physical safety; the Forest Charter School community wishes to maintain that culture. The actions below will provide Forest Charter the training and the mental health support services to maintain our positive school climate. Further, the metrics will demonstrate the effectiveness of these actions by maintaining our strong pupil engagement and school climate scores.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement DataQuest CALPADS CA School Dashboard Local Data	Attendance rates 98.30% (2020) Chronic Absenteeism 1.82% (2020) Middle school dropout rate: 0.008% (2020) High school dropout rate: 10.2%(2020) High school graduation rate: 89.8%(2020)	Attendance rates 97.56% (2021) Chronic Absenteeism 3.87% (2021) Middle school dropout rate: 0.015% (2021) High school dropout rate 13.8%(2021) High school graduation rate: 86.2%(2021)	Attendance rates 97.25% (2022) Chronic Absenteeism 2.9% (2022) Middle school dropout rate: 0% (2022) High school dropout rate 14%(2022) High school graduation rate: 86%(2022)		Maintain and attendance rate above 97.5% Reduce Chronic Absenteeism to below 3% Maintain a Middle school dropout rate of less than 1% Reduce High school dropout rate to below 8% Increase the High school graduation rate to 92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate DataQuest CALPADS CA School Dashboard CHKS data FCSSurvey data	Pupil suspension rate 0% (2020) Pupil expulsion rate 0% (2020) CHKS Survey: 68% of Parents feel FCS treats all students with respect (2021) CHKS Survey: 60% of parents feel FCS has adults who really care about students (2021) FCS Survey: 54% of parents Strongly agreed or agreed, that their child is safe/supervised at the Learning Center - (45% were neutral or did not know) (2021)	Pupil suspension rate 0% (2021) Pupil expulsion rate 0% (2021) CHKS Survey: 71% of Parents feel FCS treats all students with respect (2022) CHKS Survey: 65% of parents feel FCS has adults who really care about students (2022) FCS Survey: 85% of parents Strongly agreed or agreed, that their child is safe/supervised at the Learning Center - (14% were neutral or did not know) (2022)	Pupil suspension rate 0.1% (2022) Pupil expulsion rate 0% (2022) The FCS participation in CHKS was too small to get our own report (2023) The FCS participation in CHKS was too small to get our own report (2023) FCS Survey: 88.2%% of parents Strongly agreed or agreed, that their child is safe/supervised at the Learning Center - (03% were neutral and 08% did not know) (2023)		Maintain a pupil suspension rate of less than 1% Maintain a pupil expulsion rate of less than 1% CHKS Survey: The percent of Parents who feel FCS treats all students with respect will increase by 5% CHKS Survey: The percent of parents who feel FCS has adults who really care about students will increase by 5% FCS Survey: The percent of parents who strongly agree or agree, that their child is safe/supervised at the Learning Center will increase by 10%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development that focuses on supporting students social emotional learning/needs and promotes understanding the relationship between mental health and academic success	$7,500.00	No
2.2	Mental Health	a) Maintain mental health counselors to support student's emotional needs b) Maintain a part time behavior specialist to support teachers and aides working with high need students	$344,037.00	Yes

Goal Analysis [2022-23]

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

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

All actions and services for this goal were accomplished. We are especially pleased with the work we did around professional development. Based on staff feedback, Forest Charter School (FCS) had the special ed staff provide training for for specific areas such as behavior intervention and sensory issues. FCS also put a lot of work into continuing to update our safety plan, with a particular focus on our reunification protocols. We reviewed these changes with the leadership team as well as with the staff.

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

Generally, FCS assumes a variance of 10% or more to be a material difference.
Action 2: After our LCAP was approved, we moved our final mental health counselor to the JPA's payroll, and the behavior health specialist was hired through the JPA. We still maintained mental health counselors to be available at all Learning Centers, and the behavior health specialist has been working with students, teachers, and aides throughout the year.

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

FCS feels that the specific actions for goal #2 have helped maintain our positive school climate. Based on survey results approximately 97% of the parents and 89% of the students feel that the teachers show respect for the students (approximately 7% of the students were neutral).

88% of the staff feel that FCS promotes trust and collegiality (8.3% were neutral). This feedback as well as our low suspension/expulsion rate help quantify the strong school climate that is present at FCS.

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

Forest Charter School is not planning any changes to the planned goal, metrics, or desired outcomes. We feel that our program was effective and by continuing with it, we will be able to refine any small issues and improve this service even more.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$718,575	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.26%	0.00%	$0.00	8.26%

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

Required Descriptions

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

Forest Charter School has an unduplicated population count of 40.75%, and while many of our goals and actions support the whole school population, they are principally directed to add support to our Foster Youth, English Learners, and Low-Income students. FCS will receive an estimated $646,934 in supplemental funding generated by the school's low income, Foster Youth, and English Learner population. FCS does not qualify for concentration grant funding. We will also use additional LCFF funding, Expanded Learning Opportunities Grant funding and ESSER III grant funding to supplement services to our unduplicated population.

Goal 1, Action 2 - Targeted Academic Supports to increase or improve math and ELA proficiency.

a) Provide aides and additional tutoring as needed
b) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed
c) Access to an Intervention Specialist and/or SST Coordinator

Data
Why we have implemented these actions.

- iReady scores for unduplicated students - SED - 48.9% on or above grade level in reading, SED - 28.7% on or above grade level in math
- Parent Survey - “Forest Charter School should continue its current LCAP goal of academic support/intervention” (94.5% agreed)
- Staff Survey - “Forest Charter School should continue its current LCAP goal of academic support/intervention” (85% agreed and 10% were neutral or don’t know)
- Anecdotal - STs report that parents struggle to teach math, especially after 5th grade

How we will track the progress/success of these actions

- iReady growth scores for unduplicated students from fall to winter/spring
- Number of unduplicated students who received tutoring (year to year)

Desired outcome

- Unduplicated students will show a 5% increase in benchmark scores for the 2023-24 school year
- Unduplicated students will show a 5% increase in CAASPP scores for the 2023-24 school year

Goal 1, Action 6: Benchmark Assessments.

a) Use a benchmark assessment tool to measure growth.

Data
Why we have implemented these actions

- ST Survey data - “Benchmark testing has helped me identify students who need support.” 67% agree or strongly agree, 17%% are neutral, 4% disagree and 12% don't know. Office staff and special ed contribute to this survey also.
- Anecdotal - STs report that they need better data to better serve their students

How we will track the progress/success of these actions

- The number/percent of unduplicated students who take the iReady diagnostic test

Desired Outcome

- Have 95% of unduplicated students take the iReady diagnostic test in math and ELA

Goal 2, Action 2a: Mental Health
a) Maintain mental health counselors to support student's emotional needs
b) Maintain behavioral health specialist

Why we have implemented these actions

- Parent Survey - “Forest Charter School should continue its LCAP school climate goal of supporting students' emotional needs.” (95% agreed)
- Staff Survey - “Forest Charter School should continue its LCAP school climate goal of supporting students' emotional needs.” 88% agreed (6.25% were neutral and 4% didn’t know)
- Anecdotal - STs report a significant increase in student mental health needs, primarily anxiety.

How we will track the progress/success of these actions

- Number of unduplicated students served by mental health counselors in 2021-22 and 2022-23

We will implement the following preventative measures to support students

- ST/parent Consultation
- Maintain Staff Wellness committee. The Wellness Committee was created in 2021-22 with great staff participation. The Committee meets regularly to discuss staff wellness needs and has done everything from organized lunchtime walks to little treats in mailboxes and social events after work.
- Make SEL curriculum available to students, staff, and families
- Student Wellness Lab
- Push in services
- Referrals to outside resources

Desired Outcomes

- Reduce High school dropout rate for unduplicated students to below 8% for the 2023-24 school year
- Increase the High school graduation rate for unduplicated students to 92% for the 2023-24 school year

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

Forest Charter School anticipates expending $2,619,657.37, which represents approximately 31% of total LCFF funding expected in the 2023-2024 school year. Based on stakeholder feedback, there is a clear desire for academic intervention, especially in Math and ELA, to support students who are behind academically.

The proposed use of our supplemental funds will be principally directed toward providing increased and improved Math and ELA interventions and support. Due to the nature of our personalized learning program, we have found that the most effective use of these funds is to collaborate with an intervention specialist, along with the Supervising Teacher, to enhance our ability to individualize the intervention process. Further, we have established funds for low-income students to provide additional academic tutoring or other supports as needed. We believe that this approach will have the greatest impact on our low-income population and is the most effective use of these funds. These funds will directly support our low-income population through ELA and Math intervention, academic tutoring opportunities, additional curriculum and materials, test fees, etc.

Additionally, Forest Charter plans to use additional ESSER funds to support students who have suffered from learning loss due to the Covid-19 pandemic.

Goal 1, Action 7: Additional Funds to Support Academics. Estimated program expenditure $150,000.

After assessing the needs, conditions, and circumstances of our students, FCS determined that by offering additional funds to support academics to our unduplicated population, we can ensure that they have the materials and resources needed to support their education. These additional funds are specifically held for our unduplicated students and will support things such as additional tutoring and instructional materials including Chromebooks and hot spots, bus passes, test fees, and school supplies.

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.

Forest Charter School does not recieve concentration grant funding.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,513,550.00	$122,567.00			$2,636,117.00	$2,330,467.00	$305,650.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	**1.1**	Supplemental Academic Support	All	$1,524,336.00	$7,500.00			$1,531,836.00
1	**1.2**	Targeted Academic Support	English Learners Foster Youth Low Income	$335,177.00	$66,917.00			$402,094.00
1	**1.3**	Academic Materials	All	$15,000.00	$10,000.00			$25,000.00
1	**1.4**	Students with Disabilities	Students with Disabilities	$160,000.00				$160,000.00
1	**1.5**	Data Analysis	All		$10,000.00			$10,000.00
1	**1.6**	Benchmark Assessments	English Learners Foster Youth Low Income		$20,650.00			$20,650.00
1	**1.7**	Additional Funds to Support Academics	English Learners Foster Youth Low Income	$135,000.00				$135,000.00
2	**2.1**	Professional Development	All		$7,500.00			$7,500.00
2	**2.2**	Mental Health	English Learners Foster Youth Low Income	$344,037.00				$344,037.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$8,699,455	$718,575	8.26%	0.00%	8.26%	$814,214.00	0.00%	9.36 %	**Total:**	$814,214.00
								LEA-wide Total:	$814,214.00
								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 (%)
1	**1.2**	Targeted Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$335,177.00	
1	**1.6**	Benchmark Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.7**	Additional Funds to Support Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,000.00	
2	**2.2**	Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$344,037.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,742,324.00	$3,036,462.00

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**	Supplemental Academic Support	No	$1,763,665	$1,892,000
1	**1.2**	Targeted Academic Support	Yes	$709,585	$710,037
1	**1.3**	Academic Materials	No	$35,000	$64,239
1	**1.4**	Students with Disabilities	No	$81,900	$184,587
1	**1.5**	Data Analysis	No	$10,000	$8,500
1	**1.6**	Benchmark Assessments	Yes	$20,750	$20,650
1	**1.7**	Additional Funds to Support Academics	Yes	$78,750	$116,416
2	**2.1**	Professional Development	No	$7,500	$3,975
2	**2.2**	Mental Health	Yes	$35,174	$36,058

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$633,539	$777,342.00	$883,161.00	($105,819.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.2**	Targeted Academic Support	Yes	$642,668	$710,037		
1	**1.6**	Benchmark Assessments	Yes	$20,750	$20,650		
1	**1.7**	Additional Funds to Support Academics	Yes	$78,750	$116,416		
2	**2.2**	Mental Health	Yes	$35,174	$36,058		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$7,733,487	$633,539	0%	8.19%	$883,161.00	0.00%	11.42%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

Employee Handbook

2023-2024

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Forest Charter School (hereinafter referred to as "FCS" or the "School"). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. To review additional of the FCS current policies, please refer to the Policy Binder located at the Administrative Office or the School's website. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that FCS is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. The School also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Charter Council has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School.

Employees must sign the acknowledgement form at the beginning of this Handbook, tear it out, and return it to the Business Director or designee. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

FCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. FCS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. FCS will

identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of FCS that all employees are considered "at-will" employees of the School. Accordingly, either FCS or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require FCS to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with FCS. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Charter Council or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with FCS that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty- six (36) hours of receiving the information concerning the incident.

FCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one- thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166

and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. The School shall also consider the suitability of a job candidate or volunteer based on other convictions, including when the criminal conviction bears a demonstrable relationship to the effective performance of the job or volunteer duties, taking into account the nature and gravity of the conviction, the time that has passed since the conviction and/or completion of the criminal sentence, and the nature of the position held or sought. Additionally, should an employee or volunteer be arrested for, charged with, or convicted of any offense during his/her employment/service with the School, the employee or volunteer must immediately report as much to the Executive Director.

Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis ("TB") within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

FCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, FCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for

employment because the employee or applicant exercised a right protected under applicable law.

Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

Employees should direct any questions or requests for information on immigration compliance issues to the Executive Director.

Professional Boundaries: Staff/Student Interaction Policy

FCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

    1. Stopping a student from fighting with another student;
    2. Preventing a pupil from committing an act of vandalism;
    3. Defending yourself from physical injury or assault by a student;
    4. Forcing a pupil to give up a weapon or dangerous object;
    5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
    6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

    1. Hitting, shoving, pushing, or physically restraining a student as a means of control;

2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission
(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors
(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.

(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Executive Director about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

FCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. FCS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including reproductive health decision making, gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against based upon the characteristics noted above.

FCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When FCS receives allegations of unlawful harassment, discrimination, or retaliation, the Charter Council (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete

confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. FCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

FCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees are expected to act in a positive and professional manner and to contribute to a productive School

environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director or designee. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."
Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults; and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience;
    - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct; and
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship (*i.e.*, a romantic relationship) is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate FCS policy. Employees who are engaged in romantic relationships must disclose the existence of a relationship to the Executive Director so that appropriate measures can be taken to prevent any actual or perceived harassment or conflicts of interest in the workplace.

Whistleblower Policy

FCS requires its directors, officers, employees, and volunteers to observe high standards of ethics

in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation, shall suffer harassment, retaliation, or adverse employment action. Further no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation or adverse employment action.

Drug- and Alcohol-Free Workplace

FCS is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other FCS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination. In addition, we strongly encourage all of our employees to recognize that they are community role models and to conduct themselves accordingly outside of work hours.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An

employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Charter Council, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, FCS may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

All FCS facilities are no smoking facilities.

THE WORKPLACE

Work Schedule

Business hours are normally 8:30 a.m. – 5:00 p.m., Monday through Friday. The regular workday schedule for nonexempt employees is 7.5 hours; the regular workweek schedule is 37.5 hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Rest Periods

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and FCS mutually consent to the waiver in writing.

Non-exempt employees are also provided with a paid fifteen (15) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods.
Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may leave the FCS campus during their scheduled meal and rest breaks.

Lactation Accommodation

FCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non- exempt employee shall be unpaid.

FCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such a room/location shall not be a bathroom, and shall have electricity. Employee shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone their direct supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep their supervisor sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying a direct supervisor shall be considered a voluntary resignation from employment.

Time Sheets/Records

By law, FCS is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's time sheet system. All employees are required to keep their supervisor advised of their departures from and returns to the school premises during the workday. Non-exempt employees are solely responsible for ensuring accurate information on their time sheets and remembering to record time off.

No one may record hours worked on another's time sheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Use of FCS Email, Voicemail and Internet Access

FCS will permit employees to use its FCS email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The FCS email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.

4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. FCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

5. Employees should not use personal devices or email accounts for School related communications. Such communications should only take place using School issued devices and via the employee's School issued email account.

6. Employees must be prepared for their email accounts to be closed immediately upon their

separation from employment with FCS. Closed email accounts will be stored and accessible only to FCS administrators and technology support staff. Prior users may no longer log in, send, or receive email from this account. Any email stored in the FCS email system is the property of the School.

Personal Business

FCS's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Visitors on Campus

Employees are not to bring visitors to campus during work hours, including children who are not students of the School, or other guests, unless their presence on campus is pre-approved, or in connection with an event that is open to the public, such as a Board of Directors meeting. Such conduct is a distraction to the School's students and interferes with students receiving instruction and employees performing their job duties. It further creates a risk of injury to the child/guest, to students and employees of the School, and to School property. Employees must arrange for childcare for their children if such children are not enrolled in the School and present on campus to attend class. The School will not be responsible for any injury/damage caused by the child/guest or to the child/guest. If the employee wishes to bring a child/guest on campus during their work hours or during a non-public event, the employee must seek the permission and approval of the School and have a school-related purpose.

Pets on Campus

No pets or animals are allowed on campus during business hours unless authorized under the School's Service Animals on School Campus policy or the School's Animals at School for Instructional Purposes policy.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information

maintained by the School;

- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;

- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

FCS reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Personal Appearance/Standards of Dress

FCS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair.
2) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

Health and Safety Policy

FCS is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Executive Director or Business Director any potential health or safety hazards, and all injuries or accidents. In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

FCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director or designee. Employee desks or offices should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director when keys are missing or if security access codes or passes have been breached.

Occupational Safety

FCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. FCS's administration management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately, or as soon as is practical, report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to initiate a school lockdown, and how to report fires and other emergencies quickly and accurately as outlined in the Safety Plan. Employees should report any such emergency to the administration as soon as possible**.** In addition, all employees should know the local emergency numbers such as 911.

Employees cannot transport any sick or injured students to a medical facility, but will call 911 for assistance.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. Social Security (FICA): Earnings from this job are not covered under Social Security for Certificated employees.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Business Director or designee to explain them..

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Business Director or designee. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Business Director or designee and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by- case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. FCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Executive Director. FCS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in

excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled twice per month, except for eligible exempt employees who will be paid at the end of the month. If an employee observes any error in his or her check, it should be reported immediately to the Executive Director or designee.

Certificated Employee Salary and Payroll Schedule

All employees are employed on an "at-will" basis, including Certificated Supervising Teachers. Nonetheless, Certificated Supervising Teachers may be compensated on a "per student" basis or on a salary calculated on a yearly basis. Certificated Supervising Teachers who are compensated on a "per student" basis are paid in accordance with the FCS Certificated Per-Student Salary Schedule. Certificated Supervising Teachers whose compensation is based on an annualized salary are paid in accordance with the FCS Certificated Annual Salary Schedule. Both options will be reviewed with the Certificated Supervising Teacher annually and the Executive Director has the discretion to offer either option for the following year.

Classified Employee Salary and Payroll Schedule

Classified employees are paid a daily or an hourly rate as specified in their at-will employment agreements, in accordance with the FCS Classified Salary Schedule. Such employees are paid on a semi-monthly basis on the 10th and 26th of each month.

Expense Reimbursement

FCS will reimburse employees for any reasonably necessary School materials or for travel expenses incurred while on assignments away from the normal work location. All purchases of materials, travel, and related expenses must have the prior approval of the Business Director, or a designee appointed by the School for reimbursement purposes. Any such expenses must also be within the parameters of the School's policy as outlined below.

<u>Supplies and Materials</u>

Employee requests for purchase of supplies, materials or equipment must be submitted to the Business Director in advance utilizing the schools Reimbursement Form. Purchase requests will be reviewed by the Business Director or a designee and must have signed approval before orders are processed. If the purchase request is denied, the staff member will be notified.

If a purchase request is approved, the employee is to purchase the item(s) and submit the original receipt for the item(s) purchased, to the Business Director or designee. All receipts should be

submitted within two (2) weeks following the purchase of the approved item(s).

Mileage

Employees who are permitted or required to drive their personal vehicle for an FCS related purpose may be entitled to a mileage reimbursement. Employees may seek reimbursement by submitting the School's Reimbursement Form to the Business Director or a designee. The Expense Reimbursement Form should be submitted within two (2) weeks following the date of travel.

FCS will only reimburse mileage that is not a part of the employee's drive to and from work. The applicable reimbursement rate is the rate established by the Internal Revenue Service. Employees must seek the advanced permission of the Executive Director or designee prior to driving on behalf of the School.

Please see the Mileage Reimbursement Policy for more details.

Wage Attachments and Garnishments

Under normal circumstances, FCS will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Business Director will discuss the situation with the employee.

Medical Benefits

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the Business Director or designee as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Employer 403(b) Retirement Plan

A 403(b) retirement plan is generally offered to all full time employees. Employees will have the choice of the available plan options. Employee contribution to the 403(b) retirement plan is optional and monies are self-funded by the employee with pre-tax dollars.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or

- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty- six (36) months if coverage ends because:

- The employee dies while covered by the plan;

- The employee and his/her spouse become divorced or legally separated;

- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or

- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

FCS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying FCS within thirty (30) days of the event. FCS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later
.
There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- FCS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Executive Director or designee. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Executive Director or designee, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Executive Director within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Executive Director or designee will review employee job performance with employees in order to establish goals for future performance and to discuss current performance. FCS's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Business Director advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable FCS to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. FCS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Business Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, FCS will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an

arbitrator, administrative law judge, or the Charter Council and the complaint is deemed to be false, no credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS AND LEAVES

Holidays

The FCS calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Executive Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Summer Break

Notwithstanding any other portion of this policy, full-time, twelve (12) month, nonexempt employees may receive a two (2) week paid holiday, which FCS shall schedule to take place in July. Eligible employees who are required to work during any portion of this scheduled two (2) week holiday will only be paid at their regular rate of compensation, and will not receive any additional pay or credit for paid time off.

Sick Leave

General

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days in California.

All full-time Supervising Teachers shall be credited with eighty (80) hours of sick leave at the beginning of each work year. Furthermore, all full-time classified office staff shall be credited with ninety (90) hours of sick leave at the beginning of each work year. All part-time employees will be credited with twenty-four (24) hours of paid sick leave at the beginning of each work year. Employees do not accrue additional sick leave.

Sick leave is not available to non-employees such as vendors or independent contractors. Sick leave is not payable upon separation from the School. Employees hired during the work year shall receive a prorated amount of paid sick leave, however, no employee shall receive less than twenty-four (24) hours.

Sick leave must be taken by eligible employees in increments of thirty (30) minutes. Full-time employees may use up to one-hundred and sixty (160) hours of accrued paid sick leave per work year. Part-time employees may use an equivalent amount, pro-rated to their Full-Time Equivalent ("FTE") status. Leave over the allotted 80 hours for Supervising Teachers and 90 hours for classified office staff will require pre-approval from the Executive Director. For full- time employees, accrued sick leave carries over from year to year and is not capped. For part-time employees, accrued sick leave does not carry over from year to year. The School does not pay employees in lieu of unused sick leave.

If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may be eligible to continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Discretionary Leave

For each school year, all eligible full-time personnel can apply to use five (5) of their sick days as discretionary leave. (Part-time employees will have these days pro-rated). Leave days are not extra days to which employees are entitled. Rather, they have been put into place to allow staff to apply for time off in case of extenuating circumstances, or emergencies, such as death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee or their property, or the person or property of an immediate family member, adoption of a child, birth of child making it necessary for an employee who is the parent of the child to be absent from his/her position during work hours, attendance at conferences unrelated to FCS, personal legal matters, religious observances, participating in the employee's child's school activities, and business matters that cannot be conducted outside of the workday and still be paid for up to five (5) days. Discretionary leave is not a form of vacation leave and is not payable upon separation from the School.

A Supervising Teacher needs to request a leave day if they would not be able to get to the local site that same day in case a need arises. If an ST receives approval for leave that goes beyond the allotted five (5) days, they may not be paid for the extra days. Requests for leave that conflicts

with staff training days will require special consideration. Any discretionary leave days not used by the end of the year will remain sick days and will not be available as additional discretionary leave after the end of the work year.

All requests to use leave days must be submitted for approval to the Executive Director in writing using the Application for Leave form. Requests for leave should be submitted as early as possible, but preferably at least fifteen (15) days prior to the first requested leave day. FCS reserves the right to deny a request to use these days.

Refer to Requested Leave Policy: https://www.forestcharter.com/Page/290

Unpaid Leave of Absence

FCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, FCS may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the Executive Director.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family Medical Leave Act leave, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee is terminated or resigns before returning to work, fails to return from a leave and is subsequently terminated, the employee may be required to reimburse any cost borne by the School for the employee's medical and dental benefits.
No paid leave time is accrued during any type of unpaid leave of absence.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- Employee Eligibility Criteria

  To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months,worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5)employees).

- Events That May Entitle An Employee To FMLA/CFRA Leave

  The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

    a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment including, but not limited to, treatment for substance abuse.

    b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

    c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

    d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a grandparent, grandchild, sibling, or parent-in-law for CFRA purposes.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member

5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

    1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight hour days per week, "twelve (12) workweeks" means sixty (60) working and/or paid eight (8) hour days.

    2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

    3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

    4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement.

    Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay During FMLA/CFRA Leave

    1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

    2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

    3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

    4. The receipt of sick leave pay or State Disability Insurance benefits will not extend

the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time.

The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

FCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or

insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate certification as needed.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form, available from the Business Director, and submitting it to the Business Director or designee. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

  1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

  2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

  3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

  4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If an accommodation cannot be made, the employee will be medically separated from the School.

- Employment During Leave

  No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School's complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

  To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle An Employee to Pregnancy Disability Leave

The four (4)-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

- Duration Of Pregnancy Disability Leave

  Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

  For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

  At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay During Pregnancy Disability Leave

  1. An employee on pregnancy disability leave must use all accrued paid sick leave at the beginning of any otherwise unpaid leave period.

  2. The receipt of sick leave pay or state disability insurance benefits will not extend the length of pregnancy disability leave.

  3. Sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

  FCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. FCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

  1. The employee fails to return from leave after the designated leave period expires.

  2. The employee's failure to return from leave is for a reason other than the following:

     - The employee is taking leave under the California Family Rights Act.

     - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
     - There is a non-pregnancy related medical condition requiring further leave.

     - Any other circumstance beyond the control of the employee.

- Seniority

  An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority or she had when the leave commenced.

- Medical Certifications

  1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

  2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting And Scheduling Pregnancy Disability Leave

  1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Business Director or designee. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

  2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice

is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. FCS will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

    a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

    b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

    A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with FCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must

obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, FCS will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment During Leave

  No employee, including employees on pregnancy disability leave, may accept employment with any other employer without FCS's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

FCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Executive Director and/or Business Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director or designee; and
- Provide FCS with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is FCS's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. FCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most

appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the Executive Director and to the

Business Director and to the individual responsible for reporting to FCS's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

Military and Military Spousal Leave of Absence

FCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the Charter School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued paid time off as wage replacement during time served, provided such paid time off accrued prior to the leave.

Except for employees serving in the National Guard, FCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law.

For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five
(5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

FCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the Charter School with (1)

notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Absence without loss of salary may be granted for an employee upon death of a member of his/her immediate family for a period not to exceed five (5) days. Absences in excess of five (5) days may be taken as personal necessity leave, if available, or unpaid leave. As used in this policy, "immediate family" refers to an employee's spouse/domestic partner, parent, grandparent, sibling (including brother/sister-in-law), child (including son/daughter-in-law), aunt/uncle, niece/nephew, or any blood relative living in the employee's immediate household.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all nonexempt employees, the School will pay for up to five (5) days if an employee is called to serve on a jury. Employees must notify their supervisor immediately when a jury summons has been received.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days notice.

School Appearance and Activities Leave

As required by law, FCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of FCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., sick leave) during the absence.

When requesting time off for school activities, the employee must provide verification of

participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.
An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

FCS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime.. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic

violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide FCS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide FCS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.

2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.

3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, FCS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Business Director.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director or designee thirty (30) days' notice before returning from leave. Whenever FCS is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Executive Director.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by FCS. This list of prohibited conduct is illustrative only and applies to all employees of FCS; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of FCS. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's supervisor or proper authority.

2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.

3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.

4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.

5. Fighting or instigating a fight on School premises.

6. Violations of the drug and alcohol policy.

7. Using or possessing firearms, weapons or explosives of any kind on School premises.

8. Gambling on School premises.

9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.

10. Recording the hours worked, when applicable, of another employee or permitting or arranging for another employee to record the clock card.

11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.

13. Excessive absenteeism or tardiness excused or unexcused.

14. Posting any notices on School premises without prior written approval of administration,

unless posting is on a School bulletin board designated for employee postings.

15. Immoral or indecent conduct.

16. Conviction of a criminal act.

17. Engaging in sabotage or espionage (industrial or otherwise)

18. Violations of the sexual harassment policy.

19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.

20. Sleeping during work hours.

21. Release of confidential information without authorization.

22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.

23. Refusal to speak to supervisors or other employees.

24. Dishonesty.

25. Failure to possess or maintain the credential/certificate required of the position.

26. Unprofessional conduct.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While FCS does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off- duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by FCS, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.

- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.

- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.

- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and

- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to FCS explaining the details of the additional employment. If the additional employment is authorized, FCS assumes no responsibility for it. FCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with FCS, employees should notify the Executive Director regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of FCS the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns. Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints
(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the Charter Council Chair, who will then confer with the Charter Council and may conduct a fact-finding or authorize a third party investigator on behalf of the Charter Council. The Charter Council Chair or investigator will report his or her findings to the Charter Council for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the Executive Director or Charter Council Chair (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Charter Council. The decision of the Charter Council shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Charter Council (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of FCS in effect at the time of publication.

FCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Principal or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

[FILL IN] will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against you or someone else:

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize FCS to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____
Name of Complainant

_____ _____
Signature of Complainant Date

Received by: _____ _____
Date

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against:

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize FCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____
Name of Complainant

_____ _____
Signature of Complainant Date

Received by: _____ _____
Date

Forest Charter School

Charter Council Meeting Calendar for 2023/2024

Regularly scheduled meeting dates for the Forest Charter School Charter Council are generally held at 5:00 PM in Sequoia (Room #7), located at 470 Searls Avenue, Nevada City, California, 95959, unless otherwise noted. All other learning centers will participate through two-way satellite communication.

Date	Time	Notes
August 22	5:00 PM	
September 12	5:00 PM	
October 10	5:00 PM	
November 7	5:00 PM	
December 5	5:00 PM	**Budget Meeting
January 16	5:00 PM	
February 6	5:00 PM	
March 5	5:00 PM	**Budget Meeting
April 16	5:00 PM	
May 14	5:00 PM	
June 10	5:00 PM	*LCAP Public Hearing
June 11	5:00 PM	**Budget Meeting

* Special Meeting/Public Hearing

** Budget Meeting

Charter Council Approved: