Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on May 11, 2026 at 5:02 PM PDT

Date and Time

Thursday May 14, 2026 at 6:00 PM PDT

Location

1450 Marina Way South, Richmond, CA 94804

The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804.**

Members of the public who wish to attend in person can join us in the Home Office's Board Room at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:
https://us02web.zoom.us/j/83187954557

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:
Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606
Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

Participating by Telephone: 669-900-9128 Meeting ID: 831 8795 4557

Public Comment: Members of the public attending in person who wish to comment on an agenda item please fill out a speaker card and submit it to a staff member. Members of the public who are joining via teleconference, please use raise hand tool in the reactions tab located at the bottom of the zoom screen or press star (*) nine if joining by telephone. The Board Chair will call on you. Please note that comments are limited to two minutes.

The Board Chair may increase or decrease the time allowed for public comment, depending upon the topic and number of persons wishing to be heard.

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
A.	Call the Meeting to Order		Rodolfo Ornelas	1 m
B.	Record Attendance		Sally Li	1 m
C.	Announcements			1 m
D.	Approval of the Agenda	Vote	Rodolfo Ornelas	1 m
E.	Public Comments on Non-Agenda Items Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			2 m
II.	**Consent**			**6:06 PM**
A.	Approval of 03/19/2026 Regular Board Meeting Minutes	Approve Minutes	Rodolfo Ornelas	1 m

		Purpose	Presenter	Time
B.	Approval of 04/16/2026 Regular Board Meeting Minutes	Approve Minutes	Rodolfo Ornelas	1 m
C.	Approve April Check Registers	Vote		1 m

III. Closed Session — 6:09 PM

A.	CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9 (4 cases)	Discuss		20 m
B.	Public Employee Performance Evaluation (Gov. Code, § 54957) Title: Chief Executive Officer	Discuss		15 m

IV. Business — 6:44 PM

A.	Fiscal Oversight Committee Report Public comment	FYI	Davis Leung	5 m
B.	CEO Report Public comment	FYI	Adrienne Barnes	5 m
C.	Current Financial Position Overview Public comment.	FYI	Prasanth Mudumby	5 m
D.	2026-27 Budget Review Public comment	FYI	Prasanth Mudumby	10 m
E.	Public Hearing: Local Control Accountability Plan (LCAP) - Downtown Charter Academy Public comment	Discuss	Mary Busby	3 m
F.	Public Hearing: Local Control Accountability Plan (LCAP) - John Henry High School Public comment	Discuss	Mary Busby	3 m

		Purpose	Presenter	Time
G.	Public Hearing: Local Control Accountability Plan (LCAP) - Oakland Charter Academy Public comment	Discuss	Michelle Coleman	3 m
H.	Public Hearing: Local Control Accountability Plan (LCAP) - Richmond Charter Academy Public comment	Discuss	Mary Busby	3 m
I.	Public Hearing: Local Control Accountability Plan (LCAP) - Richmond Charter Elementary - Benito Juarez Public comment	Discuss	Michelle Coleman	3 m
J.	Enrollment Update Public comment	FYI	Marisol Magana	5 m
K.	Presentation: Bay Area Air District: Local Community Benefit Fund (LCBF) Grant Public comment	FYI	Marisol Magana	5 m
L.	Review and Consideration of Approval of Kya Quote -Restroom Modernization Project for Downtown Charter Academy Public comment	Vote	Marisol Magana	3 m
M.	Review and Consideration of Approval of Declaration of Need for Fully Qualified Educators (CL-500)- John Henry High School Public comment	Vote	Sally Li	3 m
N.	Review and Consideration of Approval of Get Empowered Summer Programming Downtown Charter Academy Public comment	Vote	Mary Busby	3 m
O.	Review and Consideration of Approval of Revision to Board Meeting Calendar 2025-2026 Public comment	Vote	Adrienne Barnes	3 m

		Purpose	Presenter	Time
P.	Review and Consideration of Approval of Board Meeting Calendar 2026-2027 Public comment	Vote	Adrienne Barnes	3 m
Q.	Review and Consideration of Approval of Cost of Living Adjustment (COLA) 2026-2027 Public comments	Vote	Adrienne Barnes	3 m
R.	Review and Consideration of Approval of Lead Liberated Contract 2026-2027 Public comment	Vote	Adrienne Barnes	3 m
S.	Review and Consideration of Approval of College Board Invoice Public comment	Vote	Adrienne Barnes	3 m
T.	Review and Acceptance of Amethod Public Schools 2024-2025 Form 990 Public comment	Vote	Adrienne Barnes	3 m
U.	Talent Acquisition Update Public comment	FYI	Heather Eyerman	5 m
V.	**Closing Items**			**8:06 PM**
A.	Adjourn Meeting	FYI	Rodolfo Ornelas	1 m

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Coversheet

Approval of 03/19/2026 Regular Board Meeting Minutes

Section: II. Consent
Item: A. Approval of 03/19/2026 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the AMPS Board of Directors on March 19, 2026

DRAFT

AMPS
AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time
Thursday March 19, 2026 at 6:00 PM

Location
1450 Marina Way South, Richmond, CA 94804

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present
D. Leung, J. Lerma, L. Martinez, R. Ornelas

Directors Absent
M. DiGiorgio

Guests Present
A. Barnes, M. Arechiga, S. Li

I. Opening Items

A. Call the Meeting to Order

R. Ornelas called a meeting of the board of directors of Amethod Public Schools to order on Thursday Mar 19, 2026 at 6:03 PM.

B. Record Attendance

C. Announcements

No announcements.

D. Approval of the Agenda

L. Martinez made a motion to approve the agenda.

D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

R. Ornelas	Aye
D. Leung	Aye
M. DiGiorgio	Absent
J. Lerma	Aye
L. Martinez	Aye

E. Public Comments on Non-Agenda Items

No public comments.

II. Consent

A. Approval of 02/26/2026 Regular Board Meeting Minutes

D. Leung made a motion to approve the consent agenda and the minutes from Regular Meeting of the AMPS Board of Directors on 02-26-26.
J. Lerma seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

R. Ornelas	Aye
J. Lerma	Aye
L. Martinez	Aye
M. DiGiorgio	Absent
D. Leung	Aye

B. Approval of February Check Registers

III. Closed Session

A. CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION

The board reconvened from closed session at 6:52pm and there were no reportable actions.

B. Public Employee Performance Evaluation (Gov. Code, § 54957)

IV. Business

A. Review and Consideration of Approval of CEO Goals

Board Chair Rodolfo presented three goals developed over the last month and a half in collaboration with board leadership and consultants as part of the CEO's first-year evaluation timeline. These objectives focus on renewal and vision leadership, governance and transparency, and maintaining financial and operational stability. The board is now

asked to approve these goals as the formal foundation for Adrienne's performance review for the remainder of the year.

Board member Davis suggested under Goal 1, to strike the last point, "no last minute crisis escalations due to unclear roles or missed deliverables", and change the wording to "successful process management with clear roles and timely completion of deliverables".

Board Chair Rodolfo expressed his satisfaction with the progress made during the month and a half of planning. He framed the current goal setting as the foundational phase of a multi-year journey toward a robust strategic plan for the organization. He emphasized that defining clear board expectations will provide the leadership team with the operational certainty they need to succeed.

L. Martinez made a motion to approve CEO Goals with an amendment to goal 1 to strike the last point, "no last minute crisis escalations due to unclear roles or missed deliverables", and change the wording to "successful process management with clear roles and timely completion of deliverables".
R. Ornelas seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
R. Ornelas	Aye
J. Lerma	Aye
M. DiGiorgio	Absent
D. Leung	Aye
L. Martinez	Aye

B. Fiscal Oversight Committee Report

Committee Chair Davis reported a productive Fiscal Oversight Committee meeting where the team established a new timeline to review financials one month in arrears. The committee also coordinated budget season planning and introduced Prasanth, a representative from Charter Impact. The update concludes with two formal recommendations for board approval: the updated fiscal policies and modifications to the second interim budgets.

C. CEO Report

Adrienne, CEO reported that AMPS is currently in charter renewal season, finalizing a support contract with 5Cs to remain on track for July submissions. She also highlighted a unanimous 5-0 approval from OUSD for DCA's material revision and noted ongoing collaboration between DCA and OCA, including a recent student field trip.

Mary, Senior Director of Student Services and Special Education shared the success of the field trip where 73 OCA students in grades 6 and 7 visited the DCA campus to experience its academic environment and facilities. The visit, which included classroom

tours and games on the school's popular playground, had an immediate impact on recruitment, with students accepting applications shortly after returning home. To build on this momentum, the DCA principal sent a personal follow-up letter to all participating OCA families to encourage further enrollment.

Adrienne highlighted successful site visits at DCA, OCA, and RCA, alongside ongoing leadership development with Lead Liberated and an upcoming senior leadership retreat. She also noted several key milestones, including DCA receiving multiple Raise the Bar awards, upcoming spring break closures, and the completion of critical financial compliance reports and audits.

Mary highlighted the success of recent site visits for 5th graders at RCA and the upcoming transition visit for 8th graders to John Henry High School to foster continuity between the campuses.

Board member Liz requested a future update on how AMPS will respond to recent state level announcements regarding the observance of Cesar Chavez Day.

Board Chair Rodolfo requested for an update on student enrollment at the next board meeting.

Board member Jorge requested specifically the strategies AMPS is doing to increase student enrollment.

D. Review and Consideration of Approval of Amended Fiscal Policies & Procedures

Adrienne, CEO outlined two fiscal policy updates to the incorporation of new federal spending thresholds and an increase in the approval authority for senior directors from $5,000 to $10,000.

Board member Liz recommended that the board approve the current fiscal policy amendments while noting that existing language already addresses gifts of public funds and contract limitations. She also advised adding a conflict of interest statement in a future version of the policy.

Board member Jorge asked about the necessity and function of a second interim budget report versus a single one, seeking to understand what specific changes typically occur between the two reporting periods.

Board Chair Rodolfo suggested that Jorge sync up with the leadership team to better understand the distinction between interim reports.
L. Martinez made a motion to approve Amended Fiscal Policies & Procedures.
D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

R. Ornelas	Aye
D. Leung	Aye
L. Martinez	Aye
J. Lerma	Aye
M. DiGiorgio	Absent

E. Review and Consideration of Approval of Updated 2nd Interim Budget for Downtown Charter Academy

Adrienne, CEO explained that the budget update was necessary to correct clerical errors and typos related to LCFF funding for DCA and other sites. She clarified that despite these corrections, DCA maintains a strong fund balance and surplus, meeting all district requirements with a solid reserve percentage.
R. Ornelas made a motion to approve Updated 2nd Interim Budget for Downtown Charter Academy.
D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Leung	Aye
M. DiGiorgio	Absent
J. Lerma	Aye
R. Ornelas	Aye
L. Martinez	Aye

F. Review and Consideration of Approval of Updated 2nd Interim Budget for John Henry High School

D. Leung made a motion to approve Updated 2nd Interim Budget for John Henry High School.
L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. DiGiorgio	Absent
R. Ornelas	Aye
J. Lerma	Aye
D. Leung	Aye
L. Martinez	Aye

G. Review and Consideration of Approval of E-Rate Category 2 RFP & Funding Authorization

Marisol, Senior Director of Operations explained that the organization is facing a tight April 1 deadline to submit its E-Rate Category 2 application for a new five-year funding cycle. Due to the vendor scoring process being completed after the board meeting, she requested that the board authorize the CEO to approve a contract up to $751,737 to

ensure the schools can secure up to $280,000 in federal funding for critical system updates.

Dennis, Director of Technology shared that the leadership team cannot yet provide finalized E-rate contracts because they are still undergoing a required 28-day review and scoring process. He noted that additional delays from federal government reviews and consultant timelines prevented them from delivering the documents that morning, requesting for the board to authorize the CEO to approve a contract within a specified price range instead.

Board member Davis asked for clarification on whether the $280,000 in E-rate funding and the potential $200,000 in negotiation savings would be deducted from the project's total cost, while also asking about the long-term lifespan of the new infrastructure.

Dennis clarifies that the E-rate contract includes both immediate components for the 2026-27 fiscal year and multi-year elements, specifically covering licensing and services.

Board member Liz recommended approving the fiscal impact not to exceed the highest bid, provided that the final contract undergoes insurance and legal review and is brought back to the board for formal ratification.

Board Chair Rodolfo expressed his support for authorizing the CEO to negotiate the E-Rate contract, noting that the existence of a competitive bidding process and third-party consultant oversight provided sufficient fiscal controls to justify board approval prior to formal ratification.

Board member Jorge asked for clarification on what E-Rate is.

Dennis explained that the E-rate proposal supports comprehensive building wide internet connectivity. The funding covers the AT&T service itself, internal hardware like firewalls, switches, and access points, as well as the necessary cabling and fiber modules required to integrate the entire system.
L. Martinez made a motion to approve E-Rate Category 2 RFP & Funding Authorization with fiscal impact of not to exceed $751,737 giving Adrienne the authority to negotiate on behalf of the board.
D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Leung	Aye
M. DiGiorgio	Absent
L. Martinez	Aye
R. Ornelas	Aye
J. Lerma	Aye

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:24 PM.

Respectfully Submitted,
R. Ornelas

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Coversheet

Approval of 04/16/2026 Regular Board Meeting Minutes

Section: II. Consent
Item: B. Approval of 04/16/2026 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the AMPS Board of Directors on April 16, 2026

DRAFT

AMPS
AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time
Thursday April 16, 2026 at 6:00 PM

Location
1450 Marina Way South, Richmond, CA 94804

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Directors Present
D. Leung, J. Lerma, L. Martinez, M. DiGiorgio, R. Ornelas

Directors Absent
None

Guests Present
A. Barnes, M. Arechiga, S. Li

I. Opening Items

A. Call the Meeting to Order

R. Ornelas called a meeting of the board of directors of Amethod Public Schools to order on Thursday Apr 16, 2026 at 6:01 PM.
Board Chair Rodolfo stated the meeting was originally called to order at 6:01 PM. Following the completion of the first several agenda items, it was brought to the Board's attention that technical difficulties had prevented the remote audience from hearing the audio for the first portion of the proceedings. In the interest of full transparency and to ensure meaningful public engagement, he announced that the Board would restart the meeting in its entirety.

R. Ornelas called this meeting to order at 6:36 PM

B.

Record Attendance

C. Announcements

There were no announcements.

D. Approval of the Agenda

R. Ornelas made a motion to move Business Item D. Richmond Charter Academy Women's History Month Presentation to go before Closed Session and move Approval of 02/26/2026 Regular Board Meeting Minutes to the next board meeting.
D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lerma	Aye
L. Martinez	Aye
R. Ornelas	Aye
M. DiGiorgio	Aye
D. Leung	Aye

E. Public Comments on Non-Agenda Items

Former parent, Dulce Bernal expressed disappointment toward the Board for firing the Dean of Instruction from BJE, Ms. Galindo. Alleging these decisions were based on personal animosity toward the school's founder, Mr. Lopez. She urged the Board to stop and warned that their personal grievances are unfairly jeopardizing the stability of the schools and the community that parents and teachers fought to build.

Zoe Z described Ms. Galindo as a wonderful, hands on 5th-grade teacher who was deeply loved by students, parents, and staff alike. She shared Ms. Galindo's positive impact on her son’s education and character, urging the Board to recognize her as exactly the type of person who belongs on the school’s staff.

Karla Espinoza advocated for Ms. Galindo to receive a second chance, describing her as the best teacher her son has ever had due to her exceptional communication and dedication to student success. She urged the Board not to let her go, warning that losing such a rare and caring educator would be a significant loss for the school.

Angie Sandoval asked the Board to re-evaluate the decision to let go of Ms. Galindo, describing her as a dedicated role model who overachieved in both administrative and teaching roles. She highlighted Ms. Galindo’s impact on the school’s operational success and her commitment to student safety, calling her a foundational figure for the entire school community.

II. Consent

A.

Approval of 02/26/2026 Regular Board Meeting Minutes

This item was removed from the agenda and will moved to the Board Meeting in May.

B. Approval of March Check Registers

M. DiGiorgio made a motion to approve March Check Registers.
L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lerma	Aye
D. Leung	Aye
M. DiGiorgio	Aye
L. Martinez	Aye
R. Ornelas	Aye

III. Business

A. Richmond Charter Academy Women's History Month Presentation

Principal Landers initially presented this item; however, due to technical audio difficulties, the item was removed from the restarted agenda out of respect for the principal's time and to avoid requiring a repeat performance.

IV. Closed Session

A. CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION

The board reconvened from closed session at 7:23 PM and there were no reportable actions.

B. Public Employee Performance Evaluation (Gov. Code, § 54957)

V. Business

A. Fiscal Oversight Committee Report

Committee Chair Davis shared they reviewed the February financials and discussed preferred formatting for future reports. He also noted that the committee is working on future financial planning that will also include the pending requests from the auditors.

B. CEO Report

Adrienne, CEO presented that BJE and RCA renewals are on track for July while outlining budget revisions and marketing partnerships with Trust Ed to address lower than projected enrollment. She also highlighted progress in governance and operations, including the hiring of a new business manager and the successful recognition of DCA at the FIA Raise the Bar Awards.

C. Finance Presentation

Adrienne, CEO reported for Charter Impact that year to date actuals as of February 28th show several schools currently trending lower on revenue due to the specific timing of state and federal aid schedules. She explained that while sites like DCA and BJE show temporary deficits, they are expected to reach a break even point once the remaining revenue catches up later in the year. RCA, JHHS, and OCA are projecting end of year deficits, primarily due to lower enrollment. Despite these projected losses, Adrienne noted that all schools maintain strong fund balances that will allow them to meet their mandated reserve requirements.

Board member Liz noted that while fund balances and variances remain on track, the Fiscal Oversight Committee is exploring new ways with Charter Impact to present financial data to prevent stakeholders from over focusing on expected mid year deficits, specifically by requesting a clearer accounting of deferred revenue and one time funds.

D. Review and Consideration of Approval of Innovare Invoices

Adrienne, CEO asked the Board to re-approve a contract for Innovare, a data dashboard system which was approved by a previous CEO in 2023. She noted that due to the significant dollar amount and an abundance of caution, the organization is holding off on paying two outstanding invoices until the Board formally reauthorizes the agreement.

Board Chair Rodolfo asked for clarification on the services they provide.

Mary, Senior Director of Student Services and Special Education described Innovare as a centralized internal dashboard used to process and visualize a wide range of data, including attendance, grades, and various assessments like NWEA, iReady, SBAC, and ELPAC. She highlighted its ability to generate graphs that allow the team to compare performance at the student, class, grade, and school levels, while noting that they are still working to determine which specific data points are most effective to prioritize within the system.

Board Chair Rodolfo mentioned PowerSchool is a powerful SIS and questions why the organization doesn't utilize its dashboards instead of the Innovare system. He suggests that since they already have a PowerSchool contract, switching to their robust native dashboards could potentially offer significant cost savings.

Mary explained that while the organization is transitioning to PowerSchool, the system is still new and complex for many staff members. She emphasized that because the school is data rich with information from various platforms like iReady, the Innovare dashboard currently serves as a more familiar, custom built centralized hub for streamlining that data. While she acknowledged a future move to PowerSchool is possible, and that it would require the entire team to learn a completely new system.

M. DiGiorgio made a motion to approve Innovare Invoices.
L. Martinez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Lerma	Aye
M. DiGiorgio	Aye
D. Leung	Aye
R. Ornelas	Aye
L. Martinez	Aye

E. Review and Consideration of Approval of Turf Project for Downtown Charter Academy

Marisol, Senior Director of Operations proposed a $91,624.52 agreement with Turf World Installations to replace and expand the turf at Downtown Charter Academy. She explained that the project is essential for student safety, as it replaces hazardous open seams with modern shock absorbent surfaces while also increasing the school's capacity for physical education and after school programming. To fund the project, she noted that $30,000 of the total cost would be covered by Measure G1 grants.

Board member Liz inquired about the long term maintenance costs and requirements for the new turf.

Marisol noted there is a 10-year warranty. The long term maintenance will be periodic refilling to ensure the surface remains in good condition but she will look in more detail about the long term maintenance.
D. Leung made a motion to approve Turf Project for Downtown Charter Academy.
L. Martinez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Lerma	Aye
M. DiGiorgio	Aye
L. Martinez	Aye
R. Ornelas	Aye
D. Leung	Aye

F. Review and Consideration of Approval E-Rate Contract and Info

Marisol, Senior Director of Operations presented a finalized E-Rate contract with AMS.net totaling $150,263.40 for critical firewall upgrades. She explained that the project utilizes a federal discount program for broadband and network equipment and is part of a newly developed five year strategic plan. Marisol confirmed that the refined scope remains within the previously approved budget and met the federal filing deadline of April 1st.
D. Leung made a motion to approve E-Rate Contract.
R. Ornelas seconded the motion.

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

Roll Call	
R. Ornelas	Aye
L. Martinez	Aye
J. Lerma	Aye
M. DiGiorgio	Aye
D. Leung	Aye

G. Review and Consideration of Approval of Contra Costa County Charter Coalition (5C) Proposed Scope of Work

Adrienne, CEO requested the Board's approval for a contract with the Contra Costa County Charter Coalition to assist with the charter renewal petition for BJE. She explained that the organization will focus on community engagement, helping families build capacity and connecting with local board members to support the petition's approval. The initial contract is for $20,000, but she requested approval for up to $30,000 to account for a potential appeal to the county if necessary.
L. Martinez made a motion to approve Contra Costa County Charter Coalition (5C) Proposed Scope of Work.
R. Ornelas seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
J. Lerma	Aye
D. Leung	Aye
L. Martinez	Aye
M. DiGiorgio	Aye
R. Ornelas	Aye

H. Review and Consideration of Approval of Edgenuity Credit Recovery Program for John Henry High School

Mary, Senior Director of Student Services and Special Education requested Board approval for Edgenuity, an accredited online platform aimed at increasing graduation rates at John Henry High School. She explained that the system will primarily be used for student credit recovery and potentially for Career Technical Education courses, ensuring all students have the necessary tools to advance in alignment with the school's mission.

Board Chair Rodolfo asked why Edgenuity was chosen over the other companies.

Mary recommended sticking with Edgenuity because of its familiarity and robust new features, including live on demand teachers and the upcoming EdgeEX platform. She noted that while other options like Edmentum and CyberHigh exist, Edgenuity has proven effective for the organization’s specific needs in the past.

Board member Liz advised the team to be proactive about student and parent resistance to online platforms, noting that students often perceive these courses as lacking a real teacher and may procrastinate. She emphasized the importance of structuring digital environments to feel like real classrooms and clearly communicating the necessity of consistent attendance and engagement to families.

Mary clarified that Edgenuity is not replacing traditional classrooms; instead, its use is limited to credit recovery and a small number of advanced students seeking extra credits. She also confirmed that the courses are A-G approved.
D. Leung made a motion to approve Edgenuity Credit Recovery Program for John Henry High School.
L. Martinez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Lerma	Aye
L. Martinez	Aye
D. Leung	Aye
M. DiGiorgio	Aye
R. Ornelas	Aye

I. Review and Consideration of Approval of Get Empowered for Richmond Charter Academy

Mary, Senior Director of Student Services and Special Education presented Get Empowered to support the upcoming summer enrichment program at Richmond Charter Academy. She explained that the organization will provide various clubs and activities such as cooking, nutrition, and graffiti art, alongside the necessary staffing and specialized training for RCA's internal team.
R. Ornelas made a motion to approve Get Empowered for Richmond Charter Academy.
D. Leung seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Lerma	Aye
D. Leung	Aye
R. Ornelas	Aye
L. Martinez	Aye
M. DiGiorgio	Aye

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:48 PM.

Respectfully Submitted,
R. Ornelas

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. *Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.* ***REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.*** *The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.* ***REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY.*** *Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 1450 Marina Way South Second Floor. Richmond, CA 94804; telephone, (510) 436-0172 sallyli@amethodschools.org.* ***FOR MORE INFORMATION.*** *For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 1450 Marina Way South Second Floor. Richmond, CA 94804; telephone, (510) 436-0172; Email: sallyli@amethodschools.org*

Coversheet

Approve April Check Registers

Section: II. Consent
Item: C. Approve April Check Registers
Purpose: Vote
Submitted by:
Related Material: AMPS Monthly Check Register - April 2026.pdf

Company name: Amethod Public Schools
Report name: Check register
Created on: 5/7/2026

Bank	Date	Vendor	Document no.	Amount	Notes
	4/1/2026	EDSP000--Ed Sped Solutions, Inc	12420	7,999.80	
	4/1/2026	FLYN000--Flynn Plumbing, Inc	12421	1,254.00	
	4/1/2026	GET 000--Get Empowered	12422	2,600.00	
	4/1/2026	GIMK000--GIMKIT	12423	1,000.00	
	4/1/2026	LEGA000--Legacy Mechanical & Energy Services, Inc.	12424	1,510.00	
	4/1/2026	MARQ000--Marquee Fire Protection	12425	3,120.00	
	4/1/2026	ORKI000--Orkin	12426	187.08	
	4/1/2026	EDUC002--The Education Team	12427	1,380.00	
	4/1/2026	UPNE000--UpNex Sports Academy	12428	1,360.00	
	4/8/2026	ATTX073--AT&T	12429	152.55	
	4/8/2026	AYAH000--Aya Healthcare, Inc	12430	29,210.00	
	4/8/2026	BRAD000--Brady Industries	12431	4,588.02	
	4/8/2026	CACH000--CA Charter Schools Conference Registration	12432	5,250.00	
	4/8/2026	CHAR002--Charter Impact	12433	28,000.00	
	4/8/2026	CHRI001--Christy White, Inc	12434	7,950.00	
	4/8/2026	DANX000--Dan M. Mierzwa	12435	69,999.00	Board-approved, parcel taxes for 1450 Marina Way
	4/8/2026	DANX000--Dan M. Mierzwa	12436	38,268.84	
	4/8/2026	EBMU961--EBMUD PAYMENT CENTER	12437	1,412.50	
	4/8/2026	EBMU827--EBMUD PAYMENT CENTER	12438	680.52	
	4/8/2026	DARW000--Elise Darwish	12439	4,400.00	
	4/8/2026	FLYN000--Flynn Plumbing, Inc	12440	744.00	
	4/8/2026	KING000--King III of America, LLC	12441	39.17	
	4/8/2026	MBCO000--MB Consulting Company	12442	2,175.00	
	4/8/2026	MEAS000--Measure Education Inc	12443	8,239.88	

4/8/2026	METL000--Met Life	12444	1,783.15	
4/8/2026	PACI002--Pacific Office Automation	12445	77,903.84	Board-approved expense, JHHS water intrusion invoice
4/8/2026	POWE000--Power School Group LLC	12446	19,067.04	
4/8/2026	REVO000--Revolution Foods, PBC	12447	66,371.75	Board-approved contract; school nutrition services
4/8/2026	STAR000--Star Elevator, Inc.	12448	205.14	
4/8/2026	STUD000--Studies Weekly	12449	500.00	
4/8/2026	SWIN000--Swing Education	12450	1,708.00	
4/8/2026	CENT001--The Center For Effective Philanthropy, Inc	12451	19,250.00	
4/8/2026	EDUC002--The Education Team	12452	13,633.63	
4/8/2026	TRUS000--Trust Ed Solutions	12453	2,500.00	
4/8/2026	UPNE000--UpNex Sports Academy	12454	1,955.00	
4/8/2026	VERT000--Vertex Support Services LLC	12455	12,197.87	
4/8/2026	GIVE000--Brent Givens	12456	122.53	
4/8/2026	FLYN000--Flynn Plumbing, Inc	12457	848.00	
4/8/2026	GET 000--Get Empowered	12458	9,125.00	
4/8/2026	INDU000--Industry Specific Solutions	12459	15,745.00	
4/8/2026	PROC000--Procopio			
4/8/2026	REED000--Reed Brothers Security	12461	440.00	
4/8/2026	SAFE001--SafeTight Security	12462	2,134.62	
4/8/2026	SCHO003--School Food Solutions L3C	12463	2,766.06	
4/8/2026	SCOO000--Scoot Education	12464	184,210.06	Board-approved contract, substitute services
4/8/2026	SENE000--Seneca	12465	44,022.00	
4/10/2026	BAYP000--Bay Pro	12466	1,507.40	
4/10/2026	BRAD000--Brady Industries	12467	3,474.81	
4/10/2026	NAVI001--Navigate360, LLC	12468	1,499.40	

4/10/2026	REPU967--Republic Services #851	12469	4,898.46	
4/10/2026	REPU448--Republic Services #851	12470	5,498.73	
4/10/2026	BAUT000--Rojas Building Solution and Janitorial Services	12471	32,300.00	
4/10/2026	SCOO000--Scoot Education	12472	4,143.00	
4/10/2026	SONI000--Sonitrol	12473	288.52	
4/10/2026	STAP000--Staples	12474	42.45	
4/15/2026	BLIC000--Blick Art Materials LLC	12475	174.43	
4/15/2026	BRAD000--Brady Industries	12476	351.93	
4/15/2026	CHAR000--Charter Schools Development Center	12477	15,300.00	
4/15/2026	DMVR000--DMV Renewal	12478	1,148.00	
4/15/2026	EBMU621--EBMUD PAYMENT CENTER	12479	568.24	
4/15/2026	EBMU958--EBMUD PAYMENT CENTER	12480	766.86	
4/15/2026	EDIT000--Editorial Projects in Education, Inc.	12481	2,495.00	
4/15/2026	EVER046--EVERON FKA ADT COMMERCIAL	12482	70.00	
4/15/2026	GUAR000--Guardian	12483	10,752.37	
4/15/2026	OMEG000--Omega Pest Control, Inc.	12484	1,175.00	
4/15/2026	REPU448--Republic Services #851	12485	5,499.95	
4/15/2026	AUST000--Shelby Austin	12486	1,150.00	
4/17/2026	BEAC000--Beacon Hill Solutions Group LLC	12487	1,129.50	
4/17/2026	CASC000--CA School Finance Authority	12488	270,131.02	Repayment of SB740 overpayment
4/17/2026	CHAR000--Charter Schools Development Center	12489	10,200.00	
4/17/2026	CITY000--City Of Oakland - False Alarm Reduction Program	12490	31.50	
4/17/2026	EDSP000--Ed Sped Solutions, Inc	12491	48,750.20	
4/17/2026	EVER046--EVERON FKA ADT COMMERCIAL	12492	890.44	
4/17/2026	INNO000--Innovare - Social Innovation Partners, Inc.	12493	126,300.00	Board-approved contract
4/17/2026	REPU967--Republic Services #851	12494	5,180.71	
4/17/2026	COHE000--Sarah R Cohen	12495	5,175.00	

4/17/2026	SCOO000--Scoot Education	12496	24,216.00
4/17/2026	SENE000--Seneca	12497	13,200.00
4/17/2026	STAN000--Standard Insurance Company, Inc. Unit 92	12498	177.68
4/17/2026	SWIN000--Swing Education	12499	6,706.00
4/17/2026	EDUC002--The Education Team	12500	3,890.83
4/17/2026	WADF000--Wadford Martial Arts	12501	2,200.00
4/22/2026	ALOE000--aloeVR	12502	990.00
4/22/2026	BAYA000--Bay Alarm	12503	1,149.88
4/22/2026	BRAD000--Brady Industries	12504	368.36
4/22/2026	EMEE000--Eme Enterprise Inc.	12505	151.85
4/22/2026	EVER046--EVERON FKA ADT COMMERCIAL	12506	2,248.00
4/22/2026	FISH000--Fisher & Phillips LLP		
4/22/2026	FLYN000--Flynn Plumbing, Inc	12508	2,087.00
4/22/2026	GET 000--Get Empowered	12509	2,250.00
4/22/2026	INDU000--Industry Specific Solutions	12510	21,742.99
4/22/2026	INST000--Instructure, Inc	12511	288.75
4/22/2026	MONT000--Joyce Montgomery	12512	1,100.00
4/22/2026	LEAR000--Learning Enrichment Afterschool Program	12513	1,117.51
4/22/2026	LEGA000--Legacy Mechanical & Energy Services, Inc.	12514	575.00
4/22/2026	MVPS000--MVP Sports	12515	486.47
4/22/2026	OMEG000--Omega Pest Control, Inc.	12516	175.00
4/22/2026	BAUT000--Rojas Building Solution and Janitorial Services	12517	3,240.00
4/22/2026	SCOO000--Scoot Education	12518	39,653.11
4/22/2026	STAP000--Staples	12519	880.42
4/22/2026	EDUC002--The Education Team	12520	10,544.49
4/22/2026	YOUN000--Young & Minney & Corr, LLP		
4/29/2026	ATTX073--AT&T	12522	152.55

4/29/2026	ATTX478--AT&T	12523	1,505.70
4/29/2026	ATTX8481--AT&T Mobility	12524	1,563.34
4/29/2026	ATTX481--AT&T MOBILITY	12525	2,039.60
4/29/2026	BAYP000--Bay Pro	12526	1,090.00
4/29/2026	BEAC000--Beacon Hill Solutions Group LLC	12527	1,066.75
4/29/2026	BRAD000--Brady Industries	12528	874.09
4/29/2026	FLYN000--Flynn Plumbing, Inc	12529	1,456.00
4/29/2026	GUAR000--Guardian	12530	10,451.82
4/29/2026	INDU000--Industry Specific Solutions	12531	4,122.50
4/29/2026	SCHE000--Jim Scheible	12532	4,750.00
4/29/2026	NAVI000--Navitas Credit Corp	12533	3,110.19
4/29/2026	OOMA000--Ooma Inc	12534	197.56
4/29/2026	PROC000--Procopio		
4/29/2026	PURE000--Pure Electric, LLC	12536	525.15
4/29/2026	SCOO000--Scoot Education	12537	31,123.00
4/29/2026	SPEC000--SpectrumVoIP	12538	177.95
4/29/2026	STAN000--Standard Insurance Company, Inc. Unit 92	12539	1,301.57
4/29/2026	SWIN000--Swing Education	12540	3,864.00

Coversheet

Current Financial Position Overview

Section: IV. Business
Item: C. Current Financial Position Overview
Purpose: FYI
Submitted by:
Related Material: 26.03 AMPS DCA Monthly Package updated.pdf
26.03 AMPS JHHS Monthly Package updated.pdf
26.03 AMPS RCA Monthly Package updated.pdf
26.03 AMPS BJE Monthly Package updated.pdf
26.03 AMPS OCA Monthly Package updated.pdf

CHARTER IMPACT

Downtown Charter Academy

Financial Statements as of March 31, 2026

Key Highlights

- At the end of March, DCA ended the period with Net Assets of $4,437,989.
  - Projected to end the year with net assets of $4,735,216
- Cash Position at the end of March remains healthy at $5,599,188
- P2 ADA is 308.85, compared to 2nd Interim Budget of 310.95
- Year end forecasts have been updated with P2 ADA & other relevant information
- Year-end Revenue is projected at $5.823 Mil; $88K over Second Interim Budget.
  - Year-end Expenses projected at $5.809 Mil; $84K under Second Interim Budget.
  - Projecting a Year-end surplus of $14,074 compared to budgeted surplus of $10,282

Attendance & Per ADA Metrics

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	320	320	320
ADA	309	309	304
Attendance Rate	96.5%	96.5%	95.0%
Unduplicated %	74.6%	74.6%	79.6%
Revenue per ADA		$18,854	$18,865
Expenses per ADA		$18,809	$18,831

- P2 Enrollment: 320
- ADA: 308.85
- Attendance rate of 96.5 %
- UPP 74.55 %

Revenue

- At Year-end, Revenue is Projected at $5.823 Mil. $88K over budget.
  - Primarily due to increased revenues from Other state Revenue. (ELOP & Prop 28)
- YTD @ March: Revenue is $3.420 Mil. $241 K under revenue. This is Primarily due to timing of receipts from Federal & Other state programs.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 2,901,635	$ 2,792,587	$ 109,048	$ 4,171,767	$ 4,165,490	$ 6,277
Federal Revenue	48,303	151,004	(102,701)	231,341	257,794	(26,453)
Other State Revenue	470,761	642,438	(171,677)	1,315,361	1,206,837	108,524
Other Local Revenue	237	75,995	(75,758)	104,738	104,886	(148)
Total Revenue	**$ 3,420,937**	**$ 3,662,024**	**$ (241,088)**	**$ 5,823,207**	**$ 5,735,007**	**$ 88,200**

Expense

- At Year-End, Expenses are projected at $5.809 Mil., $ 84K over budget
- Monthly Burn is $484,094

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 1,104,959	$ 1,243,803	$ 138,844	$ 1,489,414	$ 1,444,224	$ (45,190)
Classified Salaries	499,358	542,160	42,801	674,822	704,350	29,528
Benefits	342,597	366,903	24,306	461,016	474,309	13,293
Books and Supplies	202,136	243,784	41,648	300,319	305,697	5,378
Subagreement Services	338,222	127,554	(210,668)	517,890	474,971	(42,919)
Operations	234,998	237,105	2,107	331,275	332,297	1,022
Facilities	731,979	835,260	103,281	1,003,543	999,175	(4,368)
Professional Services	248,204	314,933	66,730	1,028,671	987,519	(41,152)
Depreciation	1,637	1,637	(0)	2,183	2,183	(0)
Interest	-	-	-	-	-	-
Total Expenses	**$ 3,704,090**	**$ 3,913,139**	**$ 209,048**	**$ 5,809,133**	**$ 5,724,725**	**$ (84,408)**

- **Personnel Costs trending at Budget.**
- **Higher costs in Sub-agreement services & professional and Consulting services**
- **SPED consulting 40 K over budget (including the receipt of some prior year invoices)**

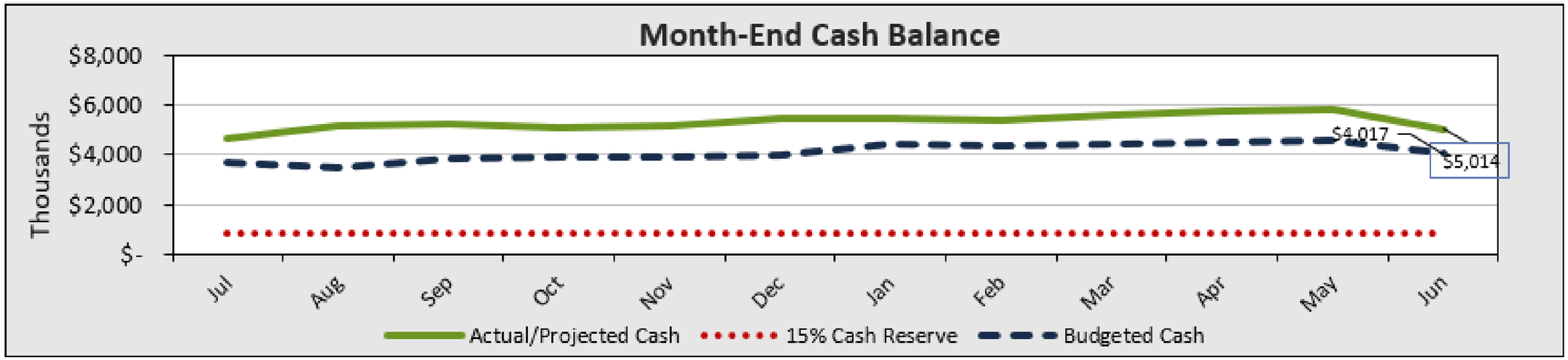
Deficit & Fund Balance

- Surplus at Year-End is projected at $14,074.
  - Compared to 2nd Interim Projected Surplus of $10,282
- Fund Balance is currently at $4,437,989 (76.4% of annual Expenses)
- Projected to end the year at $4,721,142 (81.5 % of annual Expenses).

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (283,154)**	**$ (251,115)**	**$ (32,039)**	**$ 14,074**	**$ 10,282**	**$ 3,792**
Beginning Fund Balance	4,721,142	4,721,142		4,721,142	4,721,142	
Ending Fund Balance	**$ 4,437,989**	**$ 4,470,027**		**$ 4,735,216**	**$ 4,731,424**	
As a % of Annual Expenses	*76.4%*	*78.1%*		*81.5%*	*82.6%*	

Cash Position

- Cash Position at the end of March is $5,599,188.
- Cash Position at Year-end projected at $5,014,097 at Year End.
- Cash balance is Strong and well above reserve requirement.
- At current Monthly Burn, Cash reserves sufficient to cover 10 months of Expenses



Appendix

- Statement of Financial Position
- Statement of Cash Flows
- Budget vs. Actuals
- Monthly Cash Flow / Forecast

AMPS

Statement of Financial Position

March 31, 2026

	Downtown Charter Academy
Assets	
Current Assets	
Cash & Cash Equivalents	$ 5,256,784
Restricted Cash	342,404
Total Cash & Cash Equivalents	5,599,188
Accounts Receivable	-
Public Funding Receivables	45,567
Due To/From Related Parties	(541,434)
Prepaid Expenses	525
Total Current Assets	**5,103,846**
Long-Term Assets	
Property & Equipment, Net	9,279
Deposits	60,000
Right-of-Use Asset, Net	174,972
Total Long Term Assets	**244,252**
Total Assets	**$ 5,348,098**
Liabilities	
Current Liabilities	
Accounts Payable	$ 2,920
Accrued Liabilities	381,744
Deferred Revenue	342,404
Operating Lease Liability, Current Por	183,044
Notes Payable, Current Portion	-
Other Short-term Liabilities	-
Total Current Liabilities	**910,111**
Long-Term Liabilities	

Notes Payable, Net of Current Portio	-
Operating Lease Liability, Net of Curr	-
Total Long-Term Liabilities	**-**
Total Liabilities	**910,111**
Net Asset	4,437,987
Total Liabilities and Net Assets	**$ 5,348,098**

AMPS

Statement of Cash Flows

For the period ended March 31, 2026

	Downtown Charter Academy
Cash Flows from Operating Activities	
Change in Net Assets	$ 155,261
Adjustments to reconcile change in net assets to net cash flows from operating activities:	
Depreciation	43,659
Public Funding Receivables	-
Prepaid Expenses	79,671
Accounts Payable	874
Accrued Expenses	(245)
Deferred Revenue	24,834
Other Liabilities	(45,495)
Total Cash Flows from Operating Activities	**258,558**
Cash Flows from Investing Activities	
Purchases of Property & Equipment	-
Total Cash Flows from Investing Activities	**-**
Cash Flows from Financing Activities	
Proceeds from (Payments on) Long-term Debt	-
Total Cash Flows from Financing Activities	**-**
Change in Cash & Cash Equivalents	258,558
Cash & Cash Equivalents, Beginning of Period	5,340,630
Cash and Cash Equivalents, End of Period	**$ 5,599,188**

FY25-26 Downtown Charter Academy

Multi-Year Forecast

Revised 05/05/26

CHARTER IMPACT

	2025-26 1st Interim Budget	2025-26 2nd Interim Budget	2025-26 Forecast
Assumptions			
State COLA	*n/a*	*n/a*	*2.30%*
Expense COLA	*n/a*	*n/a*	*2.85%*
Enrollment	*320.00*	*318.00*	*320.00*
Average Daily Attendance	*304.00*	*302.10*	*308.85*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 2,972,354	$ 2,932,093	$ 2,915,998
8012 Education Protection Account	$ 60,800	$ 60,420	61,770
8019 State Aid - Prior Year	$ (14,360)	$ (14,360)	(11,507)
8096 In Lieu of Property Taxes	$ 1,194,805	$ 1,187,337	1,205,506
	4,213,599	4,165,490	4,171,767
Federal Revenue			
8181 Special Education - Entitlement	$ 44,225	$ 44,225	36,260
8220 Federal Child Nutrition	$ 100,511	$ 80,511	81,987
8290 Title I, Part A - Basic Low Income	$ 84,577	$ 100,693	84,577
8291 Title II, Part A - Teacher Quality	$ 8,659	$ 12,507	8,659
8296 Other Federal Revenue	$ 10,000	$ 10,000	10,000
8299 Prior Year Federal Revenue	$ -	$ 9,858	9,858
	247,972	257,794	231,341
Other State Revenue			
8311 State Special Education	$ 276,783	$ 264,383	273,459
8520 Child Nutrition	$ 9,514	$ 29,514	31,781
8545 School Facilities (SB740)	$ 413,083	$ 414,674	419,673
8550 Mandated Cost	$ 6,238	$ 6,238	6,097
8560 State Lottery	$ 78,880	$ 78,880	84,316
8598 Prior Year Revenue	$ -	$ (23,767)	(20,845)
8599 Other State Revenue	$ 436,915	$ 436,915	520,879
	1,221,412	1,206,837	1,315,361
Other Local Revenue			
8690 Other Local Revenue	$ 104,649	$ 104,649	104,738
Other Local Revenue	104,649	104,886	104,738
Total Revenue	**$ 5,787,633**	**$ 5,735,008**	**$ 5,823,207**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	$ 957,957	$ 957,957	1,014,207
1175 Teachers' Extra Duty/Stipends	$ 12,500	$ 15,000	39,256
1200 Pupil Support Salaries	$ 75,790	$ 75,790	75,395
1300 Administrators' Salaries	$ 395,478	$ 395,478	360,556
	1,441,724	1,444,224	1,489,414
Classified Salaries			
2100 Instructional Salaries	$ 499,841	$ 499,841	462,239
2200 Support Salaries	$ 51,180	$ 51,180	52,327
2400 Clerical and Office Staff Salaries	$ 153,330	$ 153,330	160,256
	704,350	704,350	674,822
Benefits			
3301 OASDI	$ 148,527	$ 148,527	132,837
3311 Medicare	$ 34,736	$ 34,736	31,868
3401 Health and Welfare	$ 227,400	$ 227,400	241,027
3501 State Unemployment	$ 18,130	$ 18,130	14,244
3601 Workers' Compensation	$ 33,538	$ 33,538	29,481
3901 Other Benefits	$ 11,978	$ 11,978	11,558
	474,309	474,309	461,016
Books and Supplies			
4100 Textbooks and Core Curricula	$ 68,000	$ 68,000	50,300
4200 Books and Other Materials	$ 1,500	$ 1,500	1,600

FY25-26 Downtown Charter Academy

Multi-Year Forecast

Revised 05/05/26

CHARTER IMPACT

		2025-26 1st Interim Budget	2025-26 2nd Interim Budget	2025-26 Forecast
4302	School Supplies	$ 25,500	$ 20,000	19,984
4303	Technology Supplies	$ 2,500	$ 2,500	1,869
4304	Non-Instructional Supplies	$ 1,000	$ 2,500	2,108
4305	Software	$ 15,300	$ 15,300	15,500
4310	Office Expense	$ 15,000	$ 15,000	15,400
4311	Business Meals	$ 5,000	$ 5,000	5,100
4315	Custodial Supplies	$ 10,200	$ 10,200	10,300
4320	Educational Software	$ 5,082	$ 11,126	17,853
4326	Art & Music Supplies	$ 5,000	$ 5,000	5,325
4327	MS/HS Sports Supplies	$ 214	$ 214	787
4328	Student Activity Supplies & Materials	$ 3,000	$ 5,000	3,945
4335	PE Supplies	$ 918	$ 918	1,161
4350	Uniforms	$ 11,414	$ 11,414	11,414
4400	Noncapitalized Equipment	$ 2,500	$ 2,000	5,400
4420	Noncapitalized Computer Equipment	$ 10,000	$ 10,000	10,200
4421	Noncapitalized Classroom Furniture, Equipment & Supplies	$ 5,000	$ 5,000	4,640
4700	Food Services	$ 110,025	$ 110,025	114,361
4720	Other Food	$ 7,500	$ 5,000	3,074
		304,653	305,697	300,319
Subagreement Services				
5102	Special Education	$ 200,000	$ 200,000	244,782
5103	Substitute Teacher	$ 239,971	$ 239,971	239,771
5104	Transportation	$ 10,000	$ 10,000	8,000
5105	Security	$ 12,500	$ 10,000	10,337
5106	Other Educational Consultants	$ 15,000	$ 15,000	15,000
		477,471	474,971	517,890
Operations and Housekeeping				
5201	Auto and Travel	$ 3,000	$ 10,000	3,100
5300	Dues & Memberships	$ 20,000	$ 20,000	19,387
5400	Insurance	$ 50,000	$ 64,297	90,082
5501	Utilities	$ 140,000	$ 140,000	119,300
5502	Janitorial/Trash Removal	$ 81,500	$ 81,500	82,800
5900	Communications	$ 15,000	$ 15,000	15,300
5901	Postage and Shipping	$ 1,500	$ 1,500	1,306
		311,000	332,297	331,275
Facilities, Repairs and Other Leases				
5601	Rent	$ 916,180	$ 916,180	960,340
5603	Equipment Leases	$ 20,000	$ 20,000	20,500
5605	Real/Personal Property Taxes	$ -	$ -	(40,492)
5610	Repairs and Maintenance	$ 20,000	$ 10,000	10,000
5615	Repairs and Maintenance - Building	$ 50,000	$ 50,000	50,200
5616	Repairs and Maintenance - Computers	$ 2,500	$ 2,500	2,500
5618	Repairs and Maintenance - Auto	$ 495	$ 495	495
		1,009,175	999,175	1,003,543
Professional/Consulting Services				
5801	IT	$ 15,000	$ 15,000	14,933
5802	Audit & Taxes	$ 18,000	$ 18,000	18,000
5803	Legal	$ 20,000	$ 10,000	10,000
5804	Professional Development	$ 35,000	$ 35,000	35,500
5805	General Consulting	$ 40,000	$ 30,000	44,079
5806	Special Activities	$ 25,000	$ 25,000	25,000
5807	Bank Charges	$ 500	$ 50	1,000
5808	Printing	$ 800	$ 800	800
5809	Other taxes and fees	$ 2,500	$ 2,500	7,647
5810	Payroll Service Fee	$ 10,000	$ 10,000	10,430
5811	Management Fee	$ 578,763	$ 573,501	573,501
5812	District Oversight Fee	$ 42,280	$ 41,799	41,718
5813	Business Services	$ 70,200	$ 70,200	68,834

FY25-26 Downtown Charter Academy

Multi-Year Forecast

Revised 05/05/26

CHARTER IMPACT

		2025-26 1st Interim Budget	2025-26 2nd Interim Budget	2025-26 Forecast
5814	SPED Encroachment	$ 3,054	$ 5,669	8,558
5816	Legal Settlement	$ 14,662	$ -	(9)
5830	Field Trips	$ 15,000	$ 15,000	15,000
5836	Fingerprinting	$ 500	$ 500	1,100
5851	Marketing and Student Recruiting	$ 20,000	$ 20,000	15,200
5875	Staff Recruiting	$ 7,500	$ 7,500	7,600
5877	Student Activities	$ 100,000	$ 100,000	118,778
5878	Student Assessment	$ 7,500	$ 7,000	7,000
5879	Tuition Reimbursement			4,000
		1,026,259	987,519	1,028,671
Depreciation				
6900	Depreciation Expense	$ 2,183	2,183	2,183
		2,183	2,183	2,183
Interest				
		-	-	-
Total Expenses		**$ 5,751,125**	**$ 5,724,725**	**$ 5,809,133**
Surplus (Deficit)		**$ 36,507**	**$ 10,282**	**$ 14,074**
	Fund Balance, Beginning of Year	$ 4,721,142	$ 4,721,142	$ 4,721,142
	Fund Balance, End of Year	**$ 4,757,649**	**$ 4,731,424**	**$ 4,735,216**
		82.7%	***82.6%***	***81.5%***
Cash Flow Adjustments				
	Surplus (Deficit)			14,074
	Cash Flows From Operating Activities			
	Depreciation/Amortization			389,683
	Public Funding Receivables			54,018
	Grants and Contributions Rec.			32,160
	Due To/From Related Parties			-
	Prepaid Expenses			88,269
	Other Assets			(15,000)
	Accounts Payable			(19,272)
	Accrued Expenses			(50,798)
	Deferred Revenue			295,843
	Other Liabilities			(404,324)
	Cash Flows From Investing Activities			
	Purchases of Prop. And Equip.			-
	Notes Receivable			-
	Cash Flows From Financing Activities			
	Proceeds from Factoring			-
	Payments on Factoring			-
	Proceeds(Payments) on Debt			-
	Total Change in Cash			384,653
	Cash, Beginning of Year			4,629,445
	Cash, End of Year			**$ 5,014,098**

FY25-26 Downtown Charter Academy

Monthly Cash Flow/Forecast FY25-26

Revised 05/05/26

Actuals Through: 3/31/2026

ADA = 308.85

CHARTER IMPACT

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA = 304.00**	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	147,164	147,164	264,893	264,893	264,893	264,893	264,893	267,683	259,441	259,441	259,441	251,200	**2,915,998**	2,932,093	(16,095)
8012	Education Protection Account	-	-	14,857	-	-	-	14,857	-	16,881	-	-	-	15,175	**61,770**	60,420	1,350
8019	State Aid - Prior Year	(14,360)	-	-	-	-	-	-	-	2,853	-	-	-	-	**(11,507)**	(14,360)	2,853
8096	In Lieu of Property Taxes	-	70,071	233,569	93,427	93,427	93,427	93,427	-	302,722	88,026	88,026	88,026	(38,644)	**1,205,506**	1,187,337	18,169
		(14,360)	217,235	395,590	358,320	358,320	358,320	373,177	264,893	590,139	347,467	347,467	347,467	227,731	**4,171,767**	**4,165,490**	**6,277**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	36,260	**36,260**	44,225	(7,965)
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition	-	-	-	5,555	8,799	7,746	3,384	6,291	6,671	8,708	8,708	8,708	17,417	**81,987**	80,511	1,476
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	84,577	**84,577**	100,693	(16,116)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	8,659	**8,659**	12,507	(3,848)
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	2,500	-	-	7,500	**10,000**	10,000	-
8299	Prior Year Federal Revenue	-	-	-	-	-	9,858	-	-	-	-	-	-	-	**9,858**	9,858	-
		-	-	-	5,555	8,799	17,604	3,384	6,291	6,671	11,208	8,708	8,708	154,413	**231,341**	**257,794**	**(26,453)**
Other State Revenue																	
8311	State Special Education	13,177	13,653	24,576	24,576	-	24,576	49,152	-	54,048	24,750	24,750	24,750	(4,548)	**273,459**	264,383	9,076
8520	Child Nutrition	-	-	-	3,530	5,541	4,876	5,417	3,935	4,179	861	861	861	1,721	**31,781**	29,514	2,268
8545	School Facilities (SB740)	-	-	-	-	-	213,347	-	-	-	-	104,918	-	101,408	**419,673**	414,674	4,999
8550	Mandated Cost	-	-	-	-	6,097	-	-	-	-	-	-	-	-	**6,097**	6,238	(141)
8560	State Lottery	-	-	-	-	-	-	24,557	-	-	20,376	-	-	39,383	**84,316**	78,880	5,436
8598	Prior Year Revenue	-	-	-	-	-	(21,433)	(2,334)	-	2,922	-	-	-	-	**(20,845)**	(23,767)	2,922
8599	Other State Revenue	-	1,261	1,261	2,270	3,678	2,270	2,270	2,270	1,088	126,273	2,220	2,220	373,798	**520,879**	436,915	83,964
		13,177	14,914	25,837	30,376	15,316	223,636	79,063	6,205	62,237	172,259	132,749	27,830	511,761	**1,315,361**	**1,206,837**	**108,524**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689	Other Fees and Contracts	237	-	-	-	(237)	-	-	-	-	-	-	-	-	-	-	-
8690	Other Local Revenue	-	-	-	-	237	-	-	-	-	10,888	10,888		82,724	**104,738**	104,886	(148)
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		237	-	-	-	-	-	-	-	-	10,888	10,888	-	82,724	**104,738**	**104,886**	**(148)**
Total Revenue		**(946)**	**232,149**	**421,427**	**394,252**	**382,436**	**599,560**	**455,625**	**277,389**	**659,047**	**541,823**	**499,812**	**384,006**	**976,629**	**5,823,207**	**5,735,007**	**88,200**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	92,364	93,258	92,566	92,219	90,807	93,258	93,258	89,998	92,216	92,198	92,065	-	**1,014,207**	957,957	(56,250)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	-	-	2,625	350	2,925	1,775	-	20,417	8,188	1,190	1,190	595	-	**39,256**	15,000	(24,256)
1200	Pupil Support Salaries	-	7,218	7,218	7,218	7,218	6,823	7,218	7,218	7,218	7,218	7,218	3,609	-	**75,395**	75,790	395
1300	Administrators' Salaries	41,721	28,985	28,985	28,985	28,985	28,985	28,985	28,985	28,985	28,985	28,985	28,985	-	**360,556**	395,478	34,921
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		41,721	128,567	132,086	129,119	131,347	128,390	129,461	149,878	134,389	129,610	129,591	125,254	-	**1,489,414**	**1,444,224**	**(45,190)**
Classified Salaries																	
2100	Instructional Salaries	12,341	34,152	42,496	43,639	37,938	43,527	41,534	38,912	43,362	41,630	41,506	41,201	-	**462,239**	499,841	37,603
2200	Support Salaries	4,505	4,180	4,398	4,633	4,020	4,610	4,430	4,317	4,441	4,265	4,265	4,265	-	**52,327**	51,180	(1,148)
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical and Office Staff Salaries	13,857	12,886	12,721	13,871	12,133	14,249	13,942	14,159	14,107	12,777	12,777	12,777	-	**160,256**	153,330	(6,927)
2900	Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		30,703	51,218	59,616	62,143	54,091	62,385	59,906	57,387	61,910	58,672	58,548	58,244	-	**674,822**	**704,350**	**29,528**

FY25-26 Downtown Charter Academy

Monthly Cash Flow/Forecast FY25-26

Revised 05/05/26

Actuals Through: 3/31/2026

ADA = 308.85

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	4,448	11,011	11,719	11,691	11,330	11,661	11,574	12,684	12,004	11,673	11,665	11,377	-	132,837	148,527	15,690
3311	Medicare	1,040	2,575	2,741	2,734	2,650	2,727	2,707	2,966	2,807	2,999	2,997	2,923	-	31,868	34,736	2,868
3401	Health and Welfare	32,598	(2,389)	23,308	23,849	29,536	23,566	32,790	(2,308)	19,625	20,150	20,150	20,150	-	241,027	227,400	(13,627)
3501	State Unemployment	-	940	352	161	21	4,797	8,194	(2,995)	129	882	882	882	-	14,244	18,130	3,886
3601	Workers' Compensation	6,240	1,560	1,560	1,445	2,013	-	4,026	2,013	2,013	2,896	2,894	2,822	-	29,481	33,538	4,057
3901	Other Benefits	1,483	2,067	(1,008)	(89)	105	1,058	2,103	2,814	(51)	1,034	1,034	1,008	-	11,558	11,978	420
		45,809	15,764	38,671	39,792	45,654	43,810	61,394	15,174	36,529	39,635	39,621	39,162	-	461,016	474,309	13,293
Books and Supplies																	
4100	Textbooks and Core Curricula	-	164	25,991	-	15,245	1,459	290	1,213	-	-	-	5,938	-	50,300	68,000	17,700
4200	Books and Other Materials	-	178	-	162	-	-	121	-	-	-	-	1,140	-	1,600	1,500	(100)
4302	School Supplies	-	1,956	2,896	5,197	(1,792)	203	1,610	408	383	2,158	2,158	4,807	-	19,984	20,000	16
4303	Technology Supplies	-	376	601	575	-	-	233	-	-	42	42		-	1,869	2,500	631
4304	Non-Instructional Supplies	-	-	-	1,941	-	-	-	-	-	83	83		-	2,108	2,500	392
4305	Software	-	5,762	605	4,494	-	-	-	-	1,289	1,292	1,292	766	-	15,500	15,300	(200)
4310	Office Expense	-	1,503	2,587	1,017	946	203	137	774	433	1,283	1,283	5,234	-	15,400	15,000	(400)
4311	Business Meals	-	-	-	94	22	929	1,210	773	150	425	425	1,071	-	5,100	5,000	(100)
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4315	Custodial Supplies	320	180	-	1,658	467	-	403	1,852	-	858	858	3,703	-	10,300	10,200	(100)
4320	Educational Software	-	1,877	-	3,205	-	-	6,044	4,194	-	1,267	1,267		-	17,853	11,126	(6,727)
4326	Art & Music Supplies	-	778	63	807	-	386	1,072	651	734	417	417		-	5,325	5,000	(325)
4327	MS/HS Sports Supplies	-	-	-	214	-	170	-	402	-	-	-		-	787	214	(573)
4328	Student Activity Supplies & Materials	-	989	-	561	106	453	631	343	529	167	167		-	3,945	5,000	1,055
4335	PE Supplies	-	-	-	918	-	-	-	176	-	33	33		-	1,161	918	(243)
4350	Uniforms	-	-	11,414	-	-	-	-	-	-	-	-		-	11,414	11,414	0
4400	Noncapitalized Equipment	-	-	-	-	-	-	365	259	-	-	-	4,776	-	5,400	2,000	(3,400)
4420	Noncapitalized Computer Equipment	-	-	-	8,001	-	-	-	-	-	-	-	2,199	-	10,200	10,000	(200)
4421	Noncapitalized Classroom Furniture, Equipment	-	-	-	-	(2,848)	-	-	-	-	-	-	7,488	-	4,640	5,000	360
4700	Food Services	-	-	13,659	12,821	14,390	8,099	9,816	766	10,072	10,343	10,343	19,053	5,000	114,361	110,025	(4,336)
4720	Other Food	941	1,399	-	91	-	-	177	194	-	136	136		-	3,074	5,000	1,926
		1,261	15,162	57,816	41,755	26,536	11,902	22,109	12,006	13,590	18,504	18,504	56,175	5,000	300,319	305,697	5,378
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	-	12,144	80,369	6,400	12,863	49,950	49,304	5,460	9,409	9,409	9,473	-	244,782	200,000	(44,782)
5103	Substitute Teacher	-	2,968	19,418	21,700	14,336	9,296	10,906	19,894	16,556	2,527	2,527	119,643	-	239,771	239,971	200
5104	Transportation	-	-	-	-	-	-	566	-	-	473	473	3,689	2,800	8,000	10,000	2,000
5105	Security	1,045	815	370	893	190	403	1,045	914	416	1,409	1,409	1,427	-	10,337	10,000	(337)
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-				15,000	15,000	15,000	-
		1,045	3,783	31,932	102,962	20,926	22,563	62,467	70,112	22,432	13,818	13,818	134,232	17,800	517,890	474,971	(42,919)
Operations and Housekeeping																	
5201	Auto and Travel	-	249	-	-	-	-	-	-	-	282	282	2,288	-	3,100	10,000	6,900
5300	Dues & Memberships	-	-	17,338	-	-	370	-	145	-	767	767		-	19,387	20,000	613
5400	Insurance	21,269	6,095	4,539	7,344	5,502	1,841	9,163	1,841	9,163	7,758	7,758	7,808	-	90,082	64,297	(25,785)
5501	Utilities	3,181	8,339	13,801	15,187	9,998	2,907	10,963	9,538	11,058	9,725	9,725	12,278	2,600	119,300	140,000	20,700
5502	Janitorial/Trash Removal	-	6,519	6,400	6,400	-	12,800	6,400	6,400	6,400	6,900	6,900	17,681	-	82,800	81,500	(1,300)
5531	ASB Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5540	Public Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5550	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	(77)	2,611	1,476	849	1,329	1,213	1,234	2,217	1,889	1,275	1,275	8	-	15,300	15,000	(300)
5901	Postage and Shipping	-	581	51	420	-	-	54	-	-	100	100	-	-	1,306	1,500	194
		24,372	24,394	43,606	30,200	16,829	19,131	27,815	20,142	28,510	26,807	26,807	40,063	2,600	331,275	332,297	1,022
Facilities, Repairs and Other Leases																	
5601	Rent	150,840	76,535	-	146,336	(2,018)	59,517	74,517	74,517	151,052	76,348	76,348	76,348	-	960,340	916,180	(44,160)
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603	Equipment Leases	1,154	1,204	1,154	-	3,165	2,222	1,582	-	1,582	1,708	1,708	5,020	-	20,500	20,000	(500)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	147	(65,111)	-	12,236	-	-	-	-	-				12,236	(40,492)	-	40,492
5610	Repairs and Maintenance	-	1,581	-	150	-	150	-	150	5,220				2,749	10,000	10,000	0
5615	Repairs and Maintenance - Building	430	8,767	804	5,349	-	7,869	954	4,252	5,177	4,183	4,183	8,231	-	50,200	50,000	(200)
5616	Repairs and Maintenance - Computers	-	-	-	-	-	-	-	-	-	208	208	2,083	-	2,500	2,500	-
5618	Repairs and Maintenance - Auto	-	-	-	495	-	-	-	-	-	-	-		-	495	495	-
5625	Storage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		152,571	22,975	1,958	164,566	1,146	69,757	77,054	78,919	163,032	82,448	82,448	91,682	14,985	1,003,543	999,175	(4,368)
Professional/Consulting Services																	
5801	IT	-	1,285	-	957	-	-	-	-	-	1,750	1,750	5,592	3,600	14,933	15,000	67
5802	Audit & Taxes	-	2,061	248	-	-	2,904	1,885	-	747	-	-	10,156	-	18,000	18,000	(0)
5803	Legal	-	1,987	-	-	-	-	-	-	-	417	417	2,180	5,000	10,000	10,000	-
5804	Professional Development	-	123	1,043	12,932	524	(116)	338	(150)	-	3,550	3,550	13,706	-	35,500	35,000	(500)
5805	General Consulting	1,422	19	108	1,804	4,944	1,648	1,724	1,828	16,032	4,840	4,840	4,870	-	44,079	30,000	(14,079)
5806	Special Activities	-	377	-	-	-	-	-	-	-	-	-	24,623	-	25,000	25,000	(0)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	100	100	800	-	1,000	50	(950)
5808	Printing	-	-	-	-	-	-	-	168	-	80	80	472	-	800	800	-
5809	Other taxes and fees	179	191	349	31	440	314	161	280	533	1,720	1,720	1,730	-	7,647	2,500	(5,147)
5810	Payroll Service Fee	380	759	1,256	1,003	989	1,017	979	1,434	947	833	833		-	10,430	10,000	(430)
5811	Management Fee	-	-	-	-	-	-	-	-	-	-	-	573,501	-	573,501	573,501	(0)
5812	District Oversight Fee	-	-	-	-	28,537	-	-	-	-	-	-	-	13,180	41,718	41,799	81
5813	Business Services	2,610	2,610	2,610	2,610	-	7,200	3,627	3,600	-	5,736	5,736	5,736	26,759	68,834	70,200	1,366
5814	SPED Encroachment	119	595	991	991	-	991	1,982	-	2,147	247	247	247		8,558	5,669	(2,889)
5815	Public Relations	-	-	-	-	-	-	-	-	-				-	-	-	-
5816	Legal Settlement	-	-	-	-	(9)	-	-	-	-					(9)	-	9
5820	Scholarship Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5830	Field Trips	-	-	-	-	-	-	-	1,054	-	1,500	1,500	10,946	-	15,000	15,000	-
5836	Fingerprinting	-	-	-	-	-	-	-	-	-	-	-	1,100	-	1,100	500	(600)
5839	Fundraising Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5851	Marketing and Student Recruiting	246	233	216	1,224	1,101	-	3,672	1,872	1,042	-	-	5,594	-	15,200	20,000	4,800
5873	Sports Contractors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5874	Sports	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5875	Staff Recruiting	-	728	844	1,039	-	-	-	330	-	-	-	4,659	-	7,600	7,500	(100)
5877	Student Activities	-	-	4,920	19,015	18,698	9,750	11,500	17,510	17,765	6,540	6,540	6,540	-	118,778	100,000	(18,778)
5878	Student Assessment	-	-	-	-	303	-	-	1,848	-	-	-		4,849	7,000	7,000	-
5879	Tuition Reimbursement	-	-	-	-	-	-	-	-	4,000	-	-		-	4,000	-	(4,000)
		4,955	10,967	12,584	41,606	55,527	23,708	25,869	29,774	43,213	27,314	27,314	672,452	53,388	1,028,671	987,519	(37,152)
Depreciation																	
6900	Depreciation Expense	182	182	182	182	182	182	182	182	182	182	182	182	-	2,183	2,183	(0)
		182	182	182	182	182	182	182	182	182	182	182	182	-	2,183	2,183	(0)
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
7110	Tuition for Instruction Under Interdistrict Atten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7141	7141--Other Tuition, Excess Costs, and/or Defic	-	-	-	-	-	-	-	-	-	-	-	7,600	-	7,600	-	-
		-	-	-	-	-	-	-	-	-	-	-	7,600	-	7,600	-	-
Total Expenses		**302,620**	**273,013**	**378,450**	**612,324**	**352,240**	**381,829**	**466,255**	**433,574**	**503,786**	**396,990**	**396,833**	**1,217,447**	**93,773**	**5,809,133**	**5,724,725**	**(80,408)**
Monthly Surplus (Deficit)		**(303,565)**	**(40,864)**	**42,976**	**(218,072)**	**30,196**	**217,731**	**(10,631)**	**(156,185)**	**155,261**	**144,833**	**102,979**	**(833,441)**	**882,856**	**14,074**	**10,282**	**7,792**

FY25-26 Downtown Charter Academy

Monthly Cash Flow/Forecast FY25-26

Revised 05/05/26

Actuals Through: 3/31/2026

ADA = 308.85

CHARTER IMPACT

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(303,565)	(40,864)	42,976	(218,072)	30,196	217,731	(10,631)	(156,185)	155,261	144,833	102,979	(833,441)	882,856	**14,074**		
Cash flows from operating activities																
Depreciation/Amortization	182	182	182	171,354	43,237	43,342	43,447	43,553	43,659	182	182	182	-	**389,683**		
Public Funding Receivables	425,586	481,975	-	11,441	65,492	26,871	19,282	-	-	-	-	-	(976,629)	**54,018**		
Grants and Contributions Rec.	2,500	-	-	-	8,227	21,433	-	-	-	-	-	-	-	**32,160**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	88,794	-	-	-	(76,535)	-	-	(3,661)	79,671	-	-	-	-	**88,269**		
Other Assets	-	-	-	-	-	(15,000)	-	-	-	-	-	-	-	**(15,000)**		
Accounts Payable	(87,989)	(4,108)	30,230	(54,097)	8,715	(8,715)	-	2,046	874	-	-	-	93,773	**(19,272)**		
Accrued Expenses	(98,108)	63,454	(14,361)	(374)	(2,221)	3,689	(1,687)	(945)	(245)	-	-	-	-	**(50,798)**		
Deferred Revenue	-	14,634	14,634	99,596	49,728	16,484	26,342	49,599	24,834	-	-	(8)	-	**295,843**		
Other Liabilities	-	-	-	(177,906)	(45,073)	(45,178)	(45,283)	(45,389)	(45,495)	-	-	-	-	**(404,324)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-		-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	27,399	515,273	73,660	(168,058)	81,765	260,656	31,471	(110,982)	258,558	145,015	103,161	(833,267)				
Cash, Beginning of Month	4,629,445	4,656,844	5,172,118	5,245,778	5,077,721	5,159,486	5,420,142	5,451,613	5,340,630	5,599,188	5,744,203	5,847,364				
Cash, End of Month	**4,656,844**	**5,172,118**	**5,245,778**	**5,077,721**	**5,159,486**	**5,420,142**	**5,451,613**	**5,340,630**	**5,599,188**	**5,744,203**	**5,847,364**	**5,014,097**				

CHARTER IMPACT

John Henry High School

Financial Statements as of March 31, 2026

Key Highlights

- At the end of March, JHHS ended the period with Net Assets of $1,708,008
  - This represents 26.5 % annual expenses. Well above 5 % requirement
- Cash Position at the end of March remains healthy at $4,330,440
- P2 ADA is 302.55, compared to 2nd Interim Budget of 310.96
- Year end forecasts have been updated with P2 ADA & other relevant information
- YTD Revenues & Expenses are under budget.
- Year-end Revenue is projected at $6.295 Mil; $72K under Second Interim Budget.
  - Year-end Expenses projected at $6.418 Mil; $64K under Second Interim Budget.
  - Projecting a Year-end deficit of ($123,006) compared to budgeted deficit of ($115,741)

Attendance & Per ADA Metrics

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	338	338	340
ADA	303	303	311
Attendance Rate	89.5%	89.5%	91.5%
Unduplicated %	88.5%	87.9%	88.2%
Revenue per ADA		$20,873	$20,275
Expenses per ADA		$21,265	$20,216

- P2 Enrollment: 338
- ADA: 302.55
- Attendance rate of 89.5 %
- UPP 88.5 %

Revenue

- At Year-end, Revenue is Projected @ $6.295 Mil. $72K under budget.
  - State Aid projected at $137K under budget, due to lower ADA at P2; offset by Higher Revenue projected from ASES & Prop 28.
  - School fundraising efforts have raised a further $17K (Earmarked to offset expenses)
- YTD @ March: Revenue is $3.943 Mil. $73K under revenue. This is Primarily due to timing of Federal receipts.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 3,221,459	$ 3,302,957	$ (81,497)	$ 4,942,130	$ 5,079,854	$ (137,724)
Federal Revenue	48,008	174,124	(126,116)	268,803	272,509	(3,706)
Other State Revenue	656,565	478,784	177,781	964,811	913,855	50,956
Other Local Revenue	17,880	61,571	(43,691)	119,355	101,752	17,603
Total Revenue	**$ 3,943,912**	**$ 4,017,436**	**$ (73,524)**	**$ 6,295,100**	**$ 6,367,970**	**$ (72,870)**

Expense

- At Year-End, Expenses are projected at $6.418 Mil. $64K under budget
  - Driven By higher personnel Costs, but savings across most other categories
- Monthly Burn is currently $451K

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 1,273,128	$ 1,405,891	$ 132,762	$ 1,674,253	$ 1,574,613	$ (99,640)
Classified Salaries	385,387	472,817	87,430	535,702	582,099	46,397
Benefits	324,144	383,287	59,143	444,795	469,265	24,470
Books and Supplies	227,971	502,396	274,425	308,915	331,008	22,093
Subagreement Services	389,303	119,945	(269,358)	729,221	770,530	41,309
Operations	307,366	252,661	(54,704)	437,288	452,374	15,086
Facilities	870,305	805,598	(64,707)	1,133,869	1,139,669	5,800
Professional Services	144,740	271,635	126,895	961,562	970,352	8,790
Depreciation	145,351	145,351	0	193,801	193,801	0
Interest	-	-	-	-	-	-
Total Expenses	**$ 4,067,695**	**$ 4,359,580**	**$ 291,886**	**$ 6,419,406**	**$ 6,483,711**	**$ 64,305**

- **$28K over Budget in Salaries & Benefits costs**
- **Under Budget in most other categories**
- **Substitute costs include some prior year invoices received this year. As those taper off, leadership anticipates savings in future months.**

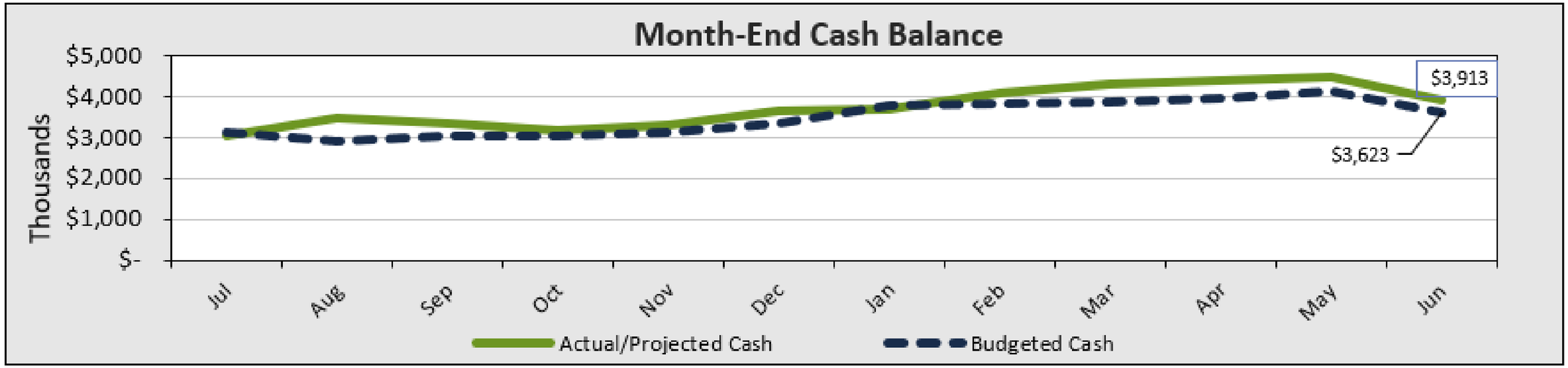
Deficit & Fund Balance

- Deficit @ Year-End is projected at ($123,006).
  - Compared to 2nd Interim Projected Deficit of ($115,741)
- Fund Balance is currently at $1.708 Mil (27 % of annual Expenses) & projected to end the year at $1.716 Mil (27 % of annual Expenses)
- This is a healthy Fund Balance and the school approaches the Year-end from a position of Strength.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (123,782)**	**$ (342,144)**	**$ 218,361**	**$ (123,006)**	**$ (115,741)**	**$ (7,266)**
Beginning Fund Balance	1,831,790	1,831,790		1,831,790	1,831,790	
Ending Fund Balance	**$ 1,708,008**	**$ 1,489,646**		**$ 1,708,784**	**$ 1,716,049**	
As a % of Annual Expenses	*27%*	*23%*		*27%*	*26%*	

Cash Position

- Cash Position at the end of March is $4,330,440.
- Cash Position is projected to be $3.913 Mil at Year End.
- Cash balance is Strong and well above reserve requirement.
- At current Monthly Burn, Cash reserves sufficient to cover 8 months of Expenses



Appendix

- Statement of Financial Position
- Statement of Cash Flows
- Budget vs. Actuals
- Monthly Cash Flow / Forecast

AMPS

Statement of Financial Position

March 31, 2026

	John Henry High School
Assets	
Current Assets	
Cash & Cash Equivalents	$ 4,041,253
Restricted Cash	289,187
Total Cash & Cash Equivalents	4,330,440
Accounts Receivable	-
Public Funding Receivables	40,791
Due To/From Related Parties	(645,197)
Prepaid Expenses	525
Total Current Assets	**3,726,559**
Long-Term Assets	
Property & Equipment, Net	76,394
Deposits	50,000
Right-of-Use Asset, Net	7,025,060
Total Long Term Assets	**7,151,454**
Total Assets	**$ 10,878,013**
Liabilities	
Current Liabilities	
Accounts Payable	$ 4,831
Accrued Liabilities	132,263
Deferred Revenue	289,187
Operating Lease Liability, Current Portion	704,784
Notes Payable, Current Portion	-
Other Short-term Liabilities	-
Total Current Liabilities	**1,131,065**
Long-Term Liabilities	

Notes Payable, Net of Current Portion	-
Operating Lease Liability, Net of Current P	8,038,940
Total Long-Term Liabilities	**8,038,940**
Total Liabilities	**9,170,005**
Net Asset	1,708,008
Total Liabilities and Net Assets	**$ 10,878,013**

AMPS

Statement of Cash Flows

For the period ended March 31, 2026

	John Henry High School
Cash Flows from Operating Activities	
Change in Net Assets	$ 94,909
Adjustments to reconcile change in net assets to net cash flows from operating activities:	
Depreciation	69,295
Public Funding Receivables	-
Prepaid Expenses	89,560
Accounts Payable	2,818
Accrued Expenses	2,872
Deferred Revenue	29,355
Other Liabilities	(55,428)
Total Cash Flows from Operating Activities	**233,380**
Cash Flows from Investing Activities	
Purchases of Property & Equipment	-
Total Cash Flows from Investing Activities	**-**
Cash Flows from Financing Activities	
Proceeds from (Payments on) Long-term Debt	-
Total Cash Flows from Financing Activities	**-**
Change in Cash & Cash Equivalents	233,380
Cash & Cash Equivalents, Beginning of Period	4,097,060
Cash and Cash Equivalents, End of Period	**$ 4,330,440**

FY25-26 John Henry High School

Budget V Actual

Revised 05/05/26

CHARTER IMPACT

	2025-26 1st Interim	2025-26 2nd Interim	2025-26 Forecast
Assumptions			
State COLA			*2.30%*
Enrollment	*332.00*	*338.00*	*325.32*
Average Daily Attendance	*308.76*	*310.96*	*302.55*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 4,978,307	$ 5,017,662	$ 4,881,620
8012 Education Protection Account	$ 61,752	$ 62,192	60,510
	5,040,059	5,079,854	4,942,130
Federal Revenue			
8181 Special Education - Entitlement	$ 46,836	$ 48,285	39,900
8220 Federal Child Nutrition	$ 115,913	$ 75,913	80,535
8290 Title I, Part A - Basic Low Income	$ 96,304	$ 123,886	123,943
8291 Title II, Part A - Teacher Quality	$ 11,966	$ 14,425	14,425
8296 Other Federal Revenue	$ 10,000	$ 10,000	10,000
	281,019	272,509	268,803
Other State Revenue			
8311 State Special Education	$ 274,798	$ 298,704	279,117
8520 Child Nutrition	$ 10,971	$ 50,971	39,842
8545 School Facilities (SB740)	$ 419,551	$ 435,202	441,213
8550 Mandated Cost	$ 18,350	$ 18,350	18,153
8560 State Lottery	$ 83,983	$ 84,581	82,596
8598 Prior Year Revenue	$ -	$ -	12,315
8599 Other State Revenue	$ 26,046	$ 26,046	91,575
	833,699	913,855	964,811
Other Local Revenue			
8690 Other Local Revenue	$ 87,827	$ 101,752	101,752
8699 School Fundraising	$ -	$ -	17,603
	87,827	101,752	119,355
Total Revenue	**$ 6,242,604**	**$ 6,367,970**	**$ 6,295,100**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	$ 1,138,102	$ 1,138,102	1,217,608
1175 Teachers' Extra Duty/Stipends	$ 12,500	$ 20,000	26,785
1200 Pupil Support Salaries	$ 75,790	$ 75,790	75,791
1300 Administrators' Salaries	$ 340,721	$ 340,721	354,070
	1,567,113	1,574,613	1,674,253
Classified Salaries			
2100 Instructional Salaries	$ 189,264	$ 189,264	196,911
2200 Support Salaries	$ 234,868	$ 234,868	185,885
2400 Clerical and Office Staff Salaries	$ 157,967	$ 157,967	152,905
	582,099	582,099	535,702
Benefits			
3301 OASDI	$ 154,736	$ 154,736	136,548
3311 Medicare	$ 36,188	$ 36,188	32,967
3401 Health and Welfare	$ 218,400	$ 218,400	224,501
3501 State Unemployment	$ 17,150	$ 20,000	13,988
3601 Workers' Compensation	$ 34,940	$ 34,940	30,556
3901 Other Benefits	$ 7,487	$ 5,000	6,235
	468,902	469,265	444,795
Books and Supplies			
4100 Textbooks and Core Curricula	$ 75,000	$ 80,000	69,963
4200 Books and Other Materials	$ 1,000	$ 1,000	1,775

FY25-26 John Henry High School

Budget V Actual

Revised 05/05/26

		2025-26 1st Interim	2025-26 2nd Interim	2025-26 Forecast
4302	School Supplies	$ 10,000	$ 10,000	5,232
4303	Technology Supplies	$ 2,500	$ 2,500	1,669
4304	Non-Instructional Supplies	$ 1,200	$ 1,200	900
4305	Software	$ 52,878	$ 25,000	24,996
4310	Office Expense	$ 15,000	$ 15,000	14,100
4311	Business Meals	$ 2,500	$ 2,500	2,645
4315	Custodial Supplies	$ 10,000	$ 10,000	10,555
4320	Educational Software	$ 17,500	$ 17,500	16,987
4326	Art & Music Supplies	$ 100	$ 100	100
4327	MS/HS Sports Supplies	$ 1,500	$ 2,000	1,002
4328	Student Activity Supplies & Materials	$ 350	$ 350	177
4335	PE Supplies	$ 1,500	$ 1,500	1,500
4350	Uniforms	$ 14,474	$ 14,474	15,001
4420	Noncapitalized Computer Equipment	$ 20,000	$ 16,000	16,000
4700	Food Services	$ 126,884	$ 126,884	121,313
4720	Other Food	$ 5,000	$ 5,000	5,000
		357,387	331,008	308,915
Subagreement Services				
5102	Special Education	$ 325,000	$ 325,000	321,903
5103	Substitute Teacher	$ 410,530	$ 410,530	379,335
5104	Transportation	$ 15,000	$ 15,000	9,973
5105	Security	$ 10,000	$ 15,000	12,854
5106	Other Educational Consultants	$ 5,000	$ 5,000	5,155
		765,530	770,530	729,221
Operations and Housekeeping				
5201	Auto and Travel	$ 3,500	$ 3,500	3,500
5300	Dues & Memberships	$ 40,000	$ 40,000	34,020
5400	Insurance	$ 112,874	$ 112,874	112,874
5501	Utilities	$ 200,000	$ 200,000	191,300
5502	Janitorial/Trash Removal	$ 75,000	$ 80,000	79,194
5900	Communications	$ 15,000	$ 15,000	14,100
5901	Postage and Shipping	$ 1,000	$ 1,000	1,000
		447,374	452,374	435,989
Facilities, Repairs and Other Leases				
5601	Rent	$ 971,631	$ 971,631	971,631
5603	Equipment Leases	$ 20,000	$ 20,000	18,900
5605	Real/Personal Property Taxes	$ 76,538	$ 76,538	76,538
5610	Repairs and Maintenance	$ 10,000	$ 10,000	10,700
5615	Repairs and Maintenance - Building	$ 60,000	$ 60,000	54,600
5616	Repairs and Maintenance - Computers	$ 1,500	$ 1,500	1,500
		1,139,669	1,139,669	1,133,869
Professional/Consulting Services				
5801	IT	$ 12,000	$ 12,000	5,966
5802	Audit & Taxes	$ 17,000	$ 17,000	17,000
5803	Legal	$ 15,000	$ 15,000	10,172
5804	Professional Development	$ 35,000	$ 35,000	34,960
5805	General Consulting	$ 30,000	$ 30,000	27,400
5806	Special Activities	$ 5,000	$ 5,000	5,417
5807	Bank Charges	$ 100	$ 100	100
5808	Printing	$ 2,000	$ 2,000	2,000
5809	Other taxes and fees	$ 16,000	$ 10,000	10,565
5810	Payroll Service Fee	$ 12,000	$ 12,000	9,163
5811	Management Fee	$ 625,653	$ 636,797	635,888
5812	District Oversight Fee	$ 50,401	$ 50,799	50,799
5813	Business Services	$ 44,000	$ 44,657	46,333

FY25-26 John Henry High School

Budget V Actual

Revised 05/05/26

	2025-26 1st Interim	2025-26 2nd Interim	2025-26 Forecast
5814 SPED Encroachment	$ 2,838	$ 7,500	8,033
5815 Public Relations	$ -	$ -	-
5816 Legal Settlement	$ -	$ -	(10)
5830 Field Trips	$ 7,500	$ 7,500	5,000
5851 Marketing and Student Recruiting	$ 15,000	$ 15,000	13,676
5875 Staff Recruiting	$ 10,000	$ 10,000	5,000
5877 Student Activities	$ 20,000	$ 20,000	34,101
5878 Student Assessment	$ 40,000	$ 40,000	40,000
	959,491	970,352	961,562
Depreciation			
6900 Depreciation Expense	$ 193,801	$ 193,801	193,801
	193,801	193,801	193,801
Interest			
	-	-	-
Total Expenses	**$ 6,481,366**	**$ 6,483,711**	**$ 6,418,106**
Surplus (Deficit)	**$ (238,762)**	**$ (115,741)**	**$ (123,006)**
Fund Balance, Beginning of Year	$ 1,831,790	$ 1,831,790	$ 1,831,790
Fund Balance, End of Year	**$ 1,593,028**	**$ 1,716,049**	**$ 1,708,784**
	24.6%	***26.5%***	***26.6%***
Cash Flow Adjustments			
Surplus (Deficit)			(123,006)
Cash Flows From Operating Activities			
Depreciation/Amortization			666,406
Public Funding Receivables			(23,621)
Grants and Contributions Rec.			126,823
Due To/From Related Parties			-
Prepaid Expenses			92,876
Other Assets			-
Accounts Payable			232,524
Accrued Expenses			(43,508)
Deferred Revenue			242,380
Other Liabilities			(493,152)
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.			-
Notes Receivable			-
Cash Flows From Financing Activities			
Proceeds from Factoring			-
Payments on Factoring			-
Proceeds(Payments) on Debt			-
Total Change in Cash			677,720
Cash, Beginning of Year			3,235,585
Cash, End of Year			**$ 3,913,305**

FY25-26 John Henry High School

Monthly Cash Flow/Forecast FY25-26

Revised 05/05/26

Actuals Through: 3/31/2026

ADA = 302.55

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
LCFF State Aid		0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
New School/New Grade Apportionment		0.0%	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a			
In Lieu of Property Taxes		0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%			
New School In Lieu of Property Taxes		0.0%	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a			
Special Education		0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
Revenues																ADA =	302.55
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	250,953	250,953	451,715	451,715	451,715	451,715	451,715	429,792	424,228	424,228	424,228	418,662	**4,881,620**	5,017,662	(136,042)
8012	Education Protection Account	-	-	-	15,593	-	-	15,592	-	-	15,128	-	-	14,198	**60,510**	62,192	(1,682)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	250,953	250,953	467,308	451,715	451,715	467,307	451,715	429,792	439,355	424,228	424,228	432,860	**4,942,130**	**5,079,854**	**(137,724)**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	39,900	**39,900**	48,285	(8,385)
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition	-	-	-	5,693	10,843	10,014	4,434	8,123	8,901	10,505	10,505	10,505	1,011	**80,535**	75,913	4,622
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	123,943	**123,943**	123,886	57
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	14,425	**14,425**	14,425	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	2,500	-	-	7,500	**10,000**	10,000	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	5,693	10,843	10,014	4,434	8,123	8,901	13,005	10,505	10,505	186,779	**268,803**	**272,509**	**(3,706)**
Other State Revenue																	
8311	State Special Education	13,805	14,307	25,752	25,752	-	25,752	51,504	-	51,502	24,449	24,449	24,449	(2,604)	**279,117**	298,704	(19,587)
8520	Child Nutrition	-	-	-	3,686	6,928	6,408	6,941	5,193	5,714	994	994	994	1,989	**39,842**	50,971	(11,130)
8545	School Facilities (SB740)	-	-	-	-	-	223,908	-	9,068	105,459	-	102,778	-		**441,213**	435,202	6,011
8550	Mandated Cost	-	-	-	-	-	18,153	-	-	-	-	-	-	-	**18,153**	18,350	(197)
8560	State Lottery	-	-	-	-	-	-	-	25,670	-	21,515	-	-	35,411	**82,596**	84,581	(1,985)
8598	Prior Year Revenue	(943)	-	-	-	-	-	1,988	-	11,270	-	-	-	-	**12,315**	-	12,315
8599	Other State Revenue	-	3,274	1,323	2,382	2,382	3,629	2,382	2,382	993	18,726	2,344	2,344	49,413	**91,575**	26,046	65,529
		12,862	17,581	27,075	31,820	9,310	277,850	62,815	42,314	174,937	65,685	130,566	27,787	84,209	**964,811**	**913,855**	**50,956**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689	Other Fees and Contracts	262	-	-	-	(262)	-	-	-	-	-	-	-	-	-	-	-
8690	Other Local Revenue	-	-	15	-	262	-	-	-	-	8,308	8,308	-	84,858	**101,752**	101,752	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-	2,205	15,398	-	-	-	-	-	-	**17,603**	-	17,603
		262	-	15	-	-	2,205	15,398	-	-	8,308	8,308	-	84,858	**119,355**	**101,752**	**17,603**
Total Revenue		**13,124**	**268,534**	**278,043**	**504,821**	**471,869**	**741,784**	**549,955**	**502,152**	**613,631**	**526,354**	**573,607**	**462,521**	**788,706**	**6,295,100**	**6,367,970**	**(72,870)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	1,200	120,423	123,762	110,552	111,941	113,778	115,258	109,512	117,049	113,015	113,426	67,693	-	**1,217,608**	1,138,102	(79,506)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	-	1,050	4,475	3,517	867	375	1,100	6,125	6,300	1,190	1,190	595	-	**26,785**	20,000	(6,785)
1200	Pupil Support Salaries	-	7,218	7,218	7,218	7,218	7,218	7,218	7,218	6,429	7,218	7,218	3,609	790	**75,791**	75,790	(0)
1300	Administrators' Salaries	39,730	28,645	28,645	28,645	28,645	28,645	28,645	28,645	28,645	28,393	28,393	28,393	-	**354,070**	340,721	(13,349)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		40,930	157,336	164,100	149,931	148,671	150,016	152,222	151,500	158,422	149,817	150,228	100,290	790	**1,674,253**	**1,574,613**	**(99,640)**
Classified Salaries																	
2100	Instructional Salaries	-	14,310	18,008	18,119	15,329	16,757	15,666	13,935	15,965	22,941	22,941	22,941		**196,911**	189,264	(7,648)
2200	Support Salaries	2,401	20,180	20,735	20,390	19,366	21,504	12,707	13,419	13,182	14,000	14,000	14,000	-	**185,885**	234,868	48,983
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical and Office Staff Salaries	10,376	15,229	14,693	16,108	11,217	12,525	9,027	9,948	14,291	13,164	13,164	13,164	-	**152,905**	157,967	5,062
2900	Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		12,777	49,719	53,436	54,617	45,912	50,786	37,400	37,302	43,438	50,105	50,105	50,105	-	**535,702**	**582,099**	**46,397**

FY25-26 John Henry High School

Monthly Cash Flow/Forecast FY25-26

Revised 05/05/26

Actuals Through: 3/31/2026

ADA = 302.55

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	3,346	12,823	13,464	12,646	11,999	12,378	11,678	11,651	12,422	12,395	12,421	9,325	-	**136,548**	154,736	18,188
3311	Medicare	783	2,999	3,149	2,958	2,806	2,895	2,731	2,725	2,905	3,274	3,280	2,463	-	**32,967**	36,188	3,222
3401	Health and Welfare	24,336	(692)	24,397	22,722	29,585	22,321	23,381	23	14,077	21,450	21,450	21,450	-	**224,501**	218,400	(6,101)
3501	State Unemployment	-	599	73	-	-	5,048	8,046	(2,697)	347	858	858	858	-	**13,988**	20,000	6,012
3601	Workers' Compensation	6,894	1,723	1,723	1,445	2,013	-	4,026	2,013	2,013	3,161	3,167	2,378	-	**30,556**	34,940	4,384
3901	Other Benefits	36	1,298	(613)	(111)	27	593	1,191	1,875	75	677	679	510	-	**6,235**	5,000	(1,235)
		35,395	18,750	42,194	39,659	46,430	43,234	51,053	15,591	31,838	41,815	41,855	36,982	-	**444,795**	**469,265**	**24,470**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	-	117	22,918	-	3,609	43,320	-	-	-	-			**69,963**	80,000	10,037
4200	Books and Other Materials	-	-	-	-	-	-	821	862	92	-	-		-	**1,775**	1,000	(775)
4302	School Supplies	-	-	-	975	380	-	430	-	298	1,575	1,575			**5,232**	10,000	4,768
4303	Technology Supplies	-	415	657	575	-	-	-	21	-	-	-		-	**1,669**	2,500	831
4304	Non-Instructional Supplies	-	-	-	625	-	-	-	-	-	75	75	125	-	**900**	1,200	300
4305	Software	-	6,437	605	4,494	-	-	71	71	1,289	4,717	4,717	2,594		**24,996**	25,000	4
4310	Office Expense	3,210	-	38	700	194	432	1,839	(0)	-	1,175	1,175	5,338	-	**14,100**	15,000	900
4311	Business Meals	-	-	-	-	53	1,130	-	830	282	175	175		-	**2,645**	2,500	(145)
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4315	Custodial Supplies	-	262	-	-	-	-	5,152	1,965	777	800	800	800	-	**10,555**	10,000	(555)
4320	Educational Software	-	894	-	5,492	3,991	-	-	4,194	-	1,208	1,208		-	**16,987**	17,500	513
4326	Art & Music Supplies	-	-	-	-	-	68	-	-	-	8	8	15	-	**100**	100	-
4327	MS/HS Sports Supplies	-	-	-	805	(47)	-	243	-	-	-	-		-	**1,002**	2,000	998
4328	Student Activity Supplies & Materials	-	18	-	-	-	159	-	-	-	-	-		-	**177**	350	173
4335	PE Supplies	-	-	-	-	-	-	-	-	-	25	25	250	1,200	**1,500**	1,500	-
4350	Uniforms	-	-	14,474	-	-	-	-	527	-				-	**15,001**	14,474	(527)
4400	Noncapitalized Equipment	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-
4420	Noncapitalized Computer Equipment	-	-	-	8,001	-	-	-	-	-	-	-		7,999	**16,000**	16,000	(0)
4421	Noncapitalized Classroom Furniture, Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-
4700	Food Services	-	-	9,687	15,180	16,332	10,236	13,637	1,102	13,377	10,943	10,943	10,943	8,932	**121,313**	126,884	5,571
4720	Other Food	1,039	1,138	856	621	-	-	-	-	-	36	36		1,272	**5,000**	5,000	0
		4,249	9,164	26,435	60,387	20,904	15,634	65,512	9,571	16,115	20,738	20,738	20,065	19,403	**308,915**	**331,008**	**22,093**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	1,890	12,432	63,155	4,600	10,033	52,850	37,954	1,660	28,375	22,579	25,575	60,800	**321,903**	325,000	3,097
5103	Substitute Teacher	303	12,895	11,562	39,857	36,219	10,835	32,911	18,849	26,387	27,510	25,452	23,657	112,898	**379,335**	410,530	31,195
5104	Transportation	-	-	208	317	(17)	-	53	(53)	(508)	1,736	1,736	1,736	4,764	**9,973**	15,000	5,027
5105	Security	1,271	403	403	1,011	-	5,865	1,271	352	659	809	809		-	**12,854**	15,000	2,146
5106	Other Educational Consultants	-	-	-	-	-	-	-	3,675	-	740	740		-	**5,155**	5,000	(155)
		1,574	15,189	24,605	104,340	40,802	26,733	87,085	60,777	28,198	59,170	51,316	50,969	178,462	**729,221**	**770,530**	**41,309**
Operations and Housekeeping																	
5201	Auto and Travel	-	150	-	100	-	247	-	497	226	436	436	1,408	-	**3,500**	3,500	(0)
5300	Dues & Memberships	-	1,770	22,686	471	-	441	5,000	217	-	1,022	1,113	1,299	-	**34,020**	40,000	5,980
5400	Insurance	20,061	5,015	5,015	9,518	9,518	-	9,232	6,661	19,036	8,994	8,907	8,805	2,112	**112,874**	112,874	(0)
5501	Utilities	5,489	14,350	16,835	24,073	12,632	11,372	11,158	9,812	16,862	15,942	15,942	36,833	-	**191,300**	200,000	8,700
5502	Janitorial/Trash Removal	-	6,400	7,340	6,400	-	20,201	6,400	6,400	6,400	5,608	5,608	8,436	-	**79,194**	80,000	806
5531	ASB Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5540	Public Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5550	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	(85)	1,641	1,413	487	51	1,015	1,037	1,823	1,691	1,175	1,175	2,678	-	**14,100**	15,000	900
5901	Postage and Shipping	-	72	17	50	-	8	8	151	-	100	100	492	-	**1,000**	1,000	-
		25,465	29,399	53,307	41,099	22,201	33,284	32,835	25,561	44,215	33,277	33,282	59,952	2,112	**435,989**	**452,374**	**16,385**
Facilities, Repairs and Other Leases																	
5601	Rent	161,133	80,566	-	152,001	(2,283)	78,283	78,283	78,283	158,850	80,969	80,969	24,576	-	**971,631**	971,631	(0)
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603	Equipment Leases	1,275	1,330	1,275	-	3,165	1,670	1,582	-	1,582	1,575	1,575	3,871	-	**18,900**	20,000	1,100
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	38,269	-	-	-	-			38,269	-	**76,538**	76,538	0
5610	Repairs and Maintenance	-	1,155	490	979	-	1,533	1,028	919	3,379	608	608		-	**10,700**	10,000	(700)
5615	Repairs and Maintenance - Building	-	2,877	6,945	11,198	2,450	12,976	-	(18,397)	7,508	4,717	4,717	19,610	-	**54,600**	60,000	5,400
5616	Repairs and Maintenance - Computers	-	-	-	-	-	-	-	-	-	208	208	1,083	-	**1,500**	1,500	0
5618	Repairs and Maintenance - Auto	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5625	Storage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		162,408	85,927	8,709	164,178	41,601	94,462	80,894	60,805	171,320	88,078	88,078	87,408	-	**1,133,869**	**1,139,669**	**5,800**
Professional/Consulting Services																	
5801	IT	-	1,419	-	957	-	-	-	-	-	817	817	833	1,124	**5,966**	12,000	6,034
5802	Audit & Taxes	-	2,274	274	2,500	-	3,204	2,080	-	824	-	-	(56)	5,900	**17,000**	17,000	-
5803	Legal	-	5,189	-	-	-	-	-	-	-	1,992	1,992	1,000		**10,172**	15,000	4,828
5804	Professional Development	-	354	144	12,746	578	(128)	5,492	761	-	3,780	3,780	3,800	3,655	**34,960**	35,000	40
5805	General Consulting	1,569	7	-	1,720	8,944	1,648	1,655	1,772	3,733	2,740	2,740	873	-	**27,400**	30,000	2,600

FY25-26 John Henry High School

Monthly Cash Flow/Forecast FY25-26

Revised 05/05/26

Actuals Through: 3/31/2026

ADA = 302.55

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5806	Special Activities	-	417	-	-	-	-	-	-	-	-	-	5,000	-	**5,417**	5,000	(417)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	100			-	**100**	100	-
5808	Printing	-	-	-	-	-	-	-	-	-	100	100	800	1,000	**2,000**	2,000	-
5809	Other taxes and fees	347	231	405	51	460	1,025	772	300	473	3,250	3,250		-	**10,565**	10,000	(565)
5810	Payroll Service Fee	282	817	1,367	1,106	1,052	1,057	999	1,353	979	75	75		-	**9,163**	12,000	2,837
5811	Management Fee	-	-	-	-	-	-	-	-	-	-	-	629,510	6,378	**635,888**	636,797	909
5812	District Oversight Fee	-	-	49,672	-	-	(49,672)	-	-	-	-	-	-	50,799	**50,799**	50,799	(0)
5813	Business Services	2,880	2,880	2,880	2,880	-	7,200	3,627	3,600	-	6,795	6,795	6,795		**46,333**	44,657	(1,677)
5814	SPED Encroachment	125	627	1,043	1,043	-	1,043	2,086	-	2,066	-	-	-		**8,033**	7,500	(533)
5815	Public Relations	-	-	-	-	-	-	-	-	-				-	**-**	-	-
5816	Legal Settlement	-	-	-	-	(10)	-	-	-	-				-	**(10)**	-	10
5820	Scholarship Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5830	Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	5,000	**5,000**	7,500	2,500
5836	Fingerprinting	-	-	-	-	-	-	-	-	-	-	-		-	**-**	-	-
5839	Fundraising Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5851	Marketing and Student Recruiting	272	233	4,216	1,224	-	-	338	350	1,042	1,500	1,500	1,500	1,500	**13,676**	15,000	1,324
5873	Sports Contractors	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5874	Sports	-	-	-	-	-	-	-	-	-				-	**-**	-	-
5875	Staff Recruiting	-	803	844	1,039	-	-	-	330	-	-	-	1,984	-	**5,000**	10,000	5,000
5877	Student Activities	-	-	-	-	4,101	-	-	-	-	500	500		29,000	**34,101**	20,000	(14,101)
5878	Student Assessment	-	18,981	-	-	-	-	-	3,879	(90)	-	-		17,230	**40,000**	40,000	0
		5,475	34,231	60,844	25,266	15,125	(34,622)	17,049	12,345	9,027	21,649	21,549	652,039	121,586	**961,562**	**970,352**	**8,790**
Depreciation																	
6900	Depreciation Expense	16,150	16,150	16,150	16,150	16,150	16,150	16,788	15,512	16,150	16,150	16,150	16,150	-	**193,801**	193,801	0
		16,150	16,150	16,150	16,150	16,150	16,150	16,788	15,512	16,150	16,150	16,150	16,150	-	**193,801**	**193,801**	**0**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**304,423**	**415,864**	**449,780**	**655,629**	**397,795**	**395,679**	**540,839**	**388,963**	**518,723**	**480,799**	**473,299**	**1,073,960**	**322,353**	**6,418,106**	**6,483,711**	**65,605**
Monthly Surplus (Deficit)		**(291,299)**	**(147,330)**	**(171,737)**	**(150,808)**	**74,074**	**346,105**	**9,116**	**113,189**	**94,908**	**45,555**	**100,308**	**(611,440)**	**466,353**	**(123,006)**	**(115,741)**	**(7,266)**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(291,299)	(147,330)	(171,737)	(150,808)	74,074	346,105	9,116	113,189	94,909	45,555	100,308	(611,440)	466,353	**(123,005)**		
Cash flows from operating activities																	
Depreciation/Amortization		16,150	16,150	16,150	224,620	68,660	68,818	69,615	68,497	69,295	16,150	16,150	16,150	-	**666,406**		
Public Funding Receivables		81,889	522,892	-	-	21,664	8,861	25,080	104,700	-	-	-	-	(788,706)	**(23,621)**		
Grants and Contributions Rec.		2,500	-	-	43,699	8,861	(14,024)	85,787	-	-	-	-	-	-	**126,823**		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses		93,400	-	-	-	(80,566)	-	-	(9,518)	89,560	-	-	-	-	**92,876**		
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable		(51,560)	(19,657)	24,411	(47,854)	408	972	(1,381)	2,013	2,818	-	-	-	322,353	**232,524**		
Accrued Expenses		(55,223)	76,774	(2,270)	(8,370)	(6,831)	(42,436)	(7,397)	(628)	2,872	-	-	-	-	**(43,508)**		
Deferred Revenue		-	1,323	3,274	5,893	79,119	36,703	5,893	80,829	29,355	-	-	(8)	-	**242,380**		
Other Liabilities		-	-	-	(217,602)	(54,793)	(54,951)	(55,110)	(55,269)	(55,428)	-	-	-	-	**(493,152)**		
Cash flows from investing activities																	
Purchases of Prop. And Equip.		-	-	-	-	-	-	(71,496)	71,496	-	-	-	-	-	**-**		
Notes Receivable		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																	
Proceeds from Factoring		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash		(204,142)	450,152	(130,172)	(150,423)	110,595	350,048	60,108	375,309	233,380	61,705	116,458	(595,298)				
Cash, Beginning of Month		3,235,585	3,031,443	3,481,595	3,351,423	3,201,000	3,311,594	3,661,643	3,721,751	4,097,060	4,330,440	4,392,145	4,508,603				
Cash, End of Month		**3,031,443**	**3,481,595**	**3,351,423**	**3,201,000**	**3,311,594**	**3,661,643**	**3,721,751**	**4,097,060**	**4,330,440**	**4,392,145**	**4,508,603**	**3,913,306**				

CHARTER IMPACT

Richmond Charter Academy

Financial Statements as of March 31, 2026

Key Highlights

- At the end of March, RCA ended the period with Net Assets of (\$71,339)
  - Primarily due to timing of Revenue. Projected to end the year with net assets of \$780K
- Cash Position at the end of March remains healthy at \$3,251,737
- P2 ADA is 273.19, compared to 2nd Interim Budget of 275.27
- Year end forecasts have been updated with P2 ADA & other relevant information
- YTD Revenues & Expenses are over budget by small amounts. Less then 1 %
- Year-end Revenue is projected at \$5.584 Mil; \$50K over Second Interim Budget.
  - Year-end Expenses projected at \$5.774 Mil; \$23K under Second Interim Budget.
  - Projecting a Year-end deficit of (\$190,102) compared to budgeted deficit of (\$216,456)

Attendance & Per ADA Metrics

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	292	292	292
ADA	273	273	274
Attendance Rate	93.6%	93.6%	94.0%
Unduplicated %	84.2%	84.2%	82.9%
Revenue per ADA		$20,441	$20,162
Expenses per ADA		$21,137	$20,951

- P2 Enrollment: 292
- ADA: 273.19
- Attendance rate of 93.6 %
- UPP 84.2 %

Revenue

- At Year-end, Revenue is Projected at $5.584 Mil. $50K over budget.
  - Primarily due to $41K in additional funding from ASES Round 2.
  - State Aid projected at $13K under budget, Decrease due to slightly lower P2 ADA.
- YTD @ March: Revenue is $2.982 Mil., $247K under revenue. This is Primarily due to timing of receipts from Federal & Other state programs.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 2,165,555	$ 2,168,067	$ (2,512)	$ 3,693,488	$ 3,707,160	$ (13,672)
Federal Revenue	71,206	160,645	(89,439)	278,136	285,999	(7,863)
Other State Revenue	453,673	619,249	(165,577)	1,230,780	1,159,212	71,568
Other Local Revenue	291,755	281,266	10,488	381,829	381,829	0
Total Revenue	**$ 2,982,188**	**$ 3,229,228**	**$ (247,040)**	**$ 5,584,233**	**$ 5,534,199**	**$ 50,034**

Expense

- At Year-End, Expenses are projected at $5.774 Mil., $ 23K over budget
- Monthly Burn is $481K

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 750,316	$ 767,248	$ 16,932	$ 1,060,202	$ 1,044,577	$ (15,624)
Classified Salaries	350,909	441,174	90,265	488,975	550,923	61,949
Benefits	240,357	334,521	94,164	343,477	357,238	13,761
Books and Supplies	203,372	285,694	82,322	300,107	307,242	7,136
Subagreement Services	739,652	720,806	(18,846)	1,065,877	1,016,650	(49,227)
Operations	257,929	208,580	(49,349)	331,464	334,095	2,631
Facilities	973,380	817,426	(155,954)	1,189,058	1,139,762	(49,296)
Professional Services	153,118	173,891	20,772	521,728	526,820	5,092
Depreciation	355,010	355,010	(0)	473,347	473,347	(0)
Interest	-	-	-	-	-	-
Total Expenses	**$ 4,024,044**	**$ 4,104,350**	**$ 80,306**	**$ 5,774,235**	**$ 5,750,655**	**$ (23,580)**

- **$60K under Budget in Salaries & Benefits**
- **Higher costs in Sub-agreement services**
- **Substitute costs include some prior year invoices received this year. As those taper off, leadership sees potential for savings in future months.**

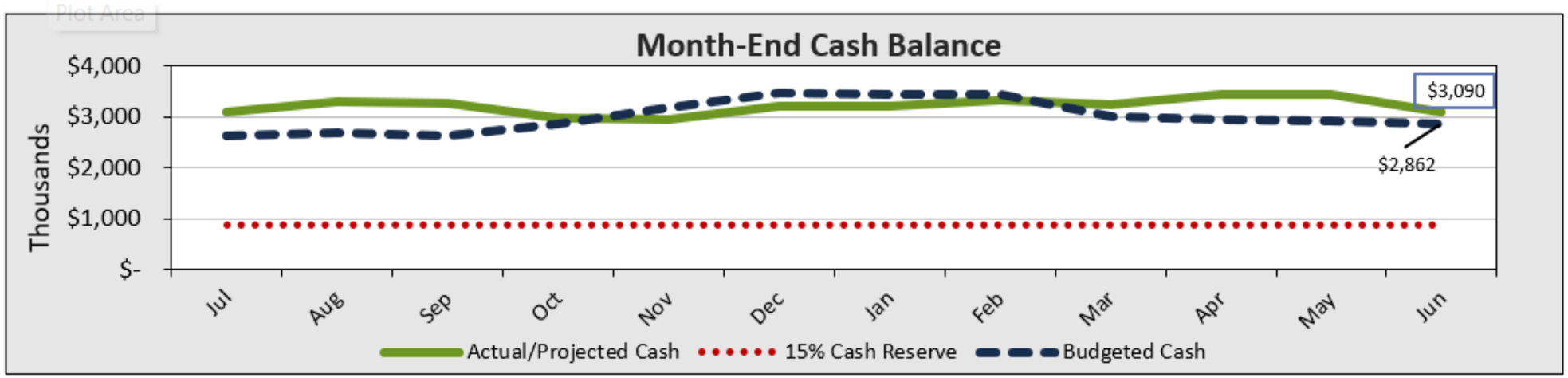
Deficit & Fund Balance

- Deficit at Year-End is projected at ($190,002).
  - Compared to 2nd Interim Projected Deficit of ($216,456)
- Fund Balance is currently at ($71,339) (-1.2% of annual Expenses) & projected to end the year at $780,515 (13.5 % of annual Expenses). Healthy Fund balance projected at year end.
- Current Fund Balance is primarily due to timing and school is approaching this with a strong cash reserve.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$(1,041,856)**	**$ (875,122)**	**$ (166,733)**	**$ (190,002)**	**$ (216,456)**	**$ 26,454**
Beginning Fund Balance	970,517	970,517		970,517	970,517	
Ending Fund Balance	**$ (71,339)**	**$ 95,395**		**$ 780,515**	**$ 754,061**	
As a % of Annual Expenses	*-1.2%*	*1.7%*		*13.5%*	*13.1%*	

Cash Position

- Cash Position at the end of March is $3,251,737.
- Cash Position is projected to be $3,090,134 at Year End.
- Cash balance is Strong and well above reserve requirement.
- At current Monthly Burn, Cash reserves sufficient to cover 7 months of Expenses



Appendix

- Statement of Financial Position
- Statement of Cash Flows
- Budget vs. Actuals
- Monthly Cash Flow / Forecast

AMPS

Statement of Financial Position

March 31, 2026

	Richmond Charter Academy
Assets	
Current Assets	
Cash & Cash Equivalents	$ 3,251,737
Restricted Cash	-
Total Cash & Cash Equivalents	3,251,737
Accounts Receivable	121,833
Public Funding Receivables	65,289
Due To/From Related Parties	(6,091,021)
Prepaid Expenses	525
Total Current Assets	**(2,651,637)**
Long-Term Assets	
Property & Equipment, Net	4,239,777
Deposits	-
Right-of-Use Asset, Net	7,791,531
Total Long Term Assets	**12,031,308**
Total Assets	**$ 9,379,671**
Liabilities	
Current Liabilities	
Accounts Payable	$ 7,040
Accrued Liabilities	147,925
Deferred Revenue	390,615
Operating Lease Liability, Current Por	722,538
Notes Payable, Current Portion	-
Other Short-term Liabilities	-
Total Current Liabilities	**1,268,118**
Long-Term Liabilities	

Notes Payable, Net of Current Portio	-
Operating Lease Liability, Net of Curr	8,182,892
Total Long-Term Liabilities	**8,182,892**
Total Liabilities	**9,451,010**
Net Asset	(71,339)
Total Liabilities and Net Assets	**$ 9,379,671**

AMPS

Statement of Cash Flows

For the period ended March 31, 2026

	Richmond Charter Academy
Cash Flows from Operating Activities	
Change in Net Assets	$ (306,003)
Adjustments to reconcile change in net assets to net cash flows from operating activities:	
Depreciation	99,340
Public Funding Receivables	57,046
Prepaid Expenses	93,142
Accounts Payable	7,268
Accrued Expenses	(10,276)
Deferred Revenue	43,217
Other Liabilities	(56,829)
Total Cash Flows from Operating Activities	**(73,095)**
Cash Flows from Investing Activities	
Purchases of Property & Equipment	-
Total Cash Flows from Investing Activities	**-**
Cash Flows from Financing Activities	
Proceeds from (Payments on) Long-term Debt	-
Total Cash Flows from Financing Activities	**-**
Change in Cash & Cash Equivalents	(73,095)
Cash & Cash Equivalents, Beginning of Period	3,324,832
Cash and Cash Equivalents, End of Period	**$ 3,251,737**

FY25-26 Richmond Charter Academy

Multi-Year Forecast

Revised 04/30/26

CHARTER IMPACT

	2025-26 1st Interim	2025-26 2nd Interim	2025-26 Forecast	Variance to 2nd Interim
Assumptions				
State COLA	*n/a*	*n/a*	*2.30%*	
Expense COLA	*n/a*	*n/a*	*2.85%*	
Enrollment	*295.00*	*292.00*	*292.00*	
Average Daily Attendance	*274.35*	*274.48*	*273.19*	
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 2,558,049	$ 2,564,732	$ 1,983,068	$ (581,664)
8012 Education Protection Account	$ 54,870	$ 54,896	613,779	$ 558,883
8019 State Aid - Prior Year	$ -	$ 1,121	1,135	$ 14
8096 In Lieu of Property Taxes	$ 1,085,896	$ 1,086,411	1,095,506	$ 9,095
	3,698,815	3,707,160	3,693,488	(13,672)
Federal Revenue				
8181 Special Education - Entitlement	$ 37,988	$ 42,920	40,880	$ (2,040)
8220 Federal Child Nutrition	$ 102,502	$ 82,502	76,629	$ (5,873)
8290 Title I, Part A - Basic Low Income	$ 91,911	$ 109,890	109,940	$ 50
8291 Title II, Part A - Teacher Quality	$ 9,921	$ 13,126	13,126	$ -
8296 Other Federal Revenue	$ 10,000	$ 10,000	10,000	$ -
8299 Prior Year Federal Revenue	$ -	$ 27,561	27,561	$ -
	252,322	285,999	278,136	(7,863)
Other State Revenue				
8311 State Special Education	$ 263,498	$ 263,498	263,498	$ -
8520 Child Nutrition	$ 9,702	$ 29,702	34,005	$ 4,303
8545 School Facilities (SB740)	$ 404,386	$ 404,386	371,217	$ (33,169)
8550 Mandated Cost	$ 6,116	$ 5,632	5,542	$ (90)
8560 State Lottery	$ 81,245	$ 74,659	74,581	$ (78)
8598 Prior Year Revenue	$ -	$ (2,348)	1,521	$ 3,869
8599 Other State Revenue	$ 427,438	$ 383,683	480,416	$ 96,733
	1,192,385	1,159,212	1,230,780	71,568
Other Local Revenue				
8689 Other Fees and Contracts	$ 291,500	$ 291,500	291,500	$ -
8690 Other Local Revenue	$ 85,984	$ 90,329	90,329	$ 0
	377,484	381,829	381,829	0
Total Revenue	**$ 5,521,006**	**$ 5,534,199**	**$ 5,584,233**	**$ 50,034**
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	$ 702,897	$ 650,000	679,892	$ (29,892)
1170 Teachers' Substitute Hours	$ 12,500	$ -	-	$ -
1175 Teachers' Extra Duty/Stipends	$ 12,500	$ 25,000	24,563	$ 437
1200 Pupil Support Salaries	$ 83,645	$ 56,166	55,135	$ 1,031
1300 Administrators' Salaries	$ 335,376	$ 313,411	300,612	$ 12,799
	1,146,918	1,044,577	1,060,202	(15,624)
Classified Salaries				
2100 Instructional Salaries	$ 349,673	$ 349,673	321,700	$ 27,973
2200 Support Salaries	$ 82,326	$ 82,326	51,083	$ 31,243
2400 Clerical and Office Staff Salaries	$ 118,924	$ 118,924	116,192	$ 2,733
	550,923	550,923	488,975	61,949
Benefits				
3301 OASDI	$ 134,728	$ 110,000	92,334	$ 17,666
3311 Medicare	$ 31,509	$ 25,000	24,882	$ 118
3401 Health and Welfare	$ 163,800	$ 163,800	175,658	$ (11,858)
3501 State Unemployment	$ 17,150	$ 17,150	13,489	$ 3,661
3601 Workers' Compensation	$ 30,423	$ 30,423	30,345	$ 77
3901 Other Benefits	$ 10,865	$ 10,865	6,769	$ 4,096
	388,475	357,238	343,477	13,761
Books and Supplies				

FY25-26 Richmond Charter Academy

Multi-Year Forecast

Revised 04/30/26

		2025-26 1st Interim	2025-26 2nd Interim	2025-26 Forecast	Variance to 2nd Interim
4100	Textbooks and Core Curricula	$ 90,700	$ 80,000	80,916	$ (916)
4200	Books and Other Materials	$ 250	$ 250	230	$ 20
4302	School Supplies	$ 20,000	$ 15,000	16,225	$ (1,225)
4303	Technology Supplies	$ 2,500	$ 2,500	2,257	$ 243
4304	Non-Instructional Supplies	$ 3,500	$ 3,500	2,492	$ 1,008
4305	Software	$ 25,000	$ 25,000	19,982	$ 5,018
4310	Office Expense	$ 7,500	$ 7,500	5,306	$ 2,194
4311	Business Meals	$ 1,000	$ 2,500	2,300	$ 200
4315	Custodial Supplies	$ 10,000	$ 10,000	11,018	$ (1,018)
4320	Educational Software	$ 18,100	$ 18,100	24,315	$ (6,215)
4326	Art & Music Supplies	$ 1,500	$ 1,500	596	$ 904
4327	MS/HS Sports Supplies	$ 1,500	$ 500	668	$ (168)
4328	Student Activity Supplies & Materials	$ 2,200	$ 2,200	2,192	$ 8
4335	PE Supplies	$ 600	$ 600	-	$ 600
4350	Uniforms	$ 10,888	$ 10,888	10,888	$ -
4400	Noncapitalized Equipment	$ 2,500	$ -	-	$ -
4420	Noncapitalized Computer Equipment	$ 10,000	$ 10,000	7,530	$ 2,470
4421	Noncapitalized Classroom Furniture, Equi	$ -	$ -	198	$ (198)
4700	Food Services	$ 112,204	$ 112,204	109,116	$ 3,088
4720	Other Food	$ 5,000	$ 5,000	3,878	$ 1,122
		324,942	307,242	300,107	7,136
Subagreement Services					
5102	Special Education	$ 225,000	$ 350,000	374,283	$ (24,283)
5103	Substitute Teacher	$ 569,714	$ 650,000	674,307	$ (24,307)
5104	Transportation	$ 2,750	$ 2,750	3,415	$ (665)
5105	Security	$ 13,900	$ 13,900	13,873	$ 27
5106	Other Educational Consultants	$ 5,000	$ -	-	$ -
		816,364	1,016,650	1,065,877	(49,227)
Operations and Housekeeping					
5201	Auto and Travel	$ 500	$ 250	1,500	$ (1,250)
5300	Dues & Memberships	$ 6,200	$ 6,200	5,781	$ 419
5400	Insurance	$ 108,745	$ 108,745	108,595	$ 150
5501	Utilities	$ 150,000	$ 150,000	145,429	$ 4,571
5502	Janitorial/Trash Removal	$ 52,400	$ 52,400	54,859	$ (2,459)
5900	Communications	$ 15,000	$ 15,000	13,800	$ 1,200
5901	Postage and Shipping	$ 1,500	$ 1,500	1,500	$ 0
		334,345	334,095	331,464	2,631
Facilities, Repairs and Other Leases					
5601	Rent	$ 1,030,502	$ 1,030,502	1,069,494	$ (38,993)
5603	Equipment Leases	$ 19,000	$ 19,000	20,100	$ (1,100)
5605	Real/Personal Property Taxes	$ 60,199	$ 60,199	60,200	$ (1)
5610	Repairs and Maintenance	$ 4,800	$ 5,061	9,741	$ (4,680)
5615	Repairs and Maintenance - Building	$ 25,000	$ 25,000	29,523	$ (4,523)
		1,139,501	1,139,762	1,189,058	(49,296)
Professional/Consulting Services					
5801	IT	$ 12,000	$ 10,000	5,728	$ 4,272
5802	Audit & Taxes	$ 17,000	$ 17,000	16,800	$ 200
5803	Legal	$ 20,000	$ 20,000	17,887	$ 2,113
5804	Professional Development	$ 30,000	$ 15,000	14,840	$ 160
5805	General Consulting	$ 30,000	$ 20,000	20,000	$ 0
5806	Special Activities	$ 500	$ 500	404	$ 96
5807	Bank Charges	$ 500	$ 250	250	$ -
5808	Printing	$ -	$ 1,000	1,141	$ (141)
5809	Other taxes and fees	$ 7,500	$ 7,500	5,909	$ 1,591
5810	Payroll Service Fee	$ 10,000	$ 10,000	8,446	$ 1,554
5811	Management Fee	$ 300,000	$ 300,000	300,000	$ -
5812	District Oversight Fee	$ 36,988	$ 37,060	36,935	$ 126
5813	Business Services	$ 40,000	$ 40,000	40,101	$ (101)

FY25-26 Richmond Charter Academy

Multi-Year Forecast

Revised 04/30/26

CHARTER IMPACT

		2025-26 1st Interim	2025-26 2nd Interim	2025-26 Forecast	Variance to 2nd Interim
5814	SPED Encroachment	$ 2,500	$ 5,260	9,660	$ (4,400)
5816	Legal Settlement	$ -	$ -	(10)	$ 10
5836	Fingerprinting	$ 500	$ 250	-	$ 250
5851	Marketing and Student Recruiting	$ 6,575	$ 10,000	10,000	$ (0)
5874	Sports	$ -	$ -	636	$ (636)
5875	Staff Recruiting	$ 2,500	$ 3,000	3,000	$ 0
5877	Student Activities	$ 30,000	$ 30,000	30,000	$ (0)
		546,563	526,820	521,728	5,092
Depreciation					
6900	Depreciation Expense	473,347	$ 473,347	473,347	$ 0
		473,347	473,347	473,347	0
Interest					
		-	-	-	-
Total Expenses		**$ 5,721,379**	**$ 5,750,655**	**$ 5,774,235**	**$ (23,580)**
Surplus (Deficit)		**$ (200,373)**	**$ (216,456)**	**$ (190,002)**	**$ 26,454**
Fund Balance, Beginning of Year		$ 970,517	$ 970,517	$ 970,517	
Fund Balance, End of Year		**$ 770,144**	**$ 754,061**	**$ 780,515**	
		13.5%	***13.1%***	***13.5%***	
Cash Flow Adjustments					
Surplus (Deficit)				(190,002)	
Cash Flows From Operating Activities					
Depreciation/Amortization				1,006,552	
Public Funding Receivables				(323,209)	
Grants and Contributions Rec.				15,498	
Due To/From Related Parties				-	
Prepaid Expenses				92,507	
Other Assets				25,000	
Accounts Payable				85,840	
Accrued Expenses				(130,632)	
Deferred Revenue				334,487	
Other Liabilities				(505,614)	
Cash Flows From Investing Activities					
Purchases of Prop. And Equip.				-	
Notes Receivable				-	
Cash Flows From Financing Activities					
Proceeds from Factoring				-	
Payments on Factoring				-	
Proceeds(Payments) on Debt				-	
Total Change in Cash				410,428	
Cash, Beginning of Year				2,679,706	
Cash, End of Year				**$ 3,090,134**	

CHARTER IMPACT

FY25-26 Richmond Charter Academy

Monthly Cash Flow/Forecast FY25-26

Revised 04/30/26

Actuals Through: 3/31/2026

ADA = 273.19

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
LCFF State Aid		0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
New School/New Grade Apportionment		0.0%	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a			
In Lieu of Property Taxes		0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%			
New School In Lieu of Property Taxes		0.0%	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a			
Special Education		0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
Revenues																ADA =	273.19
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	94,373	94,373	169,871	169,871	169,871	169,871	169,871	161,129	192,951	192,951	192,951	204,986	**1,983,068**	2,564,732	(581,664)
8012	Education Protection Account	-	-	-	172,576	-	-	172,576	-	-	153,445	-	-	115,182	**613,779**	54,896	558,883
8019	State Aid - Prior Year	-	-	-	-	-	1,121	-	-	14	-	-	-	-	**1,135**	1,121	14
8096	In Lieu of Property Taxes	-	-	192,426	85,523	-	171,046	-	171,046	-	80,634	80,634	80,634	233,562	**1,095,506**	1,086,411	9,095
		-	94,373	286,799	427,970	169,871	342,037	342,447	340,916	161,143	427,031	273,586	273,586	553,731	**3,693,488**	**3,707,160**	**(13,672)**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	40,880	**40,880**	42,920	(2,040)
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	-	5,772	9,864	9,677	4,015	6,725	7,593	6,597	6,597	6,597	13,193	**76,629**	82,502	(5,873)
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	109,940	**109,940**	109,890	50
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	13,126	**13,126**	13,126	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	2,500	-	-	7,500	**10,000**	10,000	-
8299	Prior Year Federal Revenue	-	-	-	-	-	27,561	-	-	-	-	-	-	-	**27,561**	27,561	-
		-	-	-	5,772	9,864	37,237	4,015	6,725	7,593	9,097	6,597	6,597	184,639	**278,136**	**285,999**	**(7,863)**
Other State Revenue																	
8311	State Special Education	12,194	12,638	22,748	22,748	-	22,748	45,496	-	45,494	24,985	24,985	24,985	4,476	**263,498**	263,498	-
8520	Child Nutrition	-	-	-	3,707	6,326	6,164	6,333	4,281	4,804	478	478	478	956	**34,005**	29,702	4,303
8545	School Facilities (SB740)	-	-	-	-	-	193,925	-	-	-	-	92,804	-	84,488	**371,217**	404,386	(33,169)
8550	Mandated Cost	-	-	-	-	-	5,542	-	-	-	-	-	-	-	**5,542**	5,632	(90)
8560	State Lottery	-	-	-	-	-	-	-	22,253	-	20,311	-	-	32,017	**74,581**	74,659	(78)
8598	Prior Year Revenue	-	-	-	-	-	-	(2,348)	-	3,869	-	-	-	-	**1,521**	(2,348)	3,869
8599	Other State Revenue	-	1,146	1,146	2,063	2,063	3,867	2,063	2,063	340	116,472	2,043	2,043	345,107	**480,416**	383,683	96,733
		12,194	13,784	23,894	28,518	8,389	232,245	51,544	28,596	54,508	162,246	120,311	27,506	467,044	**1,230,780**	**1,159,212**	**71,568**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8689	Other Fees and Contracts	255	291,500	-	-	(255)	-	-	-	-				-	**291,500**	291,500	-
8690	Other Local Revenue	-	-	-	-	255	-	-	-	-	8,109	8,109	-	73,856	**90,329**	90,329	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		255	291,500	-	-	-	-	-	-	-	8,109	8,109	-	73,856	**381,829**	**381,829**	**-**
Total Revenue		**12,449**	**399,657**	**310,693**	**462,260**	**188,124**	**611,520**	**398,005**	**376,238**	**223,243**	**606,483**	**408,603**	**307,689**	**1,279,270**	**5,584,233**	**5,534,199**	**50,033**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	38,159	54,087	59,596	63,312	66,044	66,405	65,705	66,646	66,646	66,646	66,646	-	**679,892**	650,000	(29,892)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	3,000	1,500	1,350	1,650	2,450	1,183	1,558	4,037	1,646	1,982	2,072	2,133	-	**24,563**	25,000	437
1200	Pupil Support Salaries	-	-	-	-	-	-	-	28,738	6,482	7,966	7,966	3,983	-	**55,135**	56,166	1,031
1300	Administrators' Salaries	25,078	26,692	21,016	18,937	18,937	22,264	27,947	27,947	27,947	27,948	27,948	27,948	-	**300,612**	313,411	12,799
1900	Other Certificated Salaries	-	-	-	1,309	6,857	6,857	6,857	(21,881)	-	-	-	-	-	**-**	-	-
		28,078	66,351	76,454	81,492	91,556	96,348	102,768	104,547	102,722	104,543	104,633	100,710	-	**1,060,202**	**1,044,577**	**(15,624)**
Classified Salaries																	
2100	Instructional Salaries	-	27,911	31,890	31,947	27,903	30,050	29,422	27,365	27,459	29,243	29,410	29,100	-	**321,700**	349,673	27,973
2200	Support Salaries	2,588	3,013	3,538	3,690	3,147	3,514	3,498	4,168	3,344	6,860	6,860	6,860	-	**51,083**	82,326	31,243
2300	Classified Administrators' Salaries	-	-	-	4,175	4,123	4,683	4,521	(17,503)	-	-	-	-	-	**-**	-	-
2400	Clerical and Office Staff Salaries	7,924	9,141	10,255	7,397	4,919	5,568	4,777	26,565	9,914	9,910	9,910	9,910	-	**116,192**	118,924	2,733
2900	Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		10,513	40,065	45,682	47,210	40,092	43,816	42,218	40,596	40,718	46,014	46,181	45,871	-	**488,975**	**550,923**	**61,949**

CHARTER IMPACT

FY25-26 Richmond Charter Academy

Monthly Cash Flow/Forecast FY25-26

Revised 04/30/26

Actuals Through: 3/31/2026

ADA = 273.19

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	2,402	6,503	7,500	7,900	8,047	8,569	8,861	8,877	8,777	8,129	8,332	8,437	-	92,334	110,000	17,666
3311	Medicare	562	1,521	1,754	1,848	1,882	2,004	2,072	2,076	2,053	3,062	3,067	2,981	-	24,882	25,000	118
3401	Health and Welfare	16,578	(1,683)	13,607	12,875	26,621	19,242	21,677	(4,183)	16,323	18,200	18,200	18,200	-	175,658	163,800	(11,858)
3501	State Unemployment	-	498	960	384	468	3,668	6,431	(1,739)	246	858	858	858	-	13,489	17,150	3,661
3601	Workers' Compensation	6,693	1,673	1,673	1,445	2,013	-	4,026	2,013	2,013	2,957	2,962	2,879	-	30,345	30,423	77
3901	Other Benefits	752	510	(386)	-	159	507	1,042	1,042	-	1,056	1,058	1,028	-	6,769	10,865	4,096
		26,987	9,022	25,109	24,451	39,190	33,990	44,108	8,086	29,412	34,261	34,477	34,382	-	343,477	357,238	13,761
Books and Supplies																	
4100	Textbooks and Core Curricula	-	-	36,986	8,821	-	-	-	-	42	-	-		35,067	80,916	80,000	(916)
4200	Books and Other Materials	-	-	-	-	230	-	-	-	-	-	-		-	230	250	20
4302	School Supplies	-	833	-	3,626	(55)	385	1,041	2,620	-	2,592	2,592	2,592		16,225	15,000	(1,225)
4303	Technology Supplies	-	751	637	541	-	-	-	327	-	-	-		-	2,257	2,500	243
4304	Non-Instructional Supplies	-	-	-	1,125	-	843	22	133	135	117	117		-	2,492	3,500	1,008
4305	Software	-	6,180	600	4,305	-	-	-	-	1,213			7,684	-	19,982	25,000	5,018
4310	Office Expense	-	13	2,019	93	33	-	297	782	343	575	575	575	-	5,306	7,500	2,194
4311	Business Meals	-	-	-	-	51	799	-	549	-	192	192	518	-	2,300	2,500	200
4312	School Fundraising	-	-	-	-	-	-	-	-	-				-	-	-	-
4315	Custodial Supplies	813	56	-	-	-	126	5,044	1,965	1,480	767	767		-	11,018	10,000	(1,018)
4320	Educational Software	-	7,268	-	3,179	-	-	-	3,984	-				9,884	24,315	18,100	(6,215)
4326	Art & Music Supplies	-	-	-	-	-	-	93	102	52	117	117	117	-	596	1,500	904
4327	MS/HS Sports Supplies	-	-	-	-	-	-	93	-	-	192	192	192	-	668	500	(168)
4328	Student Activity Supplies & Materials	-	240	-	-	-	978	272	368	-	167	167		-	2,192	2,200	8
4335	PE Supplies	-	-	-	-	-	-	-	-	-				-	-	600	600
4350	Uniforms	-	-	10,888	-	-	-	-	-	-	-	-		-	10,888	10,888	-
4400	Noncapitalized Equipment	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-
4420	Noncapitalized Computer Equipment	-	-	-	7,530	-	-	-	-	-	-	-		-	7,530	10,000	2,470
4421	Noncapitalized Classroom Furniture, Equipment & Supplies	-	-	-	-	-	-	-	198	-	-	-		-	198	-	(198)
4700	Food Services	-	-	12,019	15,258	14,616	10,513	11,889	954	13,694	10,058	10,058	10,058	-	109,116	112,204	3,088
4720	Other Food	1,009	1,725	254	390	-	-	-	-	-				500	3,878	5,000	1,122
		1,822	17,067	63,404	44,868	14,876	13,644	18,752	11,981	16,959	14,774	14,774	21,735	45,451	300,107	307,242	7,136
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	1,380	6,816	174,381	4,700	15,803	24,669	19,121	16,857	32,966	36,914	40,676		374,283	350,000	(24,283)
5103	Substitute Teacher	-	11,765	108,826	100,991	45,072	32,927	55,873	58,573	50,842	58,108	63,901	58,286	29,143	674,307	650,000	(24,307)
5104	Transportation	-	-	-	-	-	-	-	2,230	-	209	209	209	558	3,415	2,750	(665)
5105	Security	920	1,473	920	850	-	1,840	920	1,034	870	1,164	1,164	1,164	1,555	13,873	13,900	27
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-				-	-	-	-
		920	14,618	116,562	276,222	49,772	50,571	81,461	80,958	68,569	92,447	102,188	100,335	31,255	1,065,877	1,016,650	(49,227)
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	-	-	1,500	-				-	1,500	250	(1,250)
5300	Dues & Memberships	-	-	-	-	-	352	5,000	137	-				293	5,781	6,200	419
5400	Insurance	19,475	4,869	4,869	9,152	9,152	-	18,304	(2,864)	18,304	5,733	5,733	5,733	10,135	108,595	108,745	150
5501	Utilities	-	13,224	11,988	15,296	14,469	15,426	18,121	12,182	15,423	9,767	9,767	9,767	-	145,429	150,000	4,571
5502	Janitorial/Trash Removal	-	4,000	4,940	5,651	-	12,218	5,161	5,471	5,393	4,008	4,008	4,008	-	54,859	52,400	(2,459)
5531	ASB Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5540	Public Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5550	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	(83)	1,599	1,371	479	1,112	1,121	987	1,576	1,608	1,150	1,150	1,730	-	13,800	15,000	1,200
5901	Postage and Shipping	-	420	-	443	-	-	54	31	-	90	90	90	282	1,500	1,500	0
		19,392	24,111	23,169	31,021	24,732	29,117	47,627	18,032	40,728	20,748	20,748	21,329	10,710	331,464	334,095	2,631
Facilities, Repairs and Other Leases																	
5601	Rent	169,030	84,515	-	181,293	3,067	87,581	112,581	87,581	172,096	85,875	85,875		-	1,069,494	1,030,502	(38,993)
5602	Additional Rent	-	-	-	-	-	-	-	-	-			-	-	-	-	-
5603	Equipment Leases	1,238	1,291	1,238	120	2,979	2,287	1,531	-	1,489	1,675	1,675	4,578	-	20,100	19,000	(1,100)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	30,100	-	-	-	-				30,100	60,200	60,199	(1)
5610	Repairs and Maintenance	-	1,255	1,054	913	-	1,009	830	3,270	1,410	-	-	-	-	9,741	5,061	(4,680)
5615	Repairs and Maintenance - Building	17	3,020	4,870	4,687	-	4,510	3,900	1,984	634	1,967	1,967	1,967		29,523	25,000	(4,523)
5616	Repairs and Maintenance - Computers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5618	Repairs and Maintenance - Auto	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5625	Storage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		170,285	90,082	7,163	187,013	36,145	95,387	118,842	92,835	175,629	89,517	89,517	6,544	30,100	1,189,058	1,139,762	(49,296)
Professional/Consulting Services																	
5801	IT	-	1,378	-	900	-	-	-	-	-	1,150	1,150	1,150	-	5,728	10,000	4,272
5802	Audit & Taxes	-	2,203	266	2,500	-	3,104	2,015	-	798	-	-	5,914		16,800	17,000	200
5803	Legal	-	12,191	-	3,298	-	-	-	1,015	-	692	692		-	17,887	20,000	2,113
5804	Professional Development	-	132	-	12,480	192	(112)	205	188	-	690	690	690	(315)	14,840	15,000	160
5805	General Consulting	1,520	40	(4)	1,566	4,805	1,593	1,566	1,617	3,517	1,802	1,834	144		20,000	20,000	0
5806	Special Activities	-	404	-	-	-	-	-	-	-	-	-	-	-	404	500	96
5807	Bank Charges	-	-	-	-	-	-	-	-	-	50	50	150		250	250	-
5808	Printing	-	-	-	-	-	370	339	233	-	-	-	-	200	1,141	1,000	(141)
5809	Other taxes and fees	212	450	985	79	434	336	767	380	737	487	517	525	-	5,909	7,500	1,591
5810	Payroll Service Fee	216	411	809	645	680	732	734	1,069	675	825	825	825	-	8,446	10,000	1,554
5811	Management Fee	-	-	-	-	-	-	-	-	-	-	-	300,000	-	300,000	300,000	-
5812	District Oversight Fee	-	-	5,941	2,971	-	5,941	-	5,941	-	-	-	-	16,140	36,935	37,060	126
5813	Business Services	2,790	2,790	2,790	2,790	-	6,840	3,446	3,420	-	5,079	5,079	5,079		40,101	40,000	(101)
5814	SPED Encroachment	108	552	920	920	-	920	1,840	-	1,845	789	865	900		9,660	5,260	(4,400)
5815	Public Relations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5816	Legal Settlement	-	-	-	-	(10)	-	-	-	-				-	(10)	-	10
5820	Scholarship Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5830	Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5836	Fingerprinting	-	-	-	-	-	-	-	-	-	-	-		-	-	250	250
5839	Fundraising Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5851	Marketing and Student Recruiting	264	4,233	216	1,152	-	-	318	414	992	-	-		2,410	10,000	10,000	(0)
5873	Sports Contractors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5874	Sports	-	-	-	-	-	-	-	636	-	-	-	-	-	636	-	(636)
5875	Staff Recruiting	-	778	794	987	-	-	-	314	-	-	-	-	127	3,000	3,000	0
5877	Student Activities	-	1,320	-	-	-	-	-	10,773	6,500	-	-	-	11,407	30,000	30,000	(0)
5878	Student Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		5,110	26,882	12,717	30,289	6,102	19,726	11,229	25,999	15,065	11,564	11,701	315,376	29,969	521,728	526,820	5,092
Depreciation																	
6900	Depreciation Expense	39,446	39,446	39,446	39,446	39,446	39,446	39,446	39,446	39,446	39,446	39,446	39,446	-	473,347	473,347	(0)
		39,446	39,446	39,446	39,446	39,446	39,446	39,446	39,446	39,446	39,446	39,446	39,446	-	473,347	473,347	(0)
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition																	
7110	Tuition for Instruction Under Interdistrict	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7141	7141--Other Tuition, Excess Costs, and/or	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		302,553	327,642	409,704	762,010	341,911	422,045	506,451	422,480	529,247	453,314	463,665	685,727	147,486	5,774,235	5,750,655	(23,580)
Monthly Surplus (Deficit)		(290,105)	72,015	(99,011)	(299,751)	(153,787)	189,475	(108,446)	(46,242)	(306,003)	153,169	(55,062)	(378,038)	1,131,784	(190,002)	(216,456)	26,454

CHARTER IMPACT

FY25-26 Richmond Charter Academy

Monthly Cash Flow/Forecast FY25-26

Revised 04/30/26

Actuals Through: 3/31/2026

ADA = 273.19

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(290,105)	72,015	(99,011)	(299,751)	(153,787)	189,475	(108,446)	(46,242)	(306,003)	153,169	(55,062)	(378,038)	1,131,784	**(190,002)**		
Cash flows from operating activities																
Depreciation/Amortization	39,446	39,446	39,446	274,809	98,689	98,851	99,013	99,176	99,340	39,446	39,446	39,446	-	**1,006,552**		
Public Funding Receivables	642,780	76,244	-	-	87,852	9,885	27,370	54,883	57,046	-	-	-	(1,279,270)	**(323,209)**		
Grants and Contributions Rec.	-	-	-	-	16,619	(1,121)	-	-	-	-	-	-	-	**15,498**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	93,033	-	-	-	(84,515)	-	-	(9,152)	93,142	-	-	-	-	**92,507**		
Other Assets	-	-	-	-	-	-	25,000	-	-	-	-	-	-	**25,000**		
Accounts Payable	(34,838)	2,917	15,621	(52,802)	(6,733)	6,733	-	188	7,268	-	-	-	147,486	**85,840**		
Accrued Expenses	(41,664)	13,826	(19,131)	(7,606)	(13,119)	(23,280)	(9,227)	(20,155)	(10,276)	-	-	-	-	**(130,632)**		
Deferred Revenue	-	13,408	13,408	20,457	87,554	39,713	24,134	92,606	43,217	-	-	(8)	-	**334,487**		
Other Liabilities	-	-	-	(223,101)	(56,176)	(56,340)	(56,502)	(56,665)	(56,829)	-	-	-	-	**(505,614)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	408,652	217,856	(49,668)	(287,994)	(23,617)	263,917	1,342	114,639	(73,095)	192,615	(15,617)	(338,601)				
Cash, Beginning of Month	2,679,706	3,088,358	3,306,213	3,256,545	2,968,552	2,944,934	3,208,852	3,210,193	3,324,832	3,251,737	3,444,352	3,428,735		15,820		
														195		
Cash, End of Month	**3,088,358**	**3,306,213**	**3,256,545**	**2,968,552**	**2,944,934**	**3,208,852**	**3,210,193**	**3,324,832**	**3,251,737**	**3,444,352**	**3,428,735**	**3,090,134**		**7**		

CHARTER IMPACT

Benito Juarez Elementary

Financial Statements as of March 31, 2026

Key Highlights

- At the end of March, BJE ended the period with Net Assets of $2,408,575
  - This represents 27 % annual expenses. Well above 5 % requirement
- Cash Position remains healthy @ $6.562 Mil
- P2 ADA is 429.32, compared to P1 ADA of 436.03
- Year end forecasts have been updated with P2 ADA & other relevant information
- Lower ADA is driving lower Revenue. Per YTD Revenues & Expenses are under budget.
  - YTD Revenue is projected at $8.946 Mil; $84K under Second Interim Budget.
  - YTD Expenses projected at $8.920 Mil; $79 K under Second Interim Budget
  - Projecting a YE surplus of $26,110

Attendance & Per ADA Metrics

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	470	470	470
ADA	429	429	437
Attendance Rate	91.3%	91.3%	93.0%
Unduplicated %	87.7%	87.7%	88.3%
Revenue per ADA		$20,840	$20,843
Expenses per ADA		$20,779	$20,793

- P2 Enrollment: 470
- ADA: 429.32
- Attendance rate of 91.3 %

Revenue

- YTD @ March: The school is $815K under total annual revenue. This is currently trending low due to the timing of Revenue Receipts and repayments of PY Revenue.
- On an Annual basis, Revenue is Projected @ $8.946 Mil. $84K under budget.
  - This is due to State Aid projected at $152K under budget, due to lower ADA at P2 And offset by Higher Revenue projected from Nutrition Program , ELOP & ASES.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 3,933,775	$ 4,126,299	$ (192,523)	$ 6,150,047	$ 6,302,509	$ (152,462)
Federal Revenue	97,055	130,357	(33,302)	411,908	370,754	41,154
Other State Revenue	600,382	1,190,716	(590,334)	2,250,621	2,223,964	26,657
Other Local Revenue	949	-	949	134,320	133,927	393
Total Revenue	**$ 4,632,162**	**$ 5,447,372**	**$ (815,210)**	**$ 8,946,895**	**$ 9,031,154**	**$ (84,259)**

Expense

- YTD @ March: BJE has Expenses of $5.342 Mil. $815K under total annual revenue. This is Primarily due to timing and cadence of when the school receives invoices.
- On an Annual basis, Expenses are Projected @ $8.920 Mil. $79K under budget.
- Monthly Burn is currently $593K

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 1,191,032	$ 1,338,686	$ 147,653	$ 1,631,230	$ 1,784,914	$ 153,684
Classified Salaries	585,687	$ 693,131	107,445	893,198	924,175	30,977
Benefits	371,988	$ 458,357	86,369	567,494	611,143	43,649
Books and Supplies	390,937	$ 421,605	30,667	826,821	843,209	16,388
Subagreement Services	1,043,248	$ 1,042,500	(748)	1,588,381	1,390,000	(198,381)
Operations	401,939	$ 422,921	20,982	555,463	563,895	8,432
Facilities	1,035,530	$ 1,009,877	(25,653)	1,341,274	1,346,503	5,229
Professional Services	216,741	$ 712,657	495,916	1,406,001	1,425,313	19,312
Depreciation	83,192	$ 83,192	0	110,923	110,923	0
Interest	-	-	-	-	-	-
Tuition	22,415	-	(22,415)	-	-	-
Total Expenses	**$ 5,342,710**	**$ 6,182,926**	**$ 840,216**	**$ 8,920,785**	**$ 9,000,075**	**$ 79,290**

- **$227K under Budget in Salaries & Bnefits costs due to vacancies**
- **$198K over budget in Sub-agreement Services due to higher costs associated with Substitutes & SPED.**
- **Small Savings across all other categories**

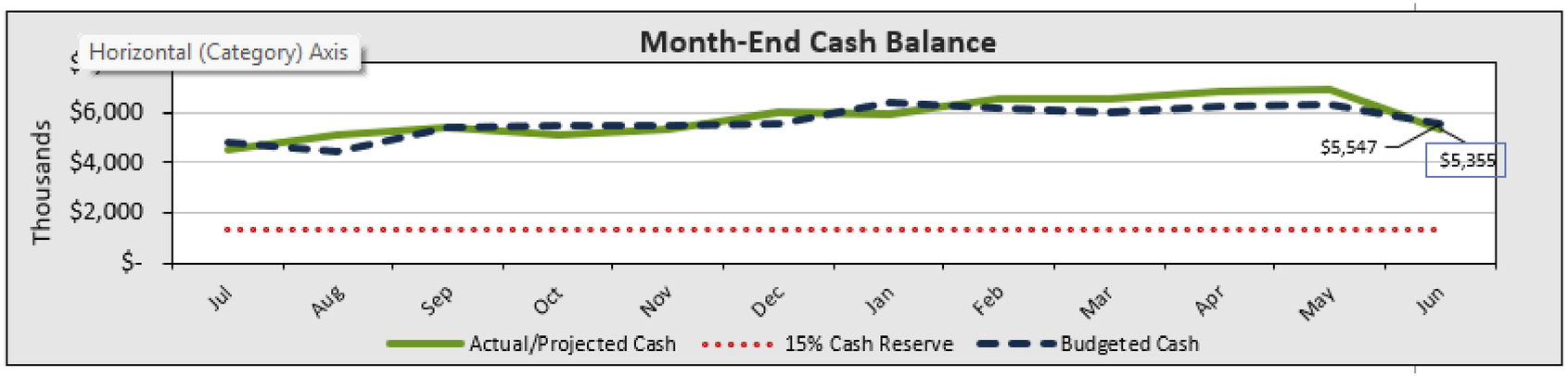
Surplus & Fund Balance

- Surplus @ Year-End is projected at $26,111.
  - $4,969 lower then projected Surplus at Second Interim.
- Fund Balance is currently at $2.408 Mil (27 % of annual Expenses) & projected to end the year at $3.145 Mil (35 % of annual Expenses)
- This is a healthy Fund Balance and the school approaches the Year-end from a position of Strength.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (710,548)**	**$ (735,554)**	**$ 25,006**	**$ 26,111**	**$ 31,079**	**$ (4,969)**
Beginning Fund Balance	3,119,123	3,119,123		3,119,123	3,119,123	
Ending Fund Balance	**$ 2,408,575**	**$ 2,383,569**		**$ 3,145,234**	**$ 3,150,202**	
As a % of Annual Expenses	*27.0%*	*26.5%*		*35%*	*35%*	

Cash Position

- Cash Position at the end of March is $6,562,102.
- Cash Position is projected to be $5.354 Mil at Year End.
- Cash balance is Strong and well above reserve requirement.
- At current Monthly Burn, Year End cash balance sufficient to cover 7 months of Expenses



Appendix

- Statement of Financial Position
- Statement of Cash Flows
- Budget vs. Actuals
- Monthly Cash Flow / Forecast

AMPS

Statement of Financial Position

March 31, 2026

	Benito Juarez Elementary
Assets	
Current Assets	
Cash & Cash Equivalents	$ 5,459,745
Restricted Cash	1,102,360
Total Cash & Cash Equivalents	6,562,105
Accounts Receivable	-
Public Funding Receivables	79,587
Due To/From Related Parties	(2,097,210)
Prepaid Expenses	45,565
Total Current Assets	**4,590,047**
Long-Term Assets	
Property & Equipment, Net	1,148,524
Deposits	-
Right-of-Use Asset, Net	8,318,239
Total Long Term Assets	**9,466,763**
Total Assets	**$ 14,056,809**
Liabilities	
Current Liabilities	
Accounts Payable	$ 17,670
Accrued Liabilities	154,809
Deferred Revenue	1,102,360
Operating Lease Liability, Current Portion	841,640
Notes Payable, Current Portion	-
Other Short-term Liabilities	-
Total Current Liabilities	**2,116,479**
Long-Term Liabilities	

Notes Payable, Net of Current Portion	-
Operating Lease Liability, Net of Current Pc	9,531,754
Total Long-Term Liabilities	**9,531,754**
Total Liabilities	**11,648,233**
Net Asset	2,408,576
Total Liabilities and Net Assets	**$ 14,056,809**

AMPS

Statement of Cash Flows

For the period ended March 31, 2026

	Benito Juarez Elementary
Cash Flows from Operating Activities	
Change in Net Assets	$ (258,211)
Adjustments to reconcile change in net assets to net cash flows from operating activities:	
Depreciation	72,060
Public Funding Receivables	15,261
Prepaid Expenses	106,399
Accounts Payable	14,617
Accrued Expenses	6,136
Deferred Revenue	139,384
Other Liabilities	(66,196)
Total Cash Flows from Operating Activities	**29,451**
Cash Flows from Investing Activities	
Purchases of Property & Equipment	-
Total Cash Flows from Investing Activities	**-**
Cash Flows from Financing Activities	
Proceeds from (Payments on) Long-term Debt	-
Total Cash Flows from Financing Activities	**-**
Change in Cash & Cash Equivalents	29,451
Cash & Cash Equivalents, Beginning of Period	6,532,654
Cash and Cash Equivalents, End of Period	**$ 6,562,105**

FY25-26 Richmond Charter Elementary-Benito Juarez

Budget v Actual

Revised 05.05.26

CHARTER IMPACT

	2025-26 1st Interim Budget	2025-26 2nd Interim Budget	2025-26 Forecast	2025-26 Variance to 2nd interim
Assumptions				
State COLA	*2.30%*	*2.30%*	*2.30%*	
Other Revenue COLA	*0.00%*	*0.00%*	*0.00%*	
Expense COLA	*2.85*	*2.85*	*2.85%*	
Enrollment	*470.00*	*470.00*	*461.63*	
Average Daily Attendance	*437.10*	*437.10*	*429.32*	
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 4,454,592	$ 4,451,798	$ 4,303,874	$ (147,924)
8012 Education Protection Account	$ 87,420	87,420	85,864	$ (1,556)
8019 State Aid - Prior Year	$ -	33,218	38,714	$ 5,496
8096 In Lieu of Property Taxes	$ 1,730,073	1,730,073	1,721,595	$ (8,478)
	6,272,085	6,302,509	6,150,047	(152,462)
Federal Revenue				
8181 Special Education - Entitlement	$ 68,919	71,050	71,050	$ -
8220 Federal Child Nutrition	$ 160,378	85,378	125,314	$ 39,936
8290 Title I, Part A - Basic Low Income	$ 146,223	181,886	181,970	$ 84
8291 Title II, Part A - Teacher Quality	$ 14,280	21,523	21,508	$ (15)
8296 Other Federal Revenue	$ 12,066	10,917	12,066	$ 1,149
	401,866	370,754	411,908	41,154
Other State Revenue				
8311 State Special Education	$ 389,021	387,680	394,694	$ 7,014
8520 Child Nutrition	$ 15,180	90,180	90,150	$ (30)
8545 School Facilities (SB740)	$ 593,942	617,140	583,371	$ (33,769)
8550 Mandated Cost	$ 8,969	9,074	9,074	$ -
8560 State Lottery	$ 118,891	118,891	117,204	$ (1,687)
8598 Prior Year Revenue	$ -	(135,497)	(151,759)	$ (16,261)
8599 Other State Revenue	$ 1,246,531	1,136,496	1,207,886	$ 71,390
	2,372,534	2,223,964	2,250,621	26,657
Other Local Revenue				
8690 Other Local Revenue	$ 133,370	133,370	133,763	$ 393
8699 School Fundraising	$ -	557	557	$ -
Other Local Revenue	133,370	133,927	134,320	393
Total Revenue	**$ 9,179,855**	**$ 9,031,154**	**$ 8,946,896**	**$ (84,258)**
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	$ 1,286,964	1,286,964	1,151,092	$ 135,872
1175 Teachers' Extra Duty/Stipends	$ 15,000	35,000	30,150	$ 4,850
1200 Pupil Support Salaries	$ 78,948	78,948	82,296	$ (3,348)
1300 Administrators' Salaries	$ 384,002	384,002	367,691	$ 16,311
	1,764,914	1,784,914	1,631,230	153,684
Classified Salaries				
2100 Instructional Salaries	$ 715,592	715,592	692,127	$ 23,465

FY25-26 Richmond Charter Elementary-Benito Juarez

Budget v Actual

Revised 05.05.26

		2025-26 1st Interim Budget	2025-26 2nd Interim Budget	2025-26 Forecast	2025-26 Variance to 2nd interim
2200	Support Salaries	$ 86,587	86,587	78,494	$ 8,094
2400	Clerical and Office Staff Salaries	$ 121,995	121,995	122,577	$ (582)
		924,175	924,175	893,198	30,977
Benefits					
3301	OASDI	$ 200,074	200,074	167,528	$ 32,546
3311	Medicare	$ 46,791	46,791	39,180	$ 7,612
3401	Health and Welfare	$ 288,600	288,600	288,600	$ 0
3501	State Unemployment	$ 24,500	24,500	18,697	$ 5,803
3601	Workers' Compensation	$ 45,178	45,178	46,091	$ (913)
3901	Other Benefits	$ 16,135	6,000	7,399	$ (1,399)
		621,278	611,143	567,494	43,649
Books and Supplies					
4100	Textbooks and Core Curricula	$ 350,000	300,000	300,000	$ -
4200	Books and Other Materials	$ 2,500	1,500	1,500	$ (0)
4302	School Supplies	$ 50,000	40,000	20,421	$ 19,579
4303	Technology Supplies	$ 10,000	7,500	4,890	$ 2,610
4304	Non-Instructional Supplies	$ 2,000	2,000	915	$ 1,085
4305	Software	$ 44,900	44,900	44,900	$ (0)
4310	Office Expense	$ 30,000	20,000	14,516	$ 5,484
4311	Business Meals	$ 25,000	5,000	4,771	$ 229
4315	Custodial Supplies	$ 35,000	35,000	29,073	$ 5,927
4320	Educational Software	$ 50,000	57,251	88,506	$ (31,256)
4326	Art & Music Supplies	$ 15,000	-	-	$ -
4328	Student Activity Supplies & Materials	$ 12,000	12,000	12,000	$ 0
4335	PE Supplies	$ 5,000	2,500	401	$ 2,099
4350	Uniforms	$ 40,000	40,000	29,864	$ 10,136
4400	Noncapitalized Equipment	$ 25,000	25,000	15,000	$ 10,000
4420	Noncapitalized Computer Equipment	$ 75,000	50,000	33,000	$ 17,000
4421	Noncapitalized Classroom Furniture, Equipment & Supplies	$ 15,000	15,000	6,793	$ 8,207
4700	Food Services	$ 175,558	175,558	216,321	$ (40,763)
4720	Other Food	$ 10,000	10,000	3,950	$ 6,050
		971,958	843,209	826,821	16,387
Subagreement Services					
5102	Special Education	$ 390,000	425,000	454,285	$ (29,285)
5103	Substitute Teacher	$ 662,906	700,000	939,159	$ (239,159)
5104	Transportation	$ 25,000	25,000	19,254	$ 5,746
5105	Security	$ 60,000	60,000	18,098	$ 41,902
5106	Other Educational Consultants	$ 250,000	180,000	157,585	$ 22,415
		1,387,906	1,390,000	1,588,381	(198,381)
Operations and Housekeeping					
5201	Auto and Travel	$ 5,000	5,000	1,494	$ 3,506
5300	Dues & Memberships	$ 20,000	20,000	20,000	$ 0
5400	Insurance	$ 127,395	127,395	127,395	$ (0)
5501	Utilities	$ 260,000	260,000	260,000	$ 0
5502	Janitorial/Trash Removal	$ 125,000	125,000	125,000	$ 0
5900	Communications	$ 25,000	25,000	20,574	$ 4,426

FY25-26 Richmond Charter Elementary-Benito Juarez

Budget v Actual

Revised 05.05.26

CHARTER IMPACT

	2025-26 1st Interim Budget	2025-26 2nd Interim Budget	2025-26 Forecast	2025-26 Variance to 2nd interim
5901 Postage and Shipping	$ 1,500	1,500	1,000	$ 500
	563,895	563,895	555,463	8,432
Facilities, Repairs and Other Leases				
5601 Rent	$ 1,158,003	1,158,003	1,158,003	$ (0)
5603 Equipment Leases	$ 29,900	29,900	25,486	$ 4,414
5605 Real/Personal Property Taxes	$ 68,600	68,600	68,600	$ 0
5610 Repairs and Maintenance	$ 10,000	10,000	14,185	$ (4,185)
5615 Repairs and Maintenance - Building	$ 80,000	80,000	75,000	$ 5,000
	1,346,503	1,346,503	1,341,274	5,229
Professional/Consulting Services				
5801 IT	$ 25,000	25,000	18,608	$ 6,392
5802 Audit & Taxes	$ 20,000	20,000	20,000	$ (0)
5803 Legal	$ 15,000	15,000	15,000	$ -
5804 Professional Development	$ 75,000	75,000	74,100	$ 900
5805 General Consulting	$ 50,000	50,000	47,800	$ 2,200
5806 Special Activities	$ 50,000	25,000	25,623	$ (623)
5807 Bank Charges	$ 1,000	1,000	1,000	$ -
5809 Other taxes and fees	$ 25,000	15,000	15,000	$ 0
5810 Payroll Service Fee	$ 20,000	17,500	9,811	$ 7,689
5811 Management Fee	$ 911,050	911,050	911,050	$ -
5812 District Oversight Fee	$ 62,050	62,693	61,500	$ 1,192
5813 Business Services	$ 102,382	102,382	101,476	$ 906
5814 SPED Encroachment	$ 4,041	14,188	12,109	$ 2,079
5816 Legal Settlement	$ -	-	(15)	$ 15
5830 Field Trips	$ 20,000	20,000	20,000	$ -
5836 Fingerprinting	$ 500	500	2,900	$ (2,400)
5851 Marketing and Student Recruiting	$ 15,000	15,000	14,039	$ 961
5875 Staff Recruiting	$ 25,000	25,000	25,000	$ (0)
5877 Student Activities	$ 25,000	25,000	25,000	$ 0
5878 Student Assessment	$ 6,000	6,000	6,000	$ -
	1,452,023	1,425,313	1,406,001	19,312
Depreciation				
6900 Depreciation Expense	$ 110,923	110,923	110,923	$ 0
	110,923	110,923	110,923	0
Interest				
	-	-	-	-
Total Expenses	**$ 9,143,575**	**$ 9,000,074**	**$ 8,920,785**	**$ 79,289**
Surplus (Deficit)	**$ 36,280**	**$ 31,079**	**$ 26,110**	
Fund Balance, Beginning of Year	$ 3,119,123	$ 3,119,123	$ 3,119,123	
Fund Balance, End of Year	**$ 3,155,403**	**$ 3,150,202**	**$ 3,145,233**	
	34.5%	***35.0%***	***35.3%***	

FY25-26 Richmond Charter Elementary-Benito Juarez

Monthly Cash Flow/Forecast FY25-26

Revised 05.05.26

Actuals Through: 3/31/2026

ADA = 429.32

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 429.32	
State Aid - Revenue Limit																	
	LCFF - New Grade	-	-	-	-	-	-	-	-	-					-	-	-
	LCFF - Continuing Charters	-	223,257	223,257	401,863	401,863	401,863	401,863	401,863	379,817	383,318	383,318	383,318	318,276	**4,303,874**	4,451,798	(147,924)
8011	LCFF State Aid	-	223,257	223,257	401,863	401,863	401,863	401,863	401,863	379,817	383,318	383,318	383,318	318,276	**4,303,874**	4,451,798	(147,924)
8012	Education Protection Account	-	-	-	22,111	-	-	22,111	-	-	21,802	-	-	19,841	**85,864**	87,420	(1,556)
8019	State Aid - Prior Year	-	-	-	-	(0)	33,218	-	-	5,496	-	-	-	-	**38,714**	33,218	5,496
8096	In Lieu of Property Taxes	-	-	315,061	140,027	-	280,054	-	280,054	-	122,218	122,218	122,218	339,746	**1,721,595**	1,730,073	(8,478)
		-	223,257	538,318	564,001	401,862	715,135	423,974	681,917	385,313	527,337	505,536	505,536	677,863	**6,150,047**	**6,302,509**	**(152,462)**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	71,050	**71,050**	71,050	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition	-	-	-	14,951	24,747	21,263	7,628	12,418	16,049	7,860	7,860	12,539	-	**125,314**	85,378	39,936
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	181,970	**181,970**	181,886	84
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	21,508	**21,508**	21,523	(15)
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	3,017	-	-	9,050	**12,066**	10,917	1,149
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	14,951	24,747	21,263	7,628	12,418	16,049	10,877	7,860	12,539	283,578	**411,908**	**370,754**	**41,154**
Other State Revenue																	
8311	State Special Education	19,572	20,287	36,517	36,517	-	36,517	73,034	-	73,036	33,071	33,071	33,071		**394,694**	387,680	7,014
8520	Child Nutrition	-	-	-	9,638	16,102	13,796	11,874	7,937	10,263	1,406	1,406	1,406	16,320	**90,150**	90,180	(30)
8545	School Facilities (SB740)	-	-	-	-	-	317,514	-	(19,051)	19,051	-	145,843	-	120,014	**583,371**	617,140	(33,769)
8550	Mandated Cost	-	-	-	-	-	9,074	-	-	-	-	-	-	-	**9,074**	9,074	-
8560	State Lottery	-	-	-	-	-	-	-	36,558	-	29,893	-	-	50,753	**117,204**	118,891	(1,687)
8598	Prior Year Revenue	-	-	-	-	-	(132,063)	(3,434)	-	(16,261)	-	-	-	-	**(151,759)**	(135,497)	(16,261)
8599	Other State Revenue	-	1,877	1,877	3,378	3,378	6,167	3,378	3,378	473	296,181	3,257	3,257	881,287	**1,207,886**	1,136,496	71,390
		19,572	22,164	38,394	49,532	19,480	251,006	84,852	28,822	86,561	360,552	183,577	37,735	1,068,375	**2,250,621**	**2,223,964**	**26,657**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689	Other Fees and Contracts	392	-	-	-	(392)	-	-	-	-	-	-	-	-	-	-	-
8690	Other Local Revenue	-	-	-	-	392	-	-	-	-	14,410	14,410	28,819	75,732	**133,763**	133,370	392
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	557	-	-	-	-	-	-	-	-	-	-	-	-	**557**	557	0
		949	-	-	-	-	-	-	-	-	14,410	14,410	28,819	75,732	**134,320**	**133,927**	**392**
Total Revenue		**20,521**	**245,420**	**576,711**	**628,484**	**446,090**	**987,403**	**516,453**	**723,156**	**487,923**	**913,175**	**711,383**	**584,629**	**2,105,547**	**8,946,896**	**9,031,154**	**(84,258)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	108,915	107,245	108,401	107,830	100,468	102,499	98,670	104,266	104,266	104,266	104,266	-	**1,151,092**	1,286,964	135,872
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	-	7,100	2,025	2,325	2,450	2,300	1,700	1,850	2,600	2,600	2,600	2,600	-	**30,150**	35,000	4,850
1200	Pupil Support Salaries	-	7,519	7,519	7,519	7,519	7,108	7,519	7,519	7,519	7,519	7,519	7,519	-	**82,296**	78,948	(3,348)
1300	Administrators' Salaries	46,876	29,255	29,255	28,485	29,255	29,255	29,255	29,255	19,759	32,348	32,348	32,348	-	**367,691**	384,002	16,311
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		46,876	152,788	146,044	146,730	147,054	139,130	140,972	137,294	134,144	146,732	146,732	146,732	-	**1,631,230**	**1,784,914**	**153,684**
Classified Salaries																	
2100	Instructional Salaries	3,262	47,888	51,220	54,178	51,227	61,661	58,694	49,923	58,709	85,122	85,122	85,122	-	**692,127**	715,592	23,465
2200	Support Salaries	2,158	4,952	4,232	7,929	6,853	7,413	6,460	9,220	7,629	7,216	7,216	7,216	-	**78,494**	86,587	8,094
2300	Classified Administrators'	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical and Office Staff Salaries	9,419	10,095	10,554	10,682	9,561	11,772	10,242	9,580	10,174	10,166	10,166	10,166	-	**122,577**	121,995	(582)
2900	Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		14,839	62,935	66,006	72,788	67,642	80,846	75,397	68,723	76,512	102,504	102,504	102,504	-	**893,198**	**924,175**	**30,977**
Benefits																	
3101	STRS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	3,739	13,211	12,952	13,395	13,091	13,414	13,190	12,538	12,865	19,711	19,711	19,711	-	**167,528**	200,074	32,546
3311	Medicare	874	3,090	3,029	3,133	3,062	3,137	3,085	2,932	3,009	4,610	4,610	4,610	-	**39,180**	46,791	7,612
3401	Health and Welfare	32,602	(2,762)	23,438	27,068	32,818	22,068	34,151	(2,594)	21,063	26,000	26,000	26,000	22,747	**288,600**	288,600	0
3501	State Unemployment	-	712	287	355	503	5,826	9,559	(2,939)	720	1,225	1,225	1,225	-	**18,697**	24,500	5,803
3601	Workers' Compensation	10,316	2,579	2,579	2,167	3,019	-	6,038	3,019	3,020	4,451	4,451	4,451	-	**46,091**	45,178	(913)
3901	Other Benefits	253	585	(274)	6	(25)	332	620	1,114	19	1,590	1,590	1,590	-	**7,399**	6,000	(1,399)
		47,784	17,416	42,012	46,123	52,468	44,777	66,643	14,070	40,695	57,586	57,586	57,586	22,747	**567,494**	**611,143**	**43,649**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	-	-	16,298	-	-	-	13,890	-	-	-	**269,812**	-	**300,000**	300,000	-
4200	Books and Other Materials	-	-	-	-	-	-	-	171	-	-	-	1,329	-	**1,500**	1,500	(0)
4302	School Supplies	-	512	161	10,299	-	539	421	1,115	265	2,370	2,370	2,370	-	**20,421**	40,000	19,579
4303	Technology Supplies	-	621	981	812	-	-	-	619	-	619	619	619	-	**4,890**	7,500	2,610
4304	Non-Instructional Supplies	-	-	-	815	-	-	-	-	-	33	33	33	-	**915**	2,000	1,085
4305	Software	-	12,044	6,368	6,145	-	-	-	-	1,820	3,675	3,675	11,173	-	**44,900**	44,900	(0)
4310	Office Expense	-	1,676	43	358	427	1,027	-	428	757	3,267	3,267	3,267	-	**14,516**	20,000	5,484
4311	Business Meals	-	-	-	-	77	980	56	1,541	-	1,058	1,058		-	**4,771**	5,000	229
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4315	Custodial Supplies	204	5,325	4,856	4,504	150	-	4,298	1,988	1,597	2,050	2,050	2,050	-	**29,073**	35,000	5,927
4320	Educational Software	-	1,338	8,595	47,017	300	-	-	6,081	12,800	4,125	4,125	4,125	-	**88,506**	57,251	(31,256)
4326	Art & Music Supplies	-	-	-	-	-	-	-	-	-				-	-	-	-
4327	MS/HS Sports Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4328	Student Activity Supplies & Materials	-	1,300	-	124	7,046	-	1,116	293	-			2,122	-	**12,000**	12,000	0
4335	PE Supplies	-	-	-	-	-	-	401	-	-	-	-		-	**401**	2,500	2,099
4350	Uniforms	-	-	20,039	-	-	-	-	-	-	3,275	3,275	3,275	-	**29,864**	40,000	10,136
4400	Noncapitalized Equipment	-	-	-	329	1,097	-	-	-	-	-	-	13,573	-	**15,000**	25,000	10,000
4420	Noncapitalized Computer Equipment	-	-	-	11,296	2,631	-	-	-	-	-	-	19,074	-	**33,000**	50,000	17,000
4421	Noncapitalized Classroom Furniture, Equipment & Supplies	-	-	-	-	1,793	-	-	-	-	-	-	5,000	-	**6,793**	15,000	8,207
4700	Food Services	-	-	19,756	33,916	35,950	18,625	19,967	4,251	27,123	18,924	19,976	17,834	-	**216,321**	175,558	(40,763)
4720	Other Food	1,555	1,882	-	128	-	-	-	-	-	128	128	128	-	**3,950**	10,000	6,050
		1,759	24,699	60,800	132,040	49,471	21,171	26,259	30,376	44,362	39,524	40,576	355,785	-	**826,821**	**843,209**	**16,387**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	1,864	12,034	107,921	30,960	58,429	69,842	18,623	47,668	26,736	26,736	26,736	26,736	**454,285**	425,000	(29,285)
5103	Substitute Teacher	-	15,263	83,044	92,846	119,051	36,724	127,835	83,259	111,718	83,717	92,274	93,428	-	**939,159**	700,000	(239,159)
5104	Transportation	-	-	-	2,405	-	3,602	2,169	2,239	2,157	2,227	2,227	2,227	-	**19,254**	25,000	5,746
5105	Security	1,183	2,476	1,183	968	-	2,365	3,023	1,293	1,106	1,511	1,547	1,444	-	**18,098**	60,000	41,902
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	157,585	-	**157,585**	180,000	22,415
		1,183	19,604	96,260	204,140	150,011	101,121	202,868	105,414	162,649	114,192	122,785	281,420	26,736	**1,588,381**	**1,390,000**	**(198,381)**
Operations and Housekeeping																	
5201	Auto and Travel	-	70	-	-	60	-	-	-	-	455	455	455	-	**1,494**	5,000	3,506
5300	Dues & Memberships	-	-	-	-	-	537	5,000	205	-	1,650	1,650	1,650	9,308	**20,000**	20,000	0
5400	Insurance	30,018	7,505	7,505	10,616	10,616	-	21,233	(3,264)	21,232	7,667	7,667	6,601	-	**127,395**	127,395	(0)
5501	Utilities	4,664	24,244	21,345	29,141	28,569	17,515	25,545	20,994	27,610	19,158	19,158	22,055	-	**260,000**	260,000	0
5502	Janitorial/Trash Removal	-	8,000	8,940	9,882	-	20,508	9,323	9,676	9,588	10,267	10,267	10,267	18,284	**125,000**	125,000	0
5531	ASB Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5540	Public Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5550	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	(128)	2,380	2,114	654	1,825	1,382	1,402	2,522	2,349	2,025	2,025	2,025	-	**20,574**	25,000	4,426
5901	Postage and Shipping	-	537	-	14	-	13	-	-	-	100	100	236	-	**1,000**	1,500	500
		34,554	42,736	39,903	50,306	41,070	39,954	62,503	30,133	60,779	41,321	41,321	43,289	27,592	**555,463**	**563,895**	**8,432**
Facilities, Repairs and Other Leases																	
5601	Rent	192,616	96,308	-	179,096	(3,380)	92,928	92,928	92,928	189,236	92,928	92,928	39,486	-	**1,158,003**	1,158,003	(0)
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603	Equipment Leases	1,908	1,990	1,908	-	4,468	3,352	2,276	-	2,234	2,450	2,450	2,450	-	**25,486**	29,900	4,414
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	34,300	-	-	-	-			34,300	-	**68,600**	68,600	0
5610	Repairs and Maintenance	-	1,430	1,201	1,040	-	1,150	592	3,618	1,606	1,182	1,182	1,182	-	**14,185**	10,000	(4,185)

FY25-26 Richmond Charter Elementary-Benito Juarez

Monthly Cash Flow/Forecast FY25-26

Revised 05.05.26

Actuals Through: 3/31/2026

ADA = 429.32

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5615	Repairs and Maintenance - Building	19	3,500	4,225	11,238	-	4,102	3,662	12,411	636	6,550	6,550	6,550	15,556	**75,000**	80,000	5,000
5616	Repairs and Maintenance - Computers	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5618	Repairs and Maintenance - Auto	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5625	Storage	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		194,543	103,228	7,335	191,375	35,388	101,533	99,458	108,957	193,712	103,110	103,110	83,968	15,556	**1,341,274**	**1,346,503**	**5,229**
Professional/Consulting Services																	
5801	IT	-	2,124	-	1,351	-	-	-	-	-	2,867	2,867	9,400	-	**18,608**	25,000	6,392
5802	Audit & Taxes	-	3,397	410	2,500	-	4,787	3,107	-	1,231	-	-	4,569	-	**20,000**	20,000	(0)
5803	Legal	-	-	-	-	553	-	-	1,156	-	1,250	1,250	10,791	-	**15,000**	15,000	-
5804	Professional Development	-	203	5,200	17,994	615	(191)	11,137	286	750	7,410	7,410	23,286	-	**74,100**	75,000	900
5805	General Consulting	2,343	-	-	2,415	8,174	2,390	2,461	2,886	5,381	4,780	4,780	12,191	-	**47,800**	50,000	2,200
5806	Special Activities	-	623	-	-	-	-	-	-	-	-	-	25,000	-	**25,623**	25,000	(623)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	100	100	800	-	**1,000**	1,000	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5809	Other taxes and fees	315	335	597	63	641	492	843	526	990	2,410	2,410	5,378	-	**15,000**	15,000	0
5810	Payroll Service Fee	369	830	1,374	1,112	1,152	1,161	1,108	1,541	998	83	83		-	**9,811**	17,500	7,689
5811	Management Fee	-	-	-	-	-	-	-	-	-	-	-	911,050	-	**911,050**	911,050	-
5812	District Oversight Fee	-	-	10,224	5,112	-	10,224	-	10,224	-	-	-	-	25,718	**61,500**	62,693	1,192
5813	Business Services	4,302	4,302	4,302	4,302	-	10,440	5,259	5,220	-	8,456	8,456	8,456	37,980	**101,476**	102,382	906
5814	SPED Encroachment	177	892	1,486	1,486	-	1,486	2,972	-	2,955	218	218	218		**12,109**	14,188	2,079
5815	Public Relations	-	-	-	-	-	-	-	-	-				-	**-**	-	-
5816	Legal Settlement	-	-	-	-	(15)	-	-	-	-					**(15)**	-	15
5820	Scholarship Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5830	Field Trips	-	-	-	-	-	-	-	-	-	2,000	2,000	16,000	-	**20,000**	20,000	-
5836	Fingerprinting	-	-	-	-	-	-	-	-	-	-	-	2,900	-	**2,900**	500	(2,400)
5839	Fundraising Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5851	Marketing and Student	4,407	233	144	1,728	-	-	5,683	350	1,492	-	-		-	**14,039**	15,000	961
5873	Sports Contractors	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5874	Sports	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5875	Staff Recruiting	-	1,200	1,191	1,506	-	-	-	479	-	-	-	20,625	-	**25,000**	25,000	(0)
5877	Student Activities	-	-	13,630	-	-	-	-	-	-			11,370	-	**25,000**	25,000	0
5878	Student Assessment	-	-	-	-	-	-	-	-	1,620	-	-	4,380		**6,000**	6,000	-
		11,914	14,139	38,557	39,568	11,120	30,787	32,571	22,667	15,417	29,575	29,575	1,066,414	63,698	**1,406,001**	**1,425,313**	**19,312**
Depreciation																	
6900	Depreciation Expense	9,244	9,244	9,244	9,244	9,244	9,244	9,244	9,244	9,244	9,244	9,244	9,244	-	**110,923**	110,923	0
		9,244	9,244	9,244	9,244	9,244	9,244	9,244	9,244	9,244	9,244	9,244	9,244	-	**110,923**	**110,923**	**0**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Tuition																	
7110	Tuition for Instruction Under	-	-	-	-	-	466	13,328	-	8,621	-	-	-	-	**22,415**	-	(22,415)
7141	Other Tuition, Excess Costs,	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	466	13,328	-	8,621	-	-	-	-	**22,415**	**-**	**(22,415)**
Total Expenses		**362,695**	**446,788**	**506,161**	**892,315**	**563,467**	**569,029**	**729,242**	**526,877**	**746,135**	**643,788**	**653,433**	**2,146,942**	**156,329**	**8,920,785**	**9,000,074**	**79,289**
Cash, Beginning of Month		4,500,408	4,500,408	4,500,408	4,500,408	4,500,408	4,500,408	4,500,408	4,500,408	4,500,408	4,500,409	4,500,409	4,500,409		184.14		
															6.14		
Cash, End of Month		**4,500,408**	**4,500,408**	**4,500,408**	**4,500,408**	**4,500,408**	**4,500,408**	**4,500,408**	**4,500,408**	**4,500,409**	**4,500,409**	**4,500,409**	**4,500,409**				

CHARTER IMPACT

Oakland Charter Academy

Financial Statements as of March 31, 2026

Key Highlights

- At the end of March, OCA ended the period with Net Assets of $4,613,380.
  - Projected to end the year with net assets of $4,743,679. 120 % of Total Expense
- Cash Position at the end of March remains healthy at $5,171,723
- P2 ADA is 175.66, compared to 2nd Interim Budget of 180.46
- Year end forecasts have been updated with P2 ADA & other relevant information
- Year-end Revenue is projected at $3.495 Mil; $166K over Second Interim Budget.
  - Year-end Expenses projected at $3.951 Mil; $2.6K under Second Interim Budget.
  - Projecting a Year-end Deficit of ($456,257) compared to budgeted deficit of ($292,414)

Attendance & Per ADA Metrics

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	200	200	210
ADA	176	176	195
Attendance Rate	87.8%	87.8%	93.0%
Unduplicated %	93.7%	93.7%	93.0%
Revenue per ADA		$19,897	$18,749
Expenses per ADA		$22,494	$20,246

- P2 Enrollment: 200
- ADA: 175.66
- Attendance rate of 87.8 %
- UPP 93.7 %

Revenue

- At Year-end, Revenue is Projected at $ 3.495 Mil., $166 K under budget.
  - State Aid is $107K lower then budget due to lower ADA at P2
  - Other state Revenue projected at $84K under budget, due to lower ASES funding
- YTD @ March: Revenue is $2.157 Mil. $491K under revenue. This is Primarily due to timing of receipts from Federal & Other state programs.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 1,728,731	$ 1,940,464	$ (211,734)	$ 2,318,965	$ 2,426,651	$ (107,686)
Federal Revenue	46,313	134,316	(88,002)	207,559	223,071	(15,512)
Other State Revenue	382,452	486,451	(103,999)	855,698	898,991	(43,294)
Other Local Revenue	191	88,042	(87,850)	112,874	112,874	-
Total Revenue	**$ 2,157,688**	**$ 2,649,273**	**$ (491,586)**	**$ 3,495,095**	**$ 3,661,587**	**$ (166,492)**

Expense

- At Year-End, Expenses are projected at $3.951 Mil. $ 2.6K under budget
- Monthly Burn is $329,279
- At March, Expenses are currently trending low due to timing of Expenses. We are projected to end the year closer to budget.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 603,627	$ 900,861	$ 297,234	$ 826,626	$ 859,633	$ 33,007
Classified Salaries	340,077	419,073	78,996	455,875	530,649	74,774
Benefits	205,334	265,999	60,665	286,780	280,564	(6,217)
Books and Supplies	220,974	274,882	53,907	291,405	283,003	(8,401)
Subagreement Services	612,219	469,046	(143,174)	715,559	625,394	(90,165)
Operations	206,037	249,780	43,743	295,698	298,900	3,202
Facilities	364,067	329,848	(34,218)	444,047	433,548	(10,499)
Professional Services	174,665	130,581	(44,084)	613,035	619,983	6,948
Depreciation	16,745	16,745	(0)	22,327	22,327	(0)
Interest	-	-	-	-	-	-
Total Expenses	**$ 2,743,746**	**$ 3,056,815**	**$ 313,069**	**$ 3,951,352**	**$ 3,954,001**	**$ 2,649**

- **Personnel Costs trending lower then Budget.**
- **Higher costs in Sub-agreement services related to SPED cists & Substitute costs.**
- **Most other categories trending close to budget.**

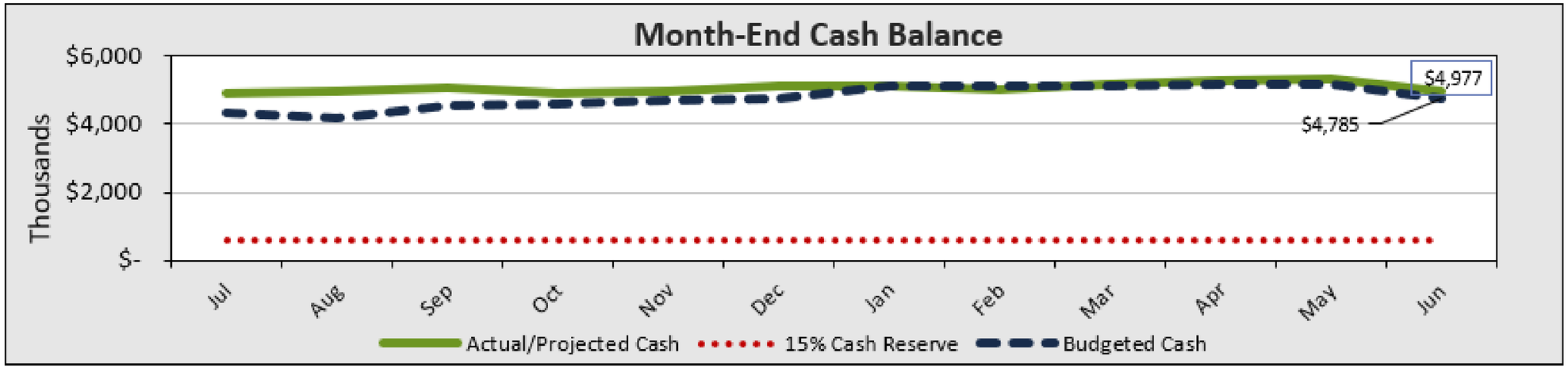
Deficit & Fund Balance

- Deficit at Year-End is projected at ($456,257)
  - Compared to 2nd Interim Projected Deficit of ($292,414)
  - Fund Balance is currently at $4,613,880 (116.8% of annual Expenses)
- Projected to end the year at $4,743,679 (120.1% of annual Expenses).

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (586,056)**	**$ (407,542)**	**$ (178,516)**	**$ (456,257)**	**$ (292,414)**	**$ (163,842)**
Beginning Fund Balance	5,199,936	5,199,936		5,199,936	5,199,936	
Ending Fund Balance	**$ 4,613,880**	**$ 4,792,394**		**$ 4,743,679**	**$ 4,907,522**	
As a % of Annual Expenses	*116.8%*	*121.2%*		*120.1%*	*124.1%*	

Cash Position

- Cash Position at the end of March is $5,171,723
- Cash Position at Year-end projected at $4,977,332
- Cash balance is Strong and well above reserve requirement.
- At current Monthly Burn, Cash reserves sufficient to cover 15 months of Expenses



Appendix

- Statement of Financial Position
- Statement of Cash Flows
- Budget vs. Actuals
- Monthly Cash Flow / Forecast

FY25-26 Oakland Charter Academy

Multi-Year Forecast

Revised 05/08/26

	2025-26 1st Interim	2025-26 2nd Interim	2025-26 Forecast
Assumptions			
State COLA			*2.41%*
Other Revenue COLA	*n/a*	*n/a*	*n/a*
Expense COLA	*n/a*	*n/a*	*2.85%*
Enrollment	*200.00*	*200.00*	*200.00*
Average Daily Attendance	*186.00*	*184.00*	*175.66*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 1,915,509	1,898,706	$ 1,494,982
8012 Education Protection Account	$ 37,200	36,800	360,570
8019 State Aid - Prior Year	$ -	(232,027)	(222,225)
8096 In Lieu of Property Taxes	$ 731,032	723,172	685,638
	2,683,741	2,426,651	2,318,965
Federal Revenue			
8181 Special Education - Entitlement	$ 28,729	32,190	31,220
8220 Federal Child Nutrition	$ 76,074	76,074	61,498
8290 Title I, Part A - Basic Low Income	$ 80,425	86,918	86,959
8291 Title II, Part A - Teacher Quality	$ 8,952	10,147	10,140
8296 Other Federal Revenue	$ 10,000	10,000	10,000
8299 Prior Year Federal Revenue	$ -	7,742	7,742
	204,180	223,071	207,559
Other State Revenue			
8311 State Special Education	$ 165,541	165,541	183,459
8520 Child Nutrition	$ 7,201	7,201	30,322
8545 School Facilities (SB740)	$ 251,344	284,915	284,915
8550 Mandated Cost	$ 4,248	4,248	4,189
8560 State Lottery	$ 50,592	50,592	47,955
8598 Prior Year Revenue	$ -	(51,432)	(48,109)
8599 Other State Revenue	$ 437,926	437,926	352,967
	916,851	898,991	855,698
Other Local Revenue			
8690 Other Local Revenue	$ 112,874	112,874	112,874
Other Local Revenue	112,874	112,874	112,874
Total Revenue	**$ 3,917,647**	**$ 3,661,587**	**$ 3,495,095**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	$ 492,463	492,463	461,429
1175 Teachers' Extra Duty/Stipends	$ 12,500	16,000	31,679
1300 Administrators' Salaries	$ 351,170	351,170	333,518
	856,133	859,633	826,626
Classified Salaries			
2100 Instructional Salaries	$ 379,993	379,993	288,019
2200 Support Salaries	$ 38,896	38,896	48,434
2300 Classified Administrators' Salaries	$ -	-	21,330
2400 Clerical and Office Staff Salaries	$ 111,759	111,759	98,092
	530,649	530,649	455,875
Benefits			
3301 OASDI	85,981	85,981	79,283
3311 Medicare	20,108	20,108	20,363
3401 Health and Welfare	132,600	132,600	147,294
3501 State Unemployment	13,230	13,230	8,832
3601 Workers' Compensation	24,609	22,645	24,839
3901 Other Benefits	8,789	6,000	6,169

FY25-26 Oakland Charter Academy

Multi-Year Forecast

Revised 05/08/26

	2025-26 1st Interim	2025-26 2nd Interim	2025-26 Forecast
	285,317	280,564	286,780
Books and Supplies			
4100 Textbooks and Core Curricula	75,746	91,000	94,565
4302 School Supplies	15,000	5,000	5,309
4303 Technology Supplies	1,500	2,000	1,559
4305 Software	67,000	25,000	24,928
4310 Office Expense	15,000	10,000	9,167
4311 Business Meals	1,500	2,500	2,500
4315 Custodial Supplies	10,000	10,000	9,100
4320 Educational Software	18,900	10,000	10,000
4326 Art & Music Supplies	2,000	2,000	2,135
4327 MS/HS Sports Supplies	3,243	4,112	4,569
4328 Student Activity Supplies & Materials	5,000	5,000	2,559
4335 PE Supplies	250	250	1,600
4350 Uniforms	12,866	12,866	12,866
4420 Noncapitalized Computer Equipment	10,000	15,000	14,700
4700 Food Services	83,275	83,275	91,901
4720 Other Food	2,500	5,000	3,946
	323,780	283,003	291,405
Subagreement Services			
5102 Special Education	150,000	150,000	150,111
5103 Substitute Teacher	457,394	457,394	535,748
5104 Transportation	10,000	10,000	10,100
5105 Security	8,000	8,000	6,500
5106 Other Educational Consultants	5,000	-	13,100
	630,394	625,394	715,559
Operations and Housekeeping			
5201 Auto and Travel	500	1,000	-
5300 Dues & Memberships	15,892	20,000	20,000
5400 Insurance	41,000	60,000	60,688
5501 Utilities	162,500	162,500	162,500
5502 Janitorial/Trash Removal	44,400	44,400	40,000
5900 Communications	12,000	10,000	11,709
5901 Postage and Shipping	900	1,000	800
	277,192	298,900	295,698
Facilities, Repairs and Other Leases			
5601 Rent	362,298	362,298	362,298
5603 Equipment Leases	15,000	15,000	15,070
5605 Real/Personal Property Taxes	10,223	17,000	18,427
5610 Repairs and Maintenance	5,000	4,000	4,099
5615 Repairs and Maintenance - Building	35,000	35,000	43,903
5616 Repairs and Maintenance - Computers	-	250	250
	427,521	433,548	444,047
Professional/Consulting Services			
5801 IT	10,000	7,500	5,199
5802 Audit & Taxes	17,000	17,000	17,000
5803 Legal	35,000	53,222	57,379
5804 Professional Development	22,000	22,000	14,175
5805 General Consulting	14,200	20,000	18,670
5806 Special Activities	4,000	4,000	4,500
5808 Printing	750	500	384
5809 Other taxes and fees	10,000	5,000	21,700
5810 Payroll Service Fee	8,000	8,000	4,838
5811 Management Fee	391,765	366,159	349,510
5812 District Oversight Fee	26,837	26,587	26,587

FY25-26 Oakland Charter Academy

Multi-Year Forecast

Revised 05/08/26

	2025-26 1st Interim	2025-26 2nd Interim	2025-26 Forecast
5813 Business Services	46,560	46,560	45,764
5814 SPED Encroachment	1,881	5,000	5,289
5816 Legal Settlement	-	-	(8)
5836 Fingerprinting	250	-	-
5851 Marketing and Student Recruiting	5,000	5,573	6,871
5874 Sports	475	475	2,815
5875 Staff Recruiting	1,277	1,908	2,106
5877 Student Activities	29,000	29,000	29,000
5878 Student Assessment	1,500	1,500	1,254
	625,495	619,983	613,035
Depreciation			
6900 Depreciation Expense	22,327	22,327	22,327
	22,327	22,327	22,327
Interest			
	-	-	-
Total Expenses	**$ 3,978,808**	**$ 3,954,001**	**$ 3,951,352**
Surplus (Deficit)	**$ (61,162)**	**$ (292,414)**	**$ (456,256)**
Fund Balance, Beginning of Year	$ 5,199,135	$ 5,199,135	$ 5,199,936
Fund Balance, End of Year	**$ 5,137,973**	**$ 4,906,721**	**$ 4,743,679**
	129.1%	***124.1%***	***120.1%***
Cash Flow Adjustments			
Surplus (Deficit)			(456,256)
Cash Flows From Operating Activities			
Depreciation/Amortization			262,265
Public Funding Receivables			551,167
Grants and Contributions Rec.			295,689
Due To/From Related Parties			(2,563)
Prepaid Expenses			38,775
Other Assets			-
Accounts Payable			10,613
Accrued Expenses			(105,174)
Deferred Revenue			221,253
Other Liabilities			(248,782)
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.			-
Notes Receivable			-
Cash Flows From Financing Activities			
Proceeds from Factoring			-
Payments on Factoring			-
Proceeds(Payments) on Debt			-
Total Change in Cash			566,988
Cash, Beginning of Year			4,410,344
Cash, End of Year			**$ 4,977,332**

FY25-26 Oakland Charter Academy

Monthly Cash Flow/Forecast FY25-26

Revised 05/08/26

Actuals Through: 3/31/2026

ADA = 175.66

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 175.66	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	81,147	81,147	146,062	146,062	146,062	146,062	146,062	100,827	185,563	185,563	185,563	(55,138)	**1,494,982**	1,898,706	(403,724)
8012	Education Protection Account	-	-	129,831	-	-	-	129,832	-	92,929	-	-	-	7,978	**360,570**	36,800	323,770
8019	State Aid - Prior Year	(11,383)	-	-	-	-	(220,644)	-	-	9,802	-	-	-	-	**(222,225)**	(232,027)	9,802
8096	In Lieu of Property Taxes	-	48,144	160,481	64,192	64,192	64,192	64,192	-	139,537	36,707	36,707	36,707	(29,416)	**685,638**	723,172	(37,534)
		(11,383)	129,291	371,459	210,254	210,254	(10,390)	340,086	146,062	343,095	222,270	222,270	222,270	(76,576)	**2,318,965**	**2,426,651**	**(107,686)**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	31,220	**31,220**	32,190	(970)
8220	Federal Child Nutrition	-	-	-	4,040	8,188	9,194	3,336	6,643	7,169	6,363	6,363	6,363	3,836	**61,498**	76,074	(14,576)
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	86,959	**86,959**	86,918	41
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	10,140	**10,140**	10,147	(7)
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	2,500	-	-	7,500	**10,000**	10,000	-
8299	Prior Year Federal Revenue	-	-	-	-	-	7,742	-	-	-	-	-	-	-	**7,742**	7,742	-
		-	-	-	4,040	8,188	16,936	3,336	6,643	7,169	8,863	6,363	6,363	139,655	**207,559**	**223,071**	**(15,512)**
Other State Revenue																	
8311	State Special Education	9,162	9,496	17,092	17,092	-	17,092	34,184	-	34,184	15,868	15,868	15,868	(2,448)	**183,459**	165,541	17,918
8520	Child Nutrition	-	-	-	2,509	5,087	5,708	5,363	4,119	4,460	615	615	615	1,231	**30,322**	7,201	23,121
8545	School Facilities (SB740)	-	-	-	-	-	134,623	-	-	-	-	71,229	-	79,063	**284,915**	284,915	(0)
8550	Mandated Cost	-	-	-	-	4,189	-	-	-	-	-	-	-	-	**4,189**	4,248	(59)
8560	State Lottery	-	-	-	-	-	-	16,848	-	-	14,109	-	-	16,998	**47,955**	50,592	(2,637)
8598	Prior Year Revenue	-	-	-	-	-	(49,749)	(1,683)	-	3,323	-	-	-	-	**(48,109)**	(51,432)	3,323
8599	Other State Revenue	-	866	866	1,559	3,246	1,559	1,559	1,559	98,139	85,509	1,537	1,537	155,030	**352,967**	437,926	(84,959)
		9,162	10,362	17,958	21,160	12,522	109,233	56,272	5,678	140,106	116,101	89,249	18,021	249,875	**855,698**	**898,991**	**(43,294)**
Other Local Revenue																	
8690	Other Local Revenue	-	-	-	-	191	-	-	-	-	11,345	11,345	-	89,993	**112,874**	112,874	-
		191	-	-	-	-	-	-	-	-	11,345	11,345	-	89,993	**112,874**	**112,874**	**-**
Total Revenue		**(2,030)**	**139,653**	**389,417**	**235,455**	**230,964**	**115,779**	**399,695**	**158,383**	**490,370**	**358,579**	**329,228**	**246,654**	**402,947**	**3,495,095**	**3,661,587**	**(166,492)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	36,654	38,744	46,568	46,887	41,637	44,792	38,463	40,572	41,789	42,431	42,892	-	**461,429**	492,463	31,035
1175	Teachers' Extra Duty/Stipends	2,000	1,400	1,476	1,626	925	1,250	600	8,575	5,733	2,698	2,698	2,698	-	**31,679**	16,000	(15,679)
1300	Administrators' Salaries	11,612	16,660	16,660	16,660	28,101	29,264	29,264	68,240	29,264	29,264	29,264	29,264	-	**333,518**	351,170	17,652
		13,612	54,714	56,880	64,855	75,912	72,151	74,656	115,278	75,569	73,752	74,393	74,854	-	**826,626**	**859,633**	**33,007**
Classified Salaries																	
2100	Instructional Salaries	-	27,858	27,371	30,343	19,072	24,726	25,831	25,515	29,169	26,236	26,033	25,866	-	**288,019**	379,993	91,974
2200	Support Salaries	178	5,947	7,113	6,735	2,617	4,260	3,979	3,765	4,116	3,241	3,241	3,241	-	**48,434**	38,896	(9,537)
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	21,330	-	-	-	-	-	**21,330**	-	(21,330)
2400	Clerical and Office Staff Salaries	6,886	9,798	9,735	10,372	8,798	9,352	9,845	1,026	4,340	9,313	9,313	9,313	-	**98,092**	111,759	13,667
		7,064	43,603	44,219	47,450	30,487	38,338	39,655	51,636	37,624	38,790	38,587	38,420	-	**455,875**	**530,649**	**74,774**
Benefits																	
3301	OASDI	1,264	6,067	6,267	6,947	6,537	7,067	7,022	10,150	6,957	6,978	7,005	7,023	-	**79,283**	85,981	6,698
3311	Medicare	296	1,419	1,466	1,625	1,529	1,653	1,642	2,374	1,627	2,237	2,245	2,251	-	**20,363**	20,108	(254)
3401	Health and Welfare	9,984	(1,471)	14,556	16,319	23,529	14,641	18,419	(4,935)	13,352	14,300	14,300	14,300	-	**147,294**	132,600	(14,694)
3501	State Unemployment	-	177	344	106	73	2,944	4,679	(1,565)	90	662	662	662	-	**8,832**	13,230	4,398
3601	Workers' Compensation	5,032	1,258	1,258	1,355	1,887	-	3,774	1,887	1,887	2,159	2,168	2,174	-	**24,839**	22,645	(2,194)
3901	Other Benefits	412	944	(509)	165	(70)	667	1,288	906	45	771	774	776	-	**6,169**	6,000	(169)
		16,987	8,394	23,381	26,517	33,485	26,972	36,823	8,816	23,959	27,106	27,154	27,186	-	**286,780**	**280,564**	**(6,217)**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	-	43,500	6,800	-	-	4,700	39,566	-	-	-		-	**94,565**	91,000	(3,565)
4302	School Supplies	-	635	-	70	39	-	91	674	-	1,900	1,900		-	**5,309**	5,000	(309)
4303	Technology Supplies	-	303	471	474	-	-	295	-	-	8	8		-	**1,559**	2,000	441
4305	Software	-	4,646	563	3,106	-	-	-	-	1,063	5,917	5,917	3,717	-	**24,928**	25,000	72
4310	Office Expense	-	1,161	126	1,358	633	-	-	264	-	1,875	1,875	1,875	-	**9,167**	10,000	833
4311	Business Meals	-	-	-	-	32	406	308	360	-	375	375	644	-	**2,500**	2,500	(0)
4315	Custodial Supplies	569	-	294	1,713	437	-	689	1,095	-	758	758	2,787	-	**9,100**	10,000	900
4320	Educational Software	-	653	-	2,994	-	-	-	2,516	-	1,417	1,417	1,004	-	**10,000**	10,000	0
4326	Art & Music Supplies	-	282	253	-	(76)	144	659	187	369	158	158		-	**2,135**	2,000	(135)
4327	MS/HS Sports Supplies	-	597	2,645	-	869	-	-	307	-	75	75		-	**4,569**	4,112	(457)
4328	Student Activity Supplies & Materials	-	2,621	-	-	(145)	-	-	-	-	42	42		-	**2,559**	5,000	2,441
4335	PE Supplies	-	-	-	-	-	-	-	-	-	133	133	1,333	-	**1,600**	250	(1,350)
4350	Uniforms	-	12,866	-	-	-	-	-	-	-	-	-		-	**12,866**	12,866	-
4420	Noncapitalized Computer Equipment	-	-	-	6,589	-	-	-	-	-	-	-	8,111	-	**14,700**	15,000	300
4700	Food Services	-	-	9,917	12,559	13,033	8,166	9,966	3,086	10,133	8,347	8,347	8,347	-	**91,901**	83,275	(8,626)
4720	Other Food	759	1,202	30	473	164	451	116	73	80	200	200	200	-	**3,946**	5,000	1,054
		1,327	24,966	57,799	36,134	14,986	9,166	16,824	48,129	11,644	21,206	21,206	28,019	-	**291,405**	**283,003**	**(8,401)**
Subagreement Services																	
5102	Special Education	-	-	2,227	39,127	-	15,063	26,298	8,158	4,556	8,227	8,227	8,227	30,000	**150,111**	150,000	(111)
5103	Substitute Teacher	-	-	73,593	38,603	107,707	7,135	75,799	96,477	111,753	8,227	8,227	8,227	-	**535,748**	457,394	(78,354)
5104	Transportation	-	-	-	-	-	-	566	-	982	1,191	1,191	6,170	-	**10,100**	10,000	(100)
5105	Security	779	354	354	485	-	1,218	354	317	317	591	591	1,142	-	**6,500**	8,000	1,500
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-	1,310	1,310	10,480	-	**13,100**	-	(13,100)
		779	354	76,174	78,215	107,707	23,416	103,016	104,952	117,608	19,546	19,546	34,247	30,000	**715,559**	**625,394**	**(90,165)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	1,000	1,000
5300	Dues & Memberships	-	-	15,892	-	-	222	-	120	-	633	633	2,500	-	**20,000**	20,000	(0)
5400	Insurance	14,643	3,661	3,661	15,144	2,563	-	5,125	-	5,125	6,383	4,383		-	**60,688**	60,000	(688)
5501	Utilities	3,686	6,304	5,514	7,336	5,383	12,399	49,616	6,783	6,204	13,425	13,425	13,425	19,001	**162,500**	162,500	(0)
5502	Janitorial/Trash Removal	-	3,500	3,500	3,500	-	7,000	3,500	3,500	3,500	3,333	3,333	5,333	-	**40,000**	44,400	4,400
5900	Communications	(63)	1,236	1,030	396	1,060	801	880	1,460	1,283	1,208	1,208	1,208	-	**11,709**	10,000	(1,709)
5901	Postage and Shipping	-	-	51	-	420	-	46	55	-	80	80	68	-	**800**	1,000	200
		18,266	14,701	29,649	26,377	9,425	20,422	59,168	11,918	16,112	25,063	23,063	22,534	19,001	**295,698**	**298,900**	**3,202**
Facilities, Repairs and Other Leases																	
5601	Rent	59,687	29,843	-	57,900	(447)	29,396	29,396	29,396	60,445	30,191	30,191	6,298	-	**362,298**	362,298	0
5603	Equipment Leases	931	971	931	-	2,606	1,375	1,303	-	1,303	1,883	1,883	1,883	-	**15,070**	15,000	(70)
5605	Real/Personal Property Taxes	-	-	-	-	-	-	8,505	8,505	-	708	708		-	**18,427**	17,000	(1,427)
5610	Repairs and Maintenance	-	611	166	332	-	-	879	187	374	517	517	517	-	**4,099**	4,000	(99)

FY25-26 Oakland Charter Academy

Monthly Cash Flow/Forecast FY25-26

Revised 05/08/26

Actuals Through: 3/31/2026

ADA = 175.66

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5615	Repairs and Maintenance -	-	1,720	3,058	1,945	101	3,029	1,681	3,356	24,579	2,217	2,217		-	**43,903**	35,000	(8,903)
5616	Repairs and Maintenance -	-	-	-	-	-	-	-	-	-	125	125	-	-	**250**	250	-
		60,617	33,145	4,155	60,177	2,261	33,800	41,765	41,445	86,701	35,641	35,641	8,698	-	**444,047**	**433,548**	**(10,499)**
Professional/Consulting Services																	
5801	IT	-	1,036	-	788	-	-	-	-	-	1,125	1,125	1,125	-	**5,199**	7,500	2,301
5802	Audit & Taxes	-	1,649	200	-	-	2,323	1,508	-	597	-	-	10,723	-	**17,000**	17,000	(0)
5803	Legal	-	3,497	-	26,880	4,543	14,195	4,108	4,158	-	-	-		-	**57,379**	53,222	(4,158)
5804	Professional Development	-	98	348	10,988	282	(93)	961	(229)	-	910	910		-	**14,175**	22,000	7,825
5805	General Consulting	1,137	7	-	989	7,166	989	2,114	1,031	2,696	1,270	1,270		-	**18,670**	20,000	1,330
5806	Special Activities	-	304	-	-	-	-	-	-	-	-	-	4,196	-	**4,500**	4,000	(500)
5808	Printing	-	216	-	-	-	-	-	168	-	-	-		-	**384**	500	116
5809	Other taxes and fees	144	156	281	25	362	172	133	231	373	2,170	2,170	15,483	-	**21,700**	5,000	(16,700)
5810	Payroll Service Fee	125	338	628	556	586	590	590	754	554	58	58		-	**4,838**	8,000	3,162
5811	Management Fee	-	-	-	-	-	-	-	-	-	-	-	349,510	-	**349,510**	366,159	16,649
5812	District Oversight Fee	-	-	-	-	20,149	-	-	-	-	-	-	-	6,438	**26,587**	26,587	(0)
5813	Business Services	2,088	2,088	2,088	2,088	-	4,320	2,176	2,160	-	7,189	7,189	7,189	7,189	**45,764**	46,560	796
5814	SPED Encroachment	82	415	692	692	-	692	1,384	-	1,332	-	-	-		**5,289**	5,000	(289)
5816	Legal Settlement	-	-	-	-	(8)	-	-	-	-					**(8)**	-	8
5851	Marketing and Student Recruiting	199	233	522	1,008	-	-	3,610	699	600	-	-		-	**6,871**	5,573	(1,299)
5874	Sports	-	-	-	475	-	-	-	-	2,280	30	30		-	**2,815**	475	(2,340)
5875	Staff Recruiting	-	582	695	631	-	-	-	198	-	-	-		-	**2,106**	1,908	(198)
5877	Student Activities	-	1,440	-	4,100	3,500	2,200	2,634	2,613	1,500	230	230		10,553	**29,000**	29,000	(0)
5878	Student Assessment	-	-	-	-	1,254	-	-	-	-	-	-		-	**1,254**	1,500	246
		3,775	12,059	5,454	49,220	37,836	25,388	19,218	11,783	9,933	12,982	12,982	388,225	24,180	**613,035**	**619,983**	**6,948**
Depreciation																	
6900	Depreciation Expense	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	-	**22,327**	22,327	(0)
		1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	-	**22,327**	**22,327**	**(0)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Tuition																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**124,288**	**193,796**	**299,571**	**390,804**	**313,959**	**251,513**	**392,986**	**395,818**	**381,011**	**255,948**	**254,434**	**624,043**	**73,181**	**3,951,352**	**3,954,001**	**2,649**
Monthly Surplus (Deficit)		**(126,317)**	**(54,143)**	**89,847**	**(155,350)**	**(82,995)**	**(135,734)**	**6,709**	**(237,435)**	**109,359**	**102,631**	**74,794**	**(377,389)**	**329,766**	**(456,256)**	**(292,414)**	**(163,842)**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(126,317)	(54,143)	89,847	(155,350)	(82,995)	(135,734)	6,709	(237,435)	109,359	102,631	74,794	(377,389)	329,766	**(456,257)**		
Cash flows from operating activities																	
Depreciation/Amortization		1,861	1,861	1,861	107,785	28,516	28,590	28,663	28,737	28,811	1,861	1,861	1,861	-	**262,265**		
Public Funding Receivables		695,716	59,651	-	11,820	65,732	25,593	5,528	90,075	-	-	-	-	(402,947)	**551,167**		
Grants and Contributions Rec.		2,500	-	-	-	12,740	279,917	532	-	-	-	-	-	-	**295,689**		
Due To/From Related Parties		-	-	-	-	-	-	-	(2,563)	-	-	-	-	-	**(2,563)**		
Prepaid Expenses		36,212	-	-	-	-	(31,049)	-	-	33,612	-	-	-	-	**38,775**		
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable		(41,613)	3,108	29,923	(55,070)	(4,754)	4,754	-	119	966	-	-	-	73,181	**10,613**		
Accrued Expenses		(58,633)	17,107	(15,896)	(3,497)	(12,941)	670	(9,411)	(8,751)	(13,822)	-	-	-	-	**(105,174)**		
Deferred Revenue		-	11,312	11,312	68,301	42,280	12,620	20,362	36,342	18,732	-	-	(8)	-	**221,253**		
Other Liabilities		-	-	-	(107,711)	(27,102)	(28,382)	(28,455)	(28,529)	(28,603)	-	-	-	-	**(248,782)**		
Cash flows from investing activities																	
Purchases of Prop. And Equip.		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																	
Proceeds from Factoring		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash		509,725	38,896	117,046	(133,723)	21,477	156,979	23,928	(122,006)	149,055	104,492	76,654	(375,537)				
Cash, Beginning of Month		4,410,344	4,920,069	4,958,965	5,076,011	4,942,289	4,963,766	5,120,745	5,144,673	5,022,668	5,171,723	5,276,214	5,352,868				
Cash, End of Month		**4,920,069**	**4,958,965**	**5,076,011**	**4,942,289**	**4,963,766**	**5,120,745**	**5,144,673**	**5,022,668**	**5,171,723**	**5,276,214**	**5,352,868**	**4,977,332**				

Coversheet

2026-27 Budget Review

Section: IV. Business
Item: D. 2026-27 Budget Review
Purpose: FYI
Submitted by:
Related Material: FY26-27_AMPS RCA_ Prelim. Budget Presentation.pdf
FY26-27_AMPS JHHS_ Prelim. Budget Presentation.pdf
FY26-27_AMPS BJE_ Prelim. Budget Presentation.pdf

CHARTER IMPACT

Richmond Charter Academy

Preliminary Budget Presentation – FY 2026-27

Highlights

Enrollment & Per Pupil Data	Budget
Average Enrollment	330
ADA	307
Attendance Rate	93.0%
Unduplicated %	84.2%
Revenue per ADA	$19,319
Expenses per ADA	$19,062

- **2.87%** COLA projected for LCFF in 26-27
- Enrollment Projected at 330; with 93 % attendance
- Budget generates Surplus in 26-27 & potential deficits in the out years
- Leadership is reviewing options for 27-28 and out years to achieve surplus
- Fund Balance at YE 26-27 projected at ~ 31.7 %
- Model will be revised with data from May revised Budget

	2025-26 2nd Interim Budget	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions				
State COLA		*2.87%*	*3.06%*	*3.34%*
Expense COLA		*3.08%*	*2.75%*	*2.68%*
Enrollment	*292.00*	*330.00*	*330.00*	*330.00*
Average Daily Attendance	*274.48*	*306.90*	*306.90*	*306.90*
Total Revenue	**$ 5,534,199**	**$ 5,928,967**	**$ 6,084,041**	**$ 6,259,078**
Total Expenses	**$ 5,750,655**	**$ 5,850,077**	**$ 6,224,731**	**$ 6,281,776**
Surplus (Deficit)	**$ (216,456)**	**$ 78,891**	**$ (140,689)**	**$ (22,699)**
Fund Balance, Beginning of Year	$ 970,518	$ 754,062	$ 832,952	$ 692,263
Fund Balance, End of Year	**$ 754,062**	**$ 832,952**	**$ 692,263**	**$ 669,564**
	13.1%	***14.2%***	***11.1%***	***10.7%***

Revenue

2026-27: Revenue Projected at $5,928,967. Per ADA average is $19,319

- State Aid: $4.270 Mil (72% of Total Revenue). Revenue driven by ADA
  - Base Grant of $3.351 Mil.
  - Supplemental & Concentration grant of $918,599 .
- Federal Revenue: Projected at $293K.
  - Title Funds (I,II& IV) projected at $133K;
  - SPED funding of $51 K
  - Child Nutrition programs at $108K.

	2026-27 *Year 0*
Federal Revenue	
Special Education - Entitlement	$51,520
Federal Child Nutrition	108,422
Title I, Part A - Basic Low Income	109,940
Title II, Part A - Teacher Quality	13,126
Other Federal Revenue	10,000
Total Federal Revenue	**$293,008**

	2026-27 *Year 0*	2027-28 *Year 1*	2028-29 *Year 2*
Summary of Revenue Programs			
State Aid - Revenue Limit	$4,270,357	$4,400,954	$4,548,104
Federal Revenue	293,008	294,618	294,618
Other State Revenue	1,275,273	1,298,140	1,326,027
Other Local Revenue	90,329	90,329	90,329
Total Revenues	**$5,928,967**	**$6,084,041**	**$6,259,078**
State Revenues as % of Total	*72.0%*	*72.3%*	*72.7%*
Revenues per ADA	*$19,319*	*$19,824*	*$20,395*

Revenue Continued

- Other State revenue projected at $ 1.275 Mil is a significant source of Funding.
  - $306K in State SPED Funding
  - $417K in SB740 Facilities Funding
  - $8 K in State lottery
  - Other State Revenue includes: $210,971 in ELOP, $162,989 in ASES; $57,181 in Prop 28
- Additionally, $ 90,329 projected from local Parcel tax measures.

	2026-27 *Year 0*	2027-28 *Year 1*	2028-29 *Year 2*
Other State Revenue			
State Special Education	$306,286	$315,659	$326,202
Child Nutrition	10,262	10,576	10,930
School Facilities (SB740)	417,906	430,694	431,864
Mandated Cost	6,253	6,645	6,867
State Lottery	83,477	83,477	83,477
Other State Revenue	451,090	451,090	466,688
Total Other State Revenue	**$1,275,273**	**$1,298,140**	**$1,326,027**

Expenses

- Annual Expenses Projected at $5,580,077. Per ADA average is $19,062.
- Second Interim Forecasts Have been rolled forward & COLA of 3.08 % has been applied.
- Per Current Budget Plan, Monthly Burn Projected to be $487,506.42

	Budget
Expenses	
Certificated Salaries	$ 1,690,586
Classified Salaries	565,847
Benefits	492,714
Books and Supplies	333,787
Subagreement Services	292,700
Operations	342,886
Facilities	1,149,070
Professional Services	540,419
Depreciation	442,067
Interest	-
Total Expenses	**$ 5,850,077**



Expenses

- Full staffing is planned for next year. Vacancies will result in lower personnel costs, offset by higher sub-agreement costs to cover substitutes. Personnel costs currently represent 49% of total expenses.

	2026-27 *Year 0*	2027-28 *Year 1*	2028-29 *Year 2*
Summary of Projected Expenses			
Certificated Salaries	$1,690,586	$1,740,554	$1,792,021
Classified Salaries	565,847	636,885	655,992
Employee Benefits	492,714	500,588	514,186
Total Compensation	**$2,749,148**	**$2,878,028**	**$2,962,199**
Books and Supplies	$333,787	$342,966	$352,158
Subagreement Services	292,700	300,749	308,809
Operations and Housekeeping	342,886	352,315	361,757
Facilities, Repairs and Other Leases	1,149,070	1,183,323	1,218,534
Professional/Consulting Services	540,419	762,077	822,181
Depreciation	442,067	442,067	293,918
Interest	-	-	-
Total Non-Comp	**$3,100,929**	**$3,383,498**	**$3,357,359**
Total Expenses	**$5,850,077**	**$6,261,526**	**$6,319,557**
% Compensation	*47%*	*46%*	*47%*

Fund & Cash Balance

- Surplus of $78,891 Projected for FY26-27.
- Fund Balance projected at $832,952, 14.2 % of Total expenses.
- Beginning Fund balance subject to change in anticipation of the June 2026 financial close
- Cash Balance at the end of 26-27 Projected at $3,539,697.
- Cash position remains strong at each monthly close. No Borrowing or factoring needs anticipated.

	2025-26 2nd Interim Budget	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Surplus (Deficit)	**$ (216,456)**	**$ 78,891**	**$ (140,689)**	**$ (22,699)**
Fund Balance, Beginning of Year	$ 970,518	$ 754,062	$ 832,952	$ 692,263
Fund Balance, End of Year	**$ 754,062**	**$ 832,952**	**$ 692,263**	**$ 669,564**
	13.1%	*14.2%*	*11.1%*	*10.7%*
Cash, End of Year	**$ 3,090,134**	**$ 3,539,697**	**$ 3,881,773**	**$ 4,137,187**

CHARTER IMPACT

John Henry High School

Preliminary Budget Presentation – FY 2026-27

Highlights

Enrollment & Per Pupil Data	Budget
Average Enrollment	340
ADA	315
Attendance Rate	92.5%
Unduplicated %	88.0%
Revenue per ADA	$21,123
Expenses per ADA	$20,187

- **2.87%** COLA projected for LCFF in 26-27
- Enrollment Projected at 340; with 92.5 % attendance
- Budget generates Surpluses in 26-27 & the out years
- Fund Balance at YE 26-27 projected at ~ 31.7 % with further growth in out years
- Model will be revised with data from May revised Budget

	2025-26 2nd Interim Budget	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions				
State COLA	*n/a*	*2.87%*	*3.06%*	*3.34%*
Expense COLA	*n/a*	*3.08%*	*2.75%*	*2.68%*
Enrollment	*330.00*	*340.00*	*340.00*	*340.00*
Average Daily Attendance	*302.55*	*314.50*	*314.50*	*314.50*
Total Revenue	**$ 6,367,970**	**$ 6,643,226**	**$ 6,826,984**	**$ 7,026,754**
Total Expenses	**$ 6,483,710**	**$ 6,348,694**	**$ 6,543,107**	**$ 6,727,103**
Surplus (Deficit)	**$ (115,740)**	**$ 294,532**	**$ 283,877**	**$ 299,651**
Fund Balance, Beginning of Year	$ 1,831,790	$ 1,716,050	$ 2,010,581	$ 2,294,458
Fund Balance, End of Year	**$ 1,716,050**	**$ 2,010,581**	**$ 2,294,458**	**$ 2,594,109**
	26.5%	***31.7%***	***35.1%***	***38.6%***

Revenue

2026-27: Revenue Projected at $6,643,226. Per ADA average is $21,123

- State Aid: $5.280 Mil (79.5 % of Total Revenue). Revenue driven by ADA
  - Base Grant of $4.123 Mil. Supplemental
  - Concentration grant of $1.156 Mil.
- Federal Revenue: Projected at $277K.
  - Title Funds (I,II& IV) projected at $148K;
  - SPED funding of $51K
  - Child Nutrition programs at $77K.

	2026-27 *Year 0*
Federal Revenue	
Special Education - Entitlement	$51,520
Federal Child Nutrition	77,253
Title I, Part A - Basic Low Income	123,943
Title II, Part A - Teacher Quality	14,425
Other Federal Revenue	10,000
Total Federal Revenue	**$277,141**

	2026-27 *Year 0*	2027-28 *Year 1*	2028-29 *Year 2*
Summary of Revenue Programs			
State Aid - Revenue Limit	$5,280,676	$5,435,628	$5,620,960
Federal Revenue	277,141	280,361	280,361
Other State Revenue	983,656	1,009,242	1,023,680
Other Local Revenue	101,752	101,752	101,752
Total Revenues	**$6,643,226**	**$6,826,984**	**$7,026,754**
State Revenues as % of Total	*79.5%*	*79.6%*	*80.0%*
Revenues per ADA	*$21,123*	*$21,707*	*$22,343*

Revenue Continued

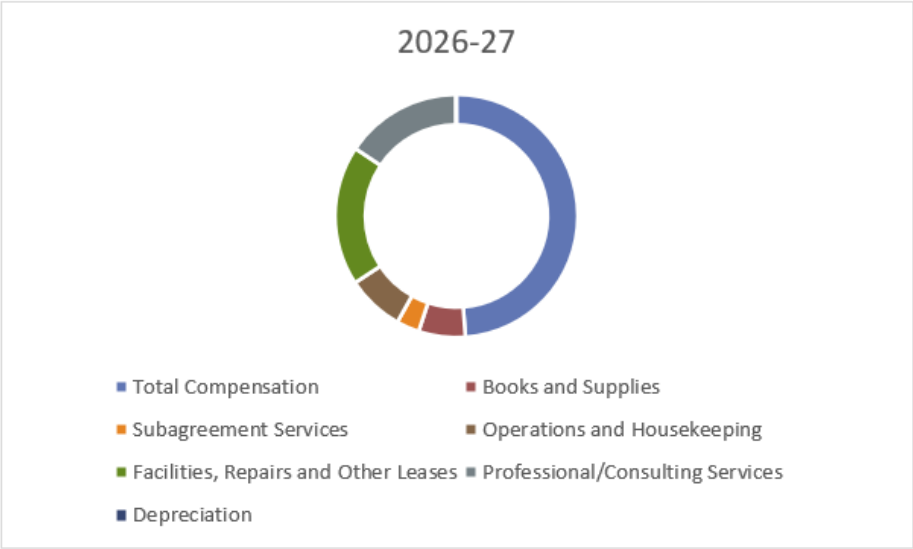
- Other State revenue projected at $ 983K is a significant source of Funding.
  - $313K in State SPED Funding
  - $428K in SB740 Facilities Funding
  - $85K in State lottery
  - Other State Revenue includes $65K in Prop 28 Arts & Music + $20K in ERMHS funding
- Additionally, $101K projected from local Parcel tax measures.

	2026-27 *Year 0*	2027-28 *Year 1*	2028-29 *Year 2*
Other State Revenue			
State Special Education	$313,871	$323,475	$334,280
Child Nutrition	51,988	53,579	55,369
School Facilities (SB740)	428,255	441,359	442,558
Mandated Cost	18,035	19,321	19,966
State Lottery	85,544	85,544	85,544
Prior Year Revenue	-	-	-
Other State Revenue	85,964	85,964	85,964
Total Other State Revenue	**$983,656**	**$1,009,242**	**$1,023,680**

Expenses

- Annual Expenses Projected at $6,348,694. Per ADA average is $20,187.
- Second Interim Forecasts Have been rolled forward & COLA of 3.08 % has been applied.
- Per Current Budget Plan, Monthly Burn Projected to be $529,057

	Budget
Expenses	
Certificated Salaries	$ 1,902,290
Classified Salaries	662,019
Benefits	535,197
Books and Supplies	395,444
Subagreement Services	194,000
Operations	484,800
Facilities	1,182,513
Professional Services	989,268
Depreciation	3,163
Interest	-
Total Expenses	**$ 6,348,694**



Expenses

- Full staffing is planned for next year. Vacancies will result in lower personnel costs, offset by higher sub-agreement costs to cover substitutes. Personnel costs currently represent 49% of total expenses.

	2026-27 *Year 0*	2027-28 *Year 1*	2028-29 *Year 2*
Summary of Projected Expenses			
Certificated Salaries	$1,902,290	$1,959,359	$2,018,139
Classified Salaries	662,019	691,216	710,671
Employee Benefits	535,197	551,631	567,543
Total Compensation	**$3,099,506**	**$3,202,205**	**$3,296,353**
Books and Supplies	$395,443	$406,318	$417,207
Subagreement Services	194,000	199,335	204,677
Operations and Housekeeping	484,800	498,132	511,482
Facilities, Repairs and Other Leases	1,182,513	1,217,539	1,250,169
Professional/Consulting Services	989,268	1,016,415	1,044,052
Depreciation	3,163	3,163	3,163
Interest	-	-	-
Total Non-Comp	**$3,249,188**	**$3,340,902**	**$3,430,750**
Total Expenses	**$6,348,694**	**$6,543,107**	**$6,727,103**
% Compensation	*49%*	*49%*	*49%*

Fund & Cash Balance

- Surplus of $294,532 Projected for FY26-27. Surplus projected for out years as well
- Fund Balance projected at $2.010 Mil, 37 % of Total expenses.
- Beginning Fund balance subject to change in anticipation of the June 2026 financial close
- Cash Balance at the end of 26-27 Projected at $4.241 Mil.
- Cash position remains strong at each monthly close. No Borrowing or factoring needs anticipated.

Surplus (Deficit)	**$ (115,740)**	**$ 294,532**	**$ 283,877**	**$ 299,651**
Fund Balance, Beginning of Year	$ 1,831,790	$ 1,716,050	$ 2,010,581	$ 2,294,458
Fund Balance, End of Year	**$ 1,716,050**	**$ 2,010,581**	**$ 2,294,458**	**$ 2,594,109**
	26.5%	*31.7%*	*35.1%*	*38.6%*
Cash, End of Year	**$ 3,913,306**	**$ 4,241,058**	**$ 4,517,891**	**$ 4,803,261**

CHARTER IMPACT

Benito Juarez Elementary

Preliminary Budget Presentation – FY 2026-27

Highlights

Enrollment & Per Pupil Data	Budget
Average Enrollment	475
ADA	442
Attendance Rate	93.0%
Unduplicated %	85.0%
Revenue per ADA	$21,473
Expenses per ADA	$21,238

- **2.87%** COLA projected for LCFF and other programs
- This model generates surpluses in 26-27 & the out years
- Fund Balance for out years projected at a healthy ~ 37 %
- Model will be revised when we receive the May revised Budget from Gov's Office.

	2025-26 Prior Year	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions				
State COLA	*n/a*	*2.87%*	*3.06%*	*3.34%*
Other Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*3.08%*	*2.75%*	*2.68%*
Enrollment		*475.00*	*475.00*	*475.00*
Average Daily Attendance	*429.32*	*441.75*	*441.75*	*441.75*
Total Revenue	**$ 9,031,154**	**$ 9,485,498**	**$ 9,719,050**	**$ 9,984,175**
Total Expenses	**$ 9,000,074**	**$ 9,381,968**	**$ 9,593,723**	**$ 9,841,862**
Surplus (Deficit)	**$ 31,079**	**$ 103,530**	**$ 125,327**	**$ 142,312**
Fund Balance, Beginning of Year	$ 3,295,326	$ 3,326,405	$ 3,429,936	$ 3,555,262
Fund Balance, End of Year	**$ 3,326,405**	**$ 3,429,936**	**$ 3,555,262**	**$ 3,697,575**
	37.0%	***36.6%***	***37.1%***	***37.6%***

Revenue

2026-27: Revenue Projected at $9,485,495. Per ADA average is $21,473

- State Aid: $6.478 Mil (68 % of Total Revenue). Primarily driven by ADA
- Federal Revenue: Projected at $414K.
  - Title Funds (I,II& IV) projected at $214K;
  - SPED funding of $69K
  - Child Nutrition programs at $131K.

	2026-27 *Year 0*	2027-28 *Year 1*	2028-29 *Year 2*
Summary of Revenue Programs			
State Aid - Revenue Limit	$6,478,138	$6,667,554	$6,894,601
Federal Revenue	414,913	422,158	422,158
Other State Revenue	2,459,077	2,495,968	2,534,046
Other Local Revenue	133,370	133,370	133,370
Total Revenues	**$9,485,498**	**$9,719,050**	**$9,984,175**
State Revenues as % of Total	*68.3%*	*68.6%*	*69.1%*
Revenues per ADA	*$21,473*	*$22,001*	*$22,601*

Revenue Continued

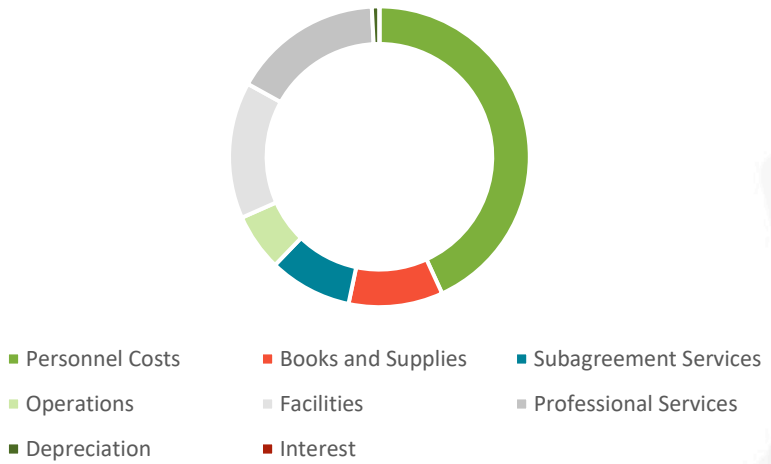
- Other State revenue projected at $2.459 Mil is a significant source of Funding.
  - $440K in State SPED Funding
  - $601K in SB740 Facilities Funding
  - $120K in State lottery
  - Other State Revenue includes $983K in ELOP; $73K in Prop 28 Arts & Music & 152K in ASES
- Additionally, $133 K projected from local Parcel tax measures.

	2026-27 *Year 0*	2027-28 *Year 1*	2028-29 *Year 2*
Other State Revenue			
State Special Education	$440,867	$454,357	$469,533
Child Nutrition	48,455	52,903	58,204
School Facilities (SB740)	601,531	619,938	621,622
Mandated Cost	9,020	9,565	9,885
State Lottery	120,156	120,156	120,156
Prior Year Revenue	-	-	-
Other State Revenue	1,239,049	1,239,049	1,254,647
Total Other State Revenue	**$2,459,077**	**$2,495,968**	**$2,534,046**

Expenses

- Annual Expenses Projected at $9,381.968. Per ADA average is $21,238.
- Second Interim Forecasts Have been rolled forward & COLA of 3.08 % has been applied.
- Full Staffing planned for next year, vacancies will result in lower personnel spend offset by higher costs in Sub-agreement services to cover costs of Subs. Personnel costs @ 43% of Total Expenses
- Per Current Budget Plan, Monthly Burn Projected to be $781,831

	Budget
Expenses	
Certificated Salaries	$ 2,203,530
Classified Salaries	1,139,825
Benefits	705,320
Books and Supplies	951,881
Subagreement Services	836,205
Operations	577,905
Facilities	1,377,320
Professional Services	1,513,866
Depreciation	76,115
Interest	-
Total Expenses	**$ 9,381,968**



Fund & Cash Balance

- Surplus of $103,530 Projected for FY26-27. Surplus projected for out years as well
- Fund Balance is healthy and well above CDE requirement
- Beginning Fund balance subject to change in anticipation of the June 2026 financial close
- Cash Balance at the end of 26-27 Projected at $5.036 Mil.
- Cash position remains strong at each monthly close. No Borrowing or factoring needed

Surplus (Deficit)	**$ 31,079**	**$ 103,530**	**$ 125,327**	**$ 142,312**
Fund Balance, Beginning of Year	$ 3,295,326	$ 3,326,405	$ 3,429,936	$ 3,555,262
Fund Balance, End of Year	**$ 3,326,405**	**$ 3,429,936**	**$ 3,555,262**	**$ 3,697,575**
	37.0%	***36.6%***	***37.1%***	***37.6%***

Coversheet

Public Hearing: Local Control Accountability Plan (LCAP) - Downtown Charter Academy

Section: IV. Business
Item: E. Public Hearing: Local Control Accountability Plan (LCAP) - Downtown Charter Academy
Purpose: Discuss
Submitted by:
Related Material: 2026 LCAP Board Hearing _ AMPS.pdf
2026_LCAP_DCA_Public Hearing_2026.05.14.pdf

BACKGROUND:

The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually each June and hold a public hearing to get feedback and input.

This is the public hearing and an opportunity for the public and board to provide any feedback before board approval in June.

AMPS
AMETHOD PUBLIC SCHOOLS

5/14/2026

Local Control & Accountability Plan Public Hearing

LCAP Overview

The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics.

We are required to approve an LCAP annually each June and hold a public hearing to get feedback and input.

LCAP: Goal 1 Metrics

Goal 1: Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.

Annual Measurable Outcome ("AMO")	Desired 3-Year Outcome
Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential
Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100% of students have access to standards-aligned instructional materials
School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	School facilities are in good or exemplar repair
Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1) Source: Internally tracked	The Annual Summit is Offered
English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	100% of EL students are enrolled in ELD courses.
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.

LCAP: Goal 1 Metrics (cont'd)

Annual Measurable Outcome ("AMO")	Desired 3-Year Outcome
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%
Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.
Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.
Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Students have access to a broad course of study - Local Indicator "Standard Met"
Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD

2024 LCAP: Goal 1 Metrics (cont'd)

Annual Measurable Outcome ("AMO")	Desired 3-Year Outcome
Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	NWEA Map: 41st+ Median Growth Percentile
Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	NWEA Map: 41st+ Median Growth Percentile
Increase the percent of graduates who successfully meet UC/CSU course requirements or meet the overall state average for baseline year. (SP 4.2)* Source: DataQuest Four-Year Adjusted Cohort Graduation Rate	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 52.4%.
Of students participating in advanced placement exams, increase the percentage achieving a score of "3" or higher, or meet 60% (SP 4.7)* Source: College Board AP chart	Overall, the AP rate will grow at least 3 percentage points annually or meet 60%
Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year. (SP 4.8)* Source: CA Dashboard	Each student subgroup will grow at least 2 percentage points annually or meet the 2022-2023 overall state average, 43.9%.

*for high schools only

2024 LCAP: Goal 1 Actions

#	*Complete language is available in the full LCAP. Expenditures vary by school; see full LCAPs for amounts.*	Contributing? ★
1.1	Academic Assessment and Progress Monitoring	Yes
1.2	Academic Supports	Yes
1.3	Materials, Curriculum, & Supplies	No
1.4	Professional Development to Promote Academic Excellence	Yes
1.5	Safe and Secure Facilities	No
1.6	Supports for English Learners	Yes
1.7	Additional Supports for Long-term English Learners	Yes
1.8	Supports for Students with Disabilities	No
1.9	Supports for Homeless and/or Foster Youth	Yes
1.10	College & Career Readiness*	Yes

★ *(Principally directed towards meeting the needs of unduplicated pupils)*
**for high schools only*

LCAP: Goal 2 Metrics

Goal 2: Create an engaged parent community that is fully invested in and actively connected to the school community and academic program.

Annual Measurable Outcome ("AMO")	Desired 3-Year Outcome
Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.
Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitations, school calendar	Parents invited to at least 4 events

LCAP: Goal 2 Actions

#	***Complete language is available in the full LCAP. Expenditures vary by school; see full LCAPs for amounts.***	**Contributing?★**
2.1	Parent Engagement Activities	Yes
2.2	Parent Communication Activities	Yes

★*(Principally directed towards meeting the needs of unduplicated pupils)*

LCAP: Goal 3 Metrics

Goal 3: Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.

Annual Measurable Outcome ("AMO")	Desired 3-Year Outcome
90% or greater Average Daily Attendance ("ADA") (SP 5.1) Source: CALPADS 14.1	Each student subgroup will achieve 90% or greater ADA.
Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.
Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%
Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	Each student subgroup will have 0.5% or lower expulsion rate

LCAP: Goal 3 Metrics

Goal 3: Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.

Annual Measurable Outcome ("AMO")	Desired 3-Year Outcome
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"
Decrease the middle school dropout rate or maintain a rate below 3.5% (SP 5.3)** Source: CALPADS Exit codes	Each student subgroup will decrease at least 1 percentage point annually or meet the 2022-2023 overall state average, 9.3%
Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5)* Source: CA Dashboard	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%

**for high schools only*
***for middle schools only*

LCAP: Goal 3 Actions

#	***Complete language is available in the full LCAP. Expenditures vary by school; see full LCAPs for amounts.***	**Contributing?** ★
3.1	Community Engagement	Yes
3.2	School Culture Activities	Yes
3.3	Supports for Student Attendance and Engagement	Yes
3.4	Supports for Student Behavior and Wellbeing	Yes
3.5	Supports for Graduation*	Yes

★*(Principally directed towards meeting the needs of unduplicated pupils)*
**for high schools only*

LCAP Public Hearing

- **Public Hearing**
- **Board Discussion**

Downtown Charter Academy

Evidence of Growth	Continued Areas of Emphasis
• Student work samples show increased use of higher-order thinking tasks, academic discourse, and collaborative learning • Provided parent education workshops focused on student learning, social-emotional development, and available school and community resources.	• Developing and facilitating affirmative groups and engagement opportunities that support targeted student populations and their families to strengthen inclusion, connection, and culturally responsive practices. • Further develop targeted supports for English learners and Spec Ed students, with increased focus on monitoring progress and ensuring differentiation is consistently embedded in daily instruction.

LCAP Public Hearing

- **Public Hearing**
- **Board Discussion**

John Henry High School

Evidence of Growth	Continued Areas of Emphasis
• Created foundational infrastructure: letter and agenda template, individual school-site created criteria: academic and behavioral for COST • Student engagement and sense of belonging have increased. • Decreased suspension rate and reduced high visibility incidents on campus.	• Tier 1 PBIS implementation with a focus on consistency across all classrooms and settings • Focus on proactive chronic abseteemim with firming up processes and SART work • Increase focus and level of coaching support that prioritize consistent use of data and student work analysis

LCAP Public Hearing

- **Public Hearing**
- **Board Discussion**

Oakland Charter Academy

Evidence of Growth	Continued Areas of Emphasis
• Successful English Learner Progress with 64.3% of students meeting growth targets, driven by the successful implementation of the i-Ready curriculum and paraprofessional-led small groups. • The school has fostered a collaborative environment through consistent parent education and transparent communication that empowers families as active partners in student learning.	• Prioritizing the "Red" indicator in Mathematics by re-evaluating current intervention strategies and teacher office hour structures to reverse a recent 3.7-point decline and close the gap to state standards. • Combating Chronic Absenteeism by intensifying family engagement and student incentive programs to address the "Red" indicator and 31.7% absenteeism rate. • Reviewing and strengthening restorative justice practices to address the recent increase in suspension rates, with the goal of returning to the school's historical baseline of minimal suspensions and maximum student stability.

LCAP Public Hearing

- **Public Hearing**
- **Board Discussion**

Richmond Charter Academy

Evidence of Growth	Continued Areas of Emphasis
• Staff reporting self growth and feeling supported by weekly live coaching and feedback leading to meaningful professional development • Increase student buy in and advocacy. • Building of student ownership with the creation of student government to drive school incentives • Authentic cultural and education events to deepen meeting and create collaborative culture	• Focus on teacher recruitment and retention efforts to ensure classrooms are staffed with highly qualified educators. • Instructional coaching systems will be refined and more intentionally targeted to address remaining instructional gaps. • Coaching support will prioritize consistent implementation of standards-aligned instruction

LCAP Public Hearing

- **Public Hearing**
- **Board Discussion**

Richmond Charter Elementary-Benito Juarez

Evidence of Growth	Continued Areas of Emphasis
• Data from i-Ready and Aims Web demonstrate steady, measurable growth across core subjects, allowing for precise, data-driven interventions. • The school has established a collaborative culture through frequent, transparent parent communication and high-impact schoolwide events. These efforts have deepened community trust and ensured that families are active, invested partners in their children's academic and social-emotional development. • Staff report feeling highly supported through weekly live coaching cycles and feedback loops that provide meaningful, individualized professional growth.	• Reducing Chronic Absenteeism: Prioritizing the "Orange" indicator for absenteeism (35.2%) by intensifying engagement strategies • Instructional coaching and scaffolding systems will be refined and more intentionally targeted to address remaining gaps in ELA and Math results. • Sustained focus on curriculum refinement to ensure all students reach the ultimate state standards while trending upward.

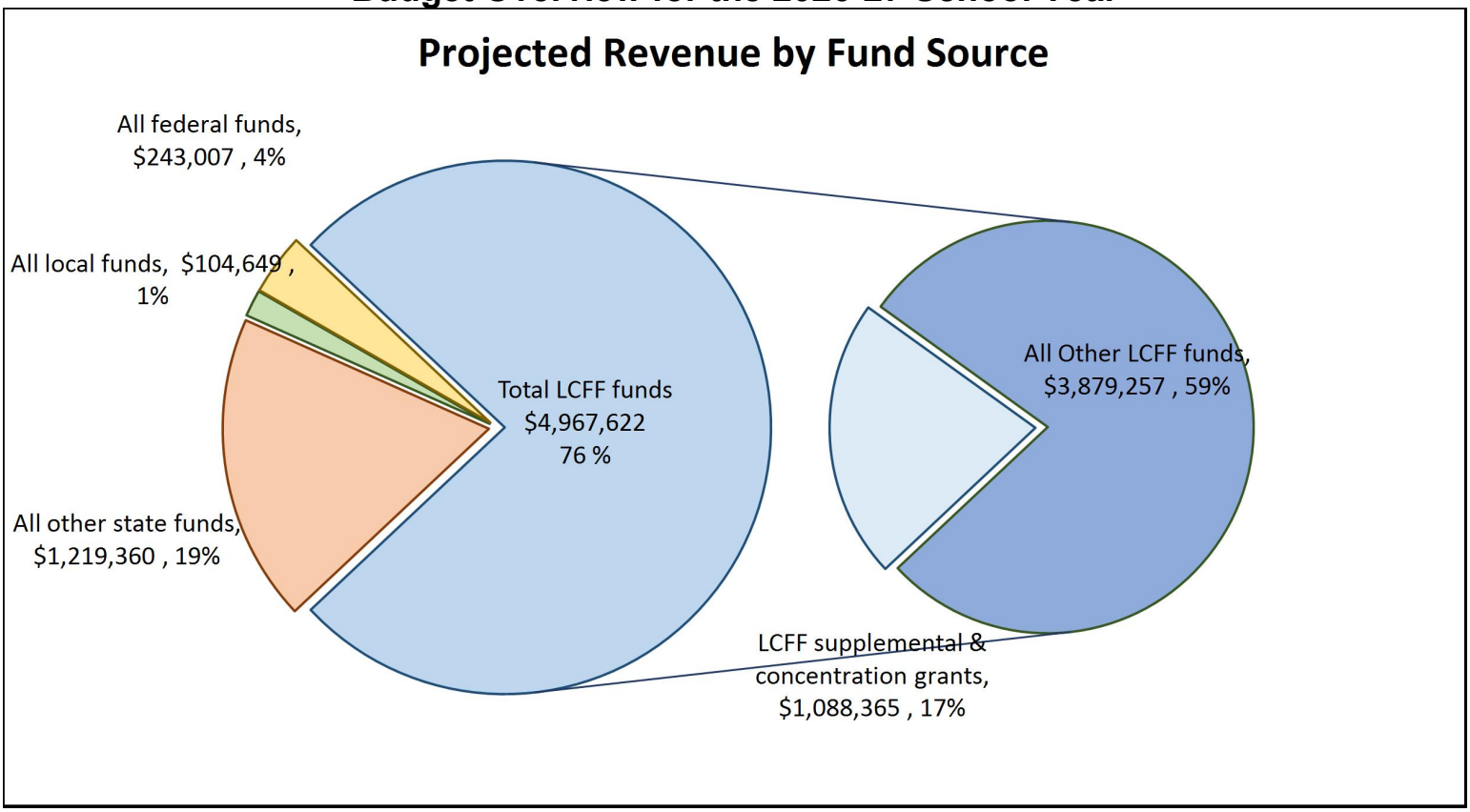
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Downtown Charter Academy
CDS Code: 01612590129635
School Year: 2026-27
LEA contact information:
Jillianne Whitfield
Site Director

510-535-1580

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

Budget Overview for the 2026-27 School Year

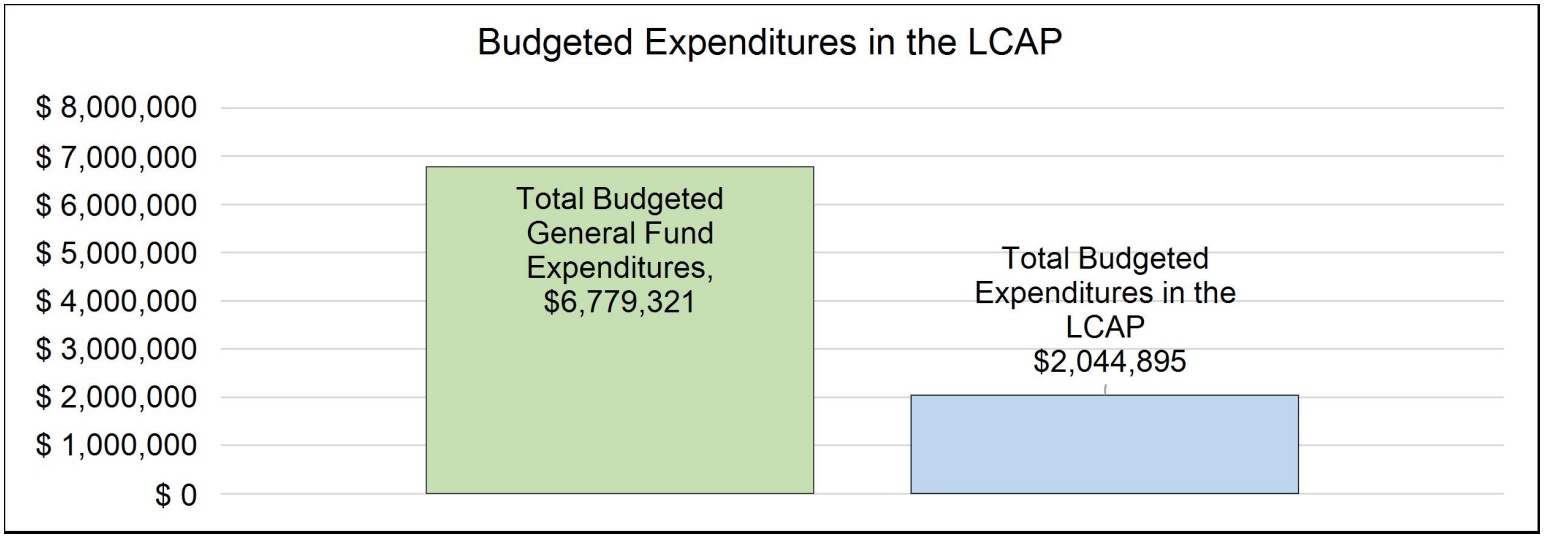


This chart shows the total general purpose revenue Downtown Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Downtown Charter Academy is $6,534,638, of which $4967622 is Local Control Funding Formula (LCFF), $1219360 is other state funds, $104649 is local funds, and $243007 is federal funds. Of the $4967622 in LCFF Funds, $1088365 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 Downtown Charter Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

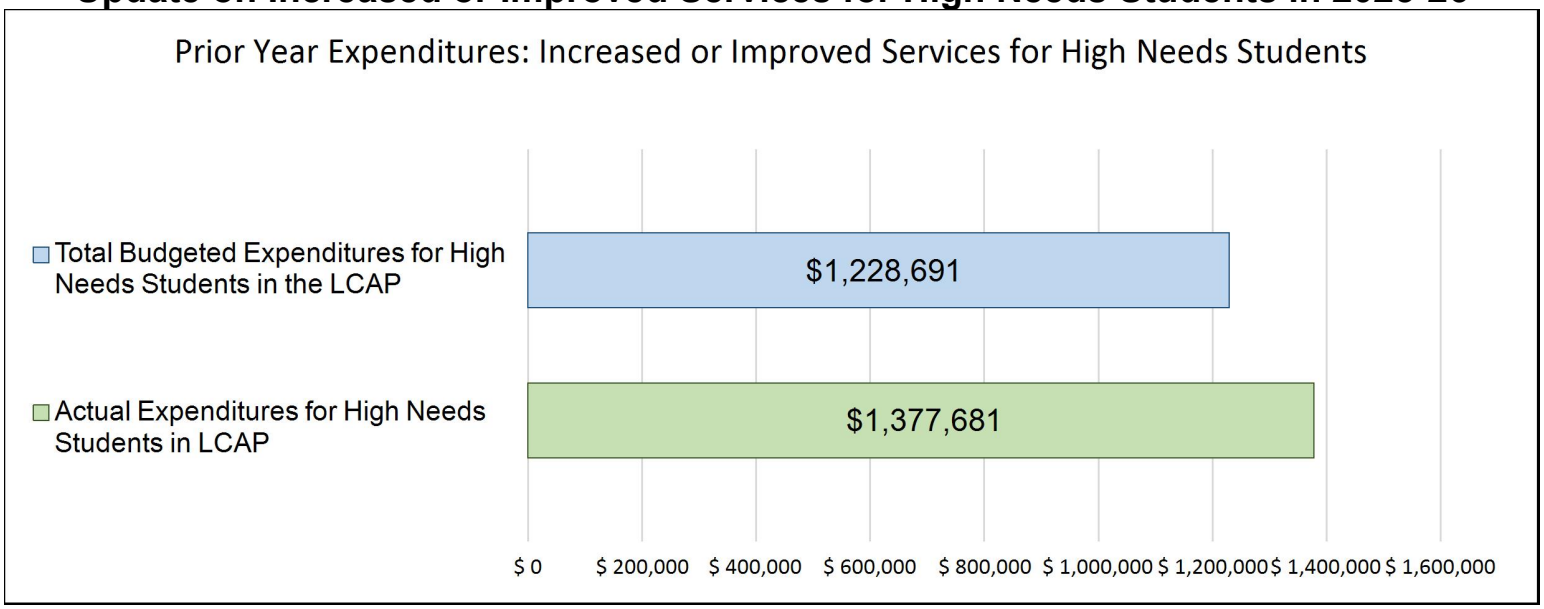
The text description of the above chart is as follows: Downtown Charter Academy plans to spend $6779321 for the 2026-27 school year. Of that amount, $2044895.03 is tied to actions/services in the LCAP and $4,734,425.97 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Downtown Charter Academy is projecting it will receive $1088365 based on the enrollment of foster youth, English learner, and low-income students. Downtown Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Downtown Charter Academy plans to spend $1378691.15 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Downtown Charter Academy's LCAP budgeted $1228691.15 for planned actions to increase or improve services for high needs students. Downtown Charter Academy actually spent $1377681.23 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Charter Academy	Jillianne Whitfield Site Director	jwhitfield@amethodschools.org 510-535-1580

Plan Summary [2026-27]

General Information

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

At Downtown Charter Academy (DCA), we are committed to our students' academic success and developing a strong community of learners. It is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501 (c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization’s flagship school, Oakland Charter Academy, founded i n 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. Established in 2014, Downtown Charter Academy is located in the Downtown Oakland region where it quickly became a neighborhood middle school serving grades 6-8. Following the traits of the AMPS middle school model, but with the flare of Downtown Oakland's community aspects, DCA has quickly become one of the highest performing schools in the city achieving the California Department of Education Gold Ribbon Award in 2017 and 2018 and the California Distinguished Schools Award in 2021 and 2024. DCA serves 271 students. In 2022-23, DCA served a student body that was 75.7% Asian, 15.8% Hispanic/Latino, and 4.6% African-American/Black. 77.2% of students considered socioeconomically disadvantaged, 11.2% are students with disabilities, and 30.9% of students are multi-language learners.

DCA’s mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond. We believe all students can succeed when provided with effective educators,

personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.
We are committed to our students' academic success and developing a strong community of learners. Our student-centered school allows us to target the needs of each student and to focus all efforts in helping them develop foundational skills by planning lessons and instructional moves that directly impact the skills students are ready to learn. DCA has a very active student body, and offers a multitude of additional programs that support the rigorous academics offered to every student. Additionally, our positive school culture works around 5 school values that provide the framework for all restorative practices. We have a high teacher retention rate so that the organizational memory provides students with a strong learning environment so all students can make continuous academic progress.

Reflections: Annual Performance

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

DCA students are achieving remarkable academic success. According to the most recent California Dashboard and CAASPP data, 73.08% of students met or exceeded standards in English Language Arts and 71.71% met or exceeded standards in mathematics, continuing to far exceed our goal of 50% proficiency. In recognition of these outcomes and our strong school culture. AMPS attributes this success to several key factors: DCA provides targeted tutoring and interventions for students in Tier 1 and Tier 2, along with intensive one-on-one support for our most vulnerable students through Tier 3 interventions. To ensure these supports are aligned to student needs, DCA developed a robust student-level data monitoring systems. Additionally, DCA implemented ongoing professional development focused on standards-aligned curriculum, data-driven instruction, differentiated learning strategies, and rigorous classroom instruction. These actions increased instructional time, streamlined lesson planning, strengthened collaboration among staff, and supported a positive and professional school culture. As a result, DCA maintained strong teacher retention and staff engagement.

DCA also continues to foster a positive and inclusive learning environment where students are recognized and celebrated for embodying the school's values. This is reinforced daily through our Positive Behavioral Interventions and Supports (PBIS) system, which contributed to DCA earning a Blue performance level on the 2024 California Dashboard for Suspension Rate. Assemblies, student recognition programs, and schoolwide engagement activities help students feel connected and valued. Throughout the year, DCA celebrates the diversity of our community through events such as Lunar New Year, Hispanic Heritage Month, Black History Month, Oral History Day, and our Multicultural Festival. Spirit Week activities provide students with opportunities for self-expression and community building. Students also participate in service-learning and leadership opportunities through activities such as food drives and Light the Night for Leukemia fundraising events, helping students develop empathy, leadership, and initiative.

DCA provides multiple opportunities for family engagement throughout the year, including whole-school family meetings offered both in person and virtually, cultural celebrations, and community engagement events. We have also strengthened partnerships within the Oakland community to expand learning opportunities and after-school programming for students. We are proud to continue offering a free after-school program that serves approximately 150 families annually.

DCA continues to maintain strong student engagement and attendance, with an Average Daily Attendance (ADA) rate of approximately 96%, significantly above state averages. This reflects the school's strong culture, student supports, family partnerships, and targeted attendance interventions for students needing additional support.We continue to work closely with students and families through individualized attendance supports, regular family meetings, and counseling services. Our school counselor meets with identified students each morning to provide calming activities and emotional support before classes begin. We also assist families in building carpools and peer support systems to improve daily attendance. Through these continued efforts, DCA remains committed to ensuring every student feels safe, supported, and prepared to succeed academically and socially.

Reflections: Technical Assistance

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

Not applicable; the LEA is not eligible for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable; the LEA is not eligible for CSI.

Support for Identified Schools

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

Not applicable; the LEA is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable; the LEA is not eligible for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2026, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment.
Teachers, administrators, and other school personnel	In spring 2026, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input Every Friday we host staff meetings that focus on professional development and housekeeping topics. Data progress is covered during PLC (Professional Learning Community) meetings every Tuesday. We use these methods to engage school staff across all levels.

Educational Partner(s)	Process for Engagement
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2026, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input. Parents participate in the creation of school Priorities, Goals and Action plans, and provide input into the expenditures we make, including LCAP and grants such as the G-1 grant. We have 2 parent meetings per month, one in the morning in person and one in the evening online. During these meetings parents are informed of student academic data, attendance, grant proposals. In addition, the ELD, SPED and School Counselor share best practices. We also host cultural events throughout the year such as the multicultural festival and Oral History Day where parents participate and provide support. Teachers contact parents on an ongoing basis to provide information and support to their students. We use these methods to engage parents of all students.
Students	In spring 2026, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input We share our school priorities, goals, and action plans with students and seek their feedback. Additionally, we share school data with students to identify our most vulnerable subjects, encouraging them to work together to ensure everyone makes adequate progress. We use these methods to engage our student body.
SELPA	In spring 2026, the school share the LCAP with our SELPA to collect feedback.

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

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Our teachers are interested in continuous learning about equity practices. This year we worked on a few fronts to equip them with tools to uphold equity in their classrooms. We learned about Restorative Circles and demonstrated the practice for all students in every classroom and gave teachers a few tools to run them on their own. In addition, we have used music, art, and readings to share what we think of equity. We also planned a workshop on unconscious bias where teachers presented the workshop and then we gave teachers the time to plan their own lessons together so that this practice/reflection reaches students in their classrooms. We plan to continue these kinds of efforts over the course of the next 3-year LCAP as a result of teachers' input and enthusiasm for this work. This feedback was incorporated into Action 3.4. Parents wanted us to help students develop leadership skills and as a result we are prioritizing this. They were also interested in us supporting students to develop their own voices. To accomplish these goals, teachers have planned Socratic seminars, debates, interview projects, and collaborative cross-curricular projects where students have to actively speak and present their own opinions on different topics. Parents also wanted us to offer field trips and we dedicated some G-1 grant funds to offer field trips to all students. In addition, parents wanted us to help students reduce the time they spend in front of the screen and we have offered workshops and information to support them with it. This feedback was incorporated into Action 3.2.

Students expressed the desire to get more sports at school. In response to their request, we added soccer and basketball clubs. They also wanted to have more art, so we added 2 more art classes during the after school program. This feedback was incorporated into Actions 3.1 and 3.2.

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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepa re students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi¬tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	41.6% From the 2023-24 school year.	46.3%	64.3%	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	22.7%
1.2	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% From the 2023-24 school year.	100.0%	100%	100% of students have access to standards-aligned instructional materials	0.0%
1.3	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Good	Good	Good	School facilities are in good or exemplar repair	Target Achieved
1.4	Teachers participate in a 5- Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content	Summit was offered From the 2023-24 school year.	Summit was offered	Summit was Offered	The Annual Summit is Offered	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to state performance standards. (SP 2.1) Source: Internally tracked					
1.5	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	100.0% From the 2023-24 school year.	100.0%		100% of EL students are enrolled in ELD	Target Achieved
1.6	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 68.2% SED: 68.0% Asian: 75.7% Hispanic: 40.0% EL: 24.6%	All: 73.1% SED: 73.9% Asian: 79.3% Hispanic: 39.4% EL: 18.6%	All: 77.4% SED: 75.7% Asian: 82.7% Hispanic: 52.5% EL: 17.4%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	All: 9.2% SED: 7.7% Asian: 7.0% Hispanic: 12.5% EL: -7.2%
1.7	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 65.4% SED: 66.7% Asian: 77.2% Hispanic: 24.4% EL: 41.4%	All: 71.7% SED: 71.7% Asian: 82.6% Hispanic: 18.2% EL: 35.7%	All: 74.4% SED: 72.2% Asian: 84.4% Hispanic: 30.0% EL: 28.3%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	All: 9.0% SED: 5.5% Asian: 7.2% Hispanic: 5.6% EL: -13.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 59.3% SED: 60.6% Asian: 69.1%	All: 55.4% SED: 53.2% Asian: 66.7% Hispanic: 15.4%	All: 59.6% SED: 61.8% Asian: 84.4% Hispanic: 11.8% EL: 2.8%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	All: 0.3% SED: 1.2% Asian: 15.3%
1.9	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 78.9%	All: 90.9%	All: 61.2%	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	All: -17.7%
1.10	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	31.0%	27.4%	21.3%	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	-9.7%
1.11	Students have access to a broad course of study (SP 7.1) Source:	Standard Met From the 2023-24 school year.	Standard Met	Standard Met	Students have access to a broad course of study -	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PowerSchool master schedule				Local Indicator "Standard Met"	
1.12	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD From the 2023-24 school year.	Standard Met	Standard Met	1 paraprofessional for EL and 1 for SWD	Target Achieved
1.13	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 47th Hispanic: 37th Asian: 48th Source for baseline year is NWEA.	ALL: 44th Hispanic: 37th Asian: 46th	All: 56th Hispanic: 55th Asian: 57th	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	All: 9 Hispanic: 18 Asian: 9
1.14	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 49th Hispanic: 45th Asian: 53rd	ALL: 47th Hispanic: 41st Asian: 49th	ALL: 68th Hispanic: 56th Asian: 69th	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: 19 Hispanic: 11 Asian: 16

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

Our planned actions and implementation of this goal were grounded in our mission to prepare every student for college, career, and life. These priorities focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support.

Planned: Provide targeted, ongoing professional learning focused on rigor, differentiation, and instructional strategies (more student talk and group work). Implement tiered interventions and expanded supports (e.g., academic tutoring, EL support, SPED modifications) and provide a paraprofessional to work within the classroom and targeted populations. Adding the use of engagement strategies and attendance at the Summit (network PD)

Implemented: Professional development was delivered as planned and included NWEA data-driven instruction, English learner strategies, project-based learning, differentiation, and tiered intervention practices through small-group instruction. Intervention tutoring in math and ELA showed positive results, and after-school tutoring was expanded across all core subject areas. Teachers participated in ongoing collaboration and planning sessions focused on analyzing student data, aligning instruction, sharing best practices, and monitoring interventions. Our planned actions continued to support the delivery of a rigorous, standards-aligned curriculum, access to a well-rounded education, professional development for instructional staff, and differentiated academic support for students. Classroom walkthroughs and student work samples reflected increased academic rigor through higher-order thinking tasks, standards-aligned instruction, academic discourse, and collaborative learning opportunities. All academic curricula remained standards-based, and teachers received ongoing professional development connected to curricular materials and instructional practices. All teachers attended the Summer Summit professional development event, where they analyzed student data and refined curriculum maps in preparation for the school year.

Implementing this goal has positioned the school on a strong trajectory toward improved student outcomes and college readiness. Tier 1 and Tier 2 students received weekly math and English tutoring and intervention support. Paraprofessionals played an essential role in supporting targeted student groups by providing small-group instruction, frontloading skills, reinforcing classroom learning, and offering additional support throughout the instructional day.

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.

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

Weekly classroom observations and walkthroughs allowed instructional leaders to monitor classroom engagement strategies and provide timely feedback to teachers. Increased use of attention-getters and clear classroom routines helped improve student focus, ensuring students were tracking speakers and ready to receive instruction before lessons began. These practices contributed to stronger classroom management and increased student engagement during instruction.

Targeted supports for English learners continued throughout the year and provided students with additional academic assistance and language development opportunities. While progress was made in supporting identified English learners, English Language Development (ELD) remains an area for continued growth. Future efforts will focus on strengthening strategies to support recently reclassified students, refining instructional practices for language development across content areas, and continuing the development of standards-aligned ELD curriculum and supports.

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

Continue strengthening NWEA data-driven professional development with a focus on targeted student groups, including English learners, students receiving special education services, and Latino/a/x students. Expand tutoring and intervention supports while increasing instructional practices that promote student discourse, academic conversations, and deeper thinking through the use of higher-order questioning strategies.

Additional focus areas will include the continued development of standards-aligned ELD coursework and instructional resources, as well as the implementation of a progress-monitoring system to better track and support recently reclassified English learners to ensure continued academic success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for	$87,920.83	Yes

Action #	Title	Description	Total Funds	Contributing
		English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.		
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.	$713,064.25	Yes
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$120,000.00	No
1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students	$92,085.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum		
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	$101,320.75	No
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$138,937.83	Yes
1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards	$31,475.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reclassification. This action serves as a Required Action for Long-term English learners.		
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	$226,229.97	No
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	$19,012.70	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parents will be provided regular opportunities to participate in school site	Scheduled at least 3 FST meetings and at least 3	Scheduled at least 3 FST meetings	Scheduled at least 3 FST meetings	Schedule at least 3 Family, Student, and Teacher (FST)	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Parent Committee for English Learners meetings, inviting all parents to participate. From the 2023-24 school year.			meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	
2.2	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitatio ns, school calendar	Parents invited to at least 4 events From the 2022-23 school year.	Parents invited to at least 4 events	Parents invited to at least 4 events	Parents invited to at least 4 events	Target Achieved

Goal Analysis [2025-26]

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

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

Our approach to parent engagement is grounded in the belief that families are essential partners in student learning. We are committed to educating, empowering, and involving parents in their children's educational journeys. All parent engagement and communication efforts focused on building strong, positive relationships between school staff and families while ensuring that parents remained informed about their child's academic progress and overall well-being. To foster a strong sense of community, we hosted frequent family events and school activities that celebrated our school culture and encouraged connection among students, staff, and families. These opportunities were designed to strengthen the relationship between home and school while reflecting the diversity and values of our school community.

Planned: Host regular community events and school activities that encourage family participation. Hold three Family Staff Team (FST) meetings, conduct a parent information survey, and facilitate individual meetings with families of students with IEPs to gather insight and feedback about the school experience.

Implemented: Held Family Staff Team (FST) using the bylaws and policies to ensure meaningful opportunities for parents to participate in school planning and decision-making. FST meetings were well attended, elected parent representative seats were filled, and the team provided valuable insight regarding school culture, community events, and budget priorities. Communication between school staff and families was strengthened through the use of the ParentSquare platform, weekly site director updates, and consistent multi-modal communication methods, including newsletters, text messages, applications, phone calls, and in-person meetings provided in home languages when possible. The school also conducted the YouthTruth survey to gather feedback and input from families and students regarding the overall school experience. In addition, the principal hosted monthly "Coffee with the admin" meetings in both the morning and afternoon to maximize family participation and create additional opportunities for open dialogue, feedback, and relationship-building with families.

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.

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

The Family Staff Team (FST) was well attended throughout the year and provided meaningful opportunities for educational partners to actively participate in school planning and decision-making. Families provided direct input on the LCAP process, cultural events, the academic calendar, and other important school initiatives and activities. Participation data showed strong family engagement, with more than 75% of parents attending two or more meetings during the school year. This consistent participation strengthened communication between families and school staff and helped ensure that parent voices were reflected in schoolwide planning and community-building efforts.

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

Continue providing parent education workshops focused on student learning, social-emotional development, and available school and community resources. Expand support for families who experience barriers to accessing technology by offering workshops and hands-on assistance related to digital platforms and school communication tools. Additionally, continue developing and facilitating affirmative groups and engagement opportunities that support targeted student populations and their families to strengthen inclusion, connection, and culturally responsive practices within the school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$41,301.64	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$46,041.21	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 95.7% Asian: 97.0% Hispanic: 93.2% EL: 95.7% SED: 95.9%	All: 97.75%	All: 97.56%	Each student subgroup will achieve 90% or greater ADA.	1.86%
3.2	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 6.1% SED: 4.5% Asian: 0.5% Hispanic: 26.2% EL: 12.3% SWD: 15.6%	All: 3.0% SED: 1.9% Asian: 0.5% Hispanic: 11.4% EL: 3.2% SWD: 3.8%	All: 3.9% SED: 4.3% Asian: 0.9% Hispanic: 20.0% EL: 8.3% SWD: 7.4%	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	All: -2.2% SED: -0.2% Asian: 0.4% Hispanic: -6.2% EL: -4.0% SWD: -8.2%
3.3	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.8% SED: 0.9% Asian: 0.0% Hispanic: 2.9% EL: 0.0% SWD: 3.8%	All: 0.3% SED: 0.0% Asian: 0.4% Hispanic: 0.0% EL: 1.6% SWD: 0.0%	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022¬2023 overall state average, 3.5%	All: 0.3% SED: 0.0% Asian: 0.4% Hispanic: 0.0% EL: 1.6% SWD: 0.0%
3.4	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	Each student subgroup will have 0.5% or lower expulsion rate	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	51.0% From the 21-22 school year.	44.0%	49.0%	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-2.0%
3.6	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	70.0% From the 21-22 school year.	54.0%	58.0%	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-12.0%
3.7	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	0.0%	0.3%	Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	0.3%
3.8						

Goal Analysis [2025-26]

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

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

Our goal is to create and maintain a safe, inclusive, and supportive school environment that fosters a strong sense of belonging and engagement for all students. We are committed to supporting students' academic success alongside their social-emotional well-being through intentional school culture-building practices and systems of support. School climate and pupil engagement remain critical factors in student achievement and overall well-being.

Planned: Expand Positive Behavioral Interventions and Supports (PBIS) schoolwide to promote a positive behavioral culture and reduce disciplinary incidents. Host regular schoolwide culture-building activities, including spirit days, student assemblies, and recognition programs, to strengthen student connection and celebrate diversity. Analyze engagement and climate data, including attendance, discipline, and survey results, on an ongoing basis to identify trends and adjust practices accordingly.

Implemented: Implemented the YouthTruth survey to gather student feedback regarding school climate, engagement, and sense of belonging. Survey results indicated an increase in students reporting feeling connected to the school community. The school also continued to strengthen its overall approach to school culture through schoolwide activities, student recognition opportunities, and ongoing efforts to build positive relationships and inclusive practices across campus. As a result of these efforts, the school saw improvements in student attendance, behavior, engagement, and overall perception of school climate. These outcomes contributed directly to students' academic and personal growth and reinforced the school's commitment to equity, inclusion, and whole-child development.

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.

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

Based on attendance data, 98% ada higest in Alameda County, suspension rates, student climate surveys, and feedback from educational partners, there is clear evidence of strength in the school's efforts to build student connection and a positive school culture. Data indicate improved student engagement and stability, reflected in consistent attendance patterns and reduced suspension rates. Student and family feedback further supports these outcomes, with many reporting that the school is an environment where they feel emotionally and physically safe, respected, and connected to a broader school community.

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

Provide ongoing professional development for staff focused on trauma-informed practices and effective student engagement strategies to better support the diverse needs of students with increasing diversity of student population. Continued implementation of Social-Emotional Learning (SEL) instruction across classrooms to build students' emotional literacy and independence.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	$80,801.64	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement.	$173,366.87	Yes

Action #	Title	Description	Total Funds	Contributing
		- Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.		
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	$44,893.89	Yes
3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion • Train teachers to provide social-emotional learning opportunities through advisory/home room classes -The school psychologist/wellness counselor will meet with students experiencing non-academic problems	$138,443.45	Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,028,171	$

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
31.868%	0.000%	$0.00	31.868%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Assessment and Progress Monitoring **Need:** Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively)	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year’s

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide Schoolwide	instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.2	**Action:** Academic Supports **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide	These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.4	**Action:** Professional Development to Promote Academic Excellence **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide		defined by internal assessment.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. **Scope:**	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long¬term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 1L: Provide at least one paraprofessional to work with English learners.
1.9	**Action:** Supports for Homeless and/or Foster Youth **Need:** Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of "slipping through the cracks" compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had "enough" people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA- wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	speaker as many of our families speak Spanish in their homes. **Scope:** LEA-wide		
2.1	**Action:** Parent Engagement Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Parent Communication Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Community Engagement **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"strongly agree" to "I really feel like a part of my school's community."
3.2	**Action:** School Culture Activities **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		interventions to support engagement and attendance.	responding "agree" or "strongly agree" to "I really feel like a part of my school's community."
3.3	**Action:** Supports for Student Attendance and Engagement **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:**	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	interventions to support engagement and attendance.	Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."
3.4	**Action:** Supports for Student Behavior and Wellbeing **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community."	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Supports for English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	to effectively teach and support English learners in their classrooms. **Scope:** Limited to Unduplicated Student Group(s)	supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. **Scope:**	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.

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

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

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	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,226,391	$1,028,171	31.868%	0.000%	31.868%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,634,519.35	$419,375.68	$0.00	$0.00	$2,049,895.03	$1,516,311.70	$533,583.33

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$45,262.50	$42,658.33	$45,262.50	$42,658.33			$87,920.83	
1	1.2	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$713,064.25	$0.00	$577,232.25	$135,832.00			$713,064.25	
1	1.3	Materials, Curriculum, & Supplies	All	No			All Schools	Ongoing	$0.00	$120,000.00	$120,000.00				$120,000.00	
1	1.4	Professional Development to Promote Academic Excellence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$52,085.00	$40,000.00	$92,085.00				$92,085.00	
1	1.5	Safe and Secure Facilities	All	No			All Schools	Ongoing	$91,120.75	$10,200.00	$101,320.75				$101,320.75	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	Ongoing	$123,937.83	$15,000.00	$15,000.00	$123,937.83			$138,937.83	
1	1.7	Additional Supports for Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	Ongoing	$18,475.00	$13,000.00	$31,475.00				$31,475.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$126,229.97	$100,000.00	$180,507.45	$45,722.52			$226,229.97	
1	1.9	Supports for Homeless and/or Foster Youth	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/LEA	Ongoing	$13,012.70	$6,000.00	$13,012.70	$6,000.00			$19,012.70	
2	2.1	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$26,801.64	$9,500.00	$36,301.64				$41,301.64	
2	2.2	Parent Communication Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$26,041.21	$20,000.00	$46,041.21				$46,041.21	
3	3.1	Community Engagement	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	Ongoing	$26,801.64	$54,000.00	$30,801.64	$50,000.00			$80,801.64	
3	3.2	School Culture Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$83,141.87	$90,225.00	$158,141.87	$15,225.00			$173,366.87	
3	3.3	Supports for Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$42,893.89	$2,000.00	$44,893.89				$44,893.89	
3	3.4	Supports for Student Behavior and Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$127,443.45	$11,000.00	$138,443.45				$138,443.45	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,226,391	$1,028,171	31.868%	0.000%	31.868%	$1,228,691.15	0.000%	38.083 %	**Total:**	$1,228,691.15
								LEA-wide Total:	$1,182,216.15
								Limited Total:	$46,475.00
								Schoolwide Total:	$45,262.50

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Assessment and Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$45,262.50	
1	1.2	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$577,232.25	
1	1.4	Professional Development to Promote Academic Excellence	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$92,085.00	
1	1.6	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	$15,000.00	
1	1.7	Additional Supports for Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	$31,475.00	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/LEA	$13,012.70	
2	2.1	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter	$36,301.64	

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 (%)
					Low Income	school/LEA		
2	2.2	Parent Communication Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$46,041.21	
3	3.1	Community Engagement	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	$30,801.64	
3	3.2	School Culture Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$158,141.87	
3	3.3	Supports for Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$44,893.89	
3	3.4	Supports for Student Behavior and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$138,443.45	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,044,895.03	$2,050,408.61

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Assessment and Progress Monitoring	Yes	$82,920.83	83079.42
1	**1.2**	Academic Supports	Yes	$713,064.25	713912.08
1	**1.3**	Materials, Curriculum, & Supplies	No	$120,000.00	120142.68
1	**1.4**	Professional Development to Promote Academic Excellence	Yes	$92,085.00	92194.49
1	**1.5**	Safe and Secure Facilities	No	$101,320.75	101440.07
1	**1.6**	Supports for English Learners	Yes	$138,937.83	139102.20
1	**1.7**	Additional Supports for Long-term English Learners	Yes	$31,475.00	31512.42
1	**1.8**	Supports for Students with Disabilities	No	$226,229.97	226229.97
1	**1.9**	Supports for Homeless and/or Foster Youth	Yes	$19,012.70	19035.31
2	**2.1**	Parent Engagement Activities	Yes	$36,301.64	36344.80

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Parent Communication Activities	Yes	$46,041.21	46096.05
3	**3.1**	Community Engagement	Yes	$80,801.64	80937.79
3	**3.2**	School Culture Activities	Yes	$173,366.87	173573
3	**3.3**	Supports for Student Attendance and Engagement	Yes	$44,893.89	47497.27
3	**3.4**	Supports for Student Behavior and Wellbeing	Yes	$138,443.45	139311.06

2025-26 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)
1088365	$1,228,691.15	$1,234,364.33	($5,673.18)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Assessment and Progress Monitoring	Yes	$45,262.50	48019.42		
1	1.2	Academic Supports	Yes	$577,232.25	566912.08		
1	1.4	Professional Development to Promote Academic Excellence	Yes	$92,085.00	95142.68		
1	1.6	Supports for English Learners	Yes	$15,000.00	15000		
1	1.7	Additional Supports for Long-term English Learners	Yes	$31,475.00	31512.42		
1	1.9	Supports for Homeless and/or Foster Youth	Yes	$13,012.70	16035.31		
2	2.1	Parent Engagement Activities	Yes	$36,301.64	36344.80		
2	2.2	Parent Communication Activities	Yes	$46,041.21	46096.05		
3	3.1	Community Engagement	Yes	$30,801.64	30937.79		
3	3.2	School Culture Activities	Yes	$158,141.87	163573		
3	3.3	Supports for Student Attendance and Engagement	Yes	$44,893.89	45479.72		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Supports for Student Behavior and Wellbeing	Yes	$138,443.45	139311.06		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,095,877	1088365	0%	35.155%	$1,234,364.33	0.000%	39.871%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

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Coversheet

Public Hearing: Local Control Accountability Plan (LCAP) - John Henry High School

Section: IV. Business
Item: F. Public Hearing: Local Control Accountability Plan (LCAP) - John Henry High School
Purpose: Discuss
Submitted by:
Related Material: 2026_LCAP_JHHS_Public Hearing_2026.05.14.pdf

BACKGROUND:

The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually each June and hold a public hearing to get feedback and input.

This is the public hearing and an opportunity for the public and board to provide any feedback before board approval in June.

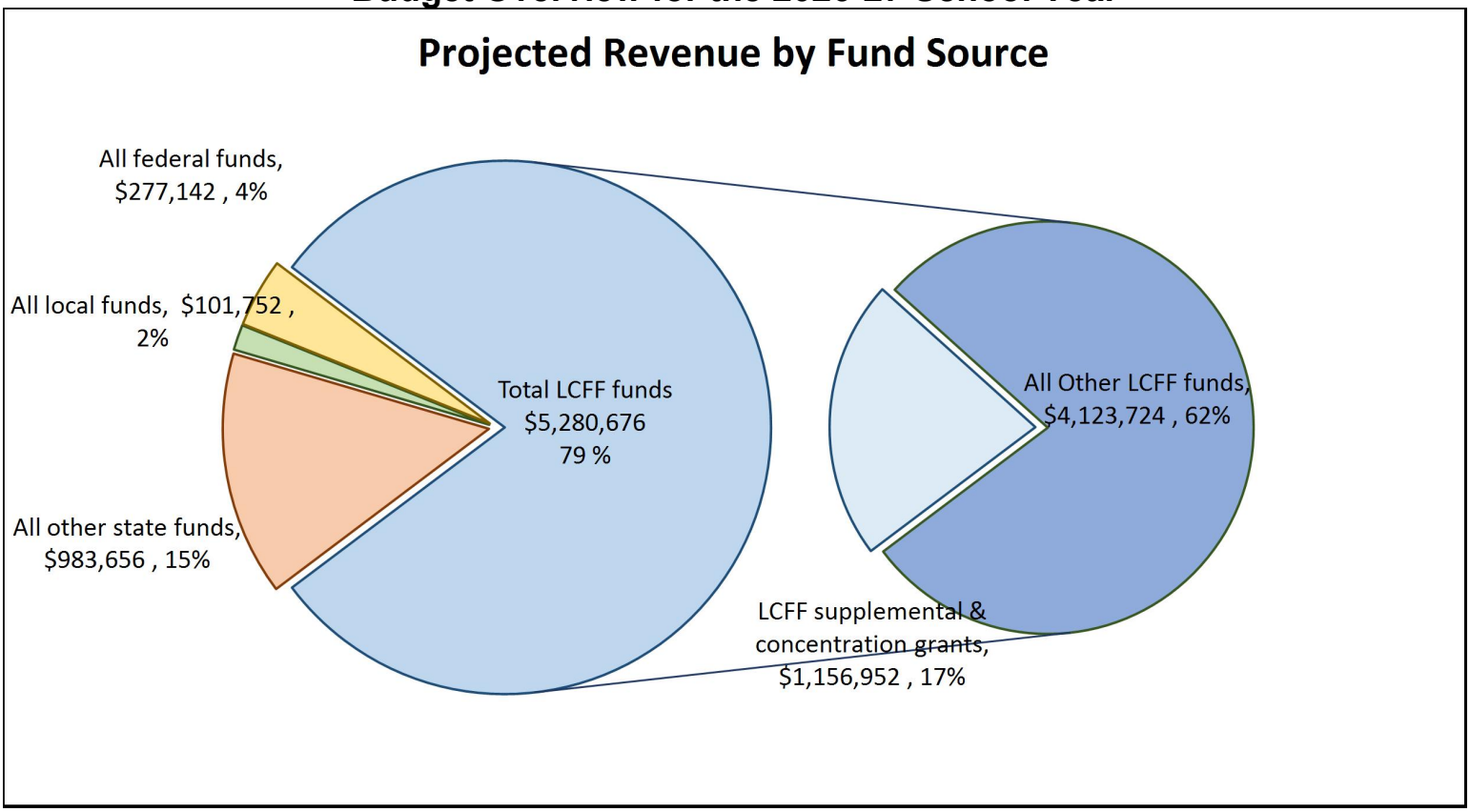
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: John Henry High School
CDS Code: 07773540132233
School Year: 2026-27
LEA contact information:
Stacey Drakeford
Site Director

510-235-2439

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

Budget Overview for the 2026-27 School Year

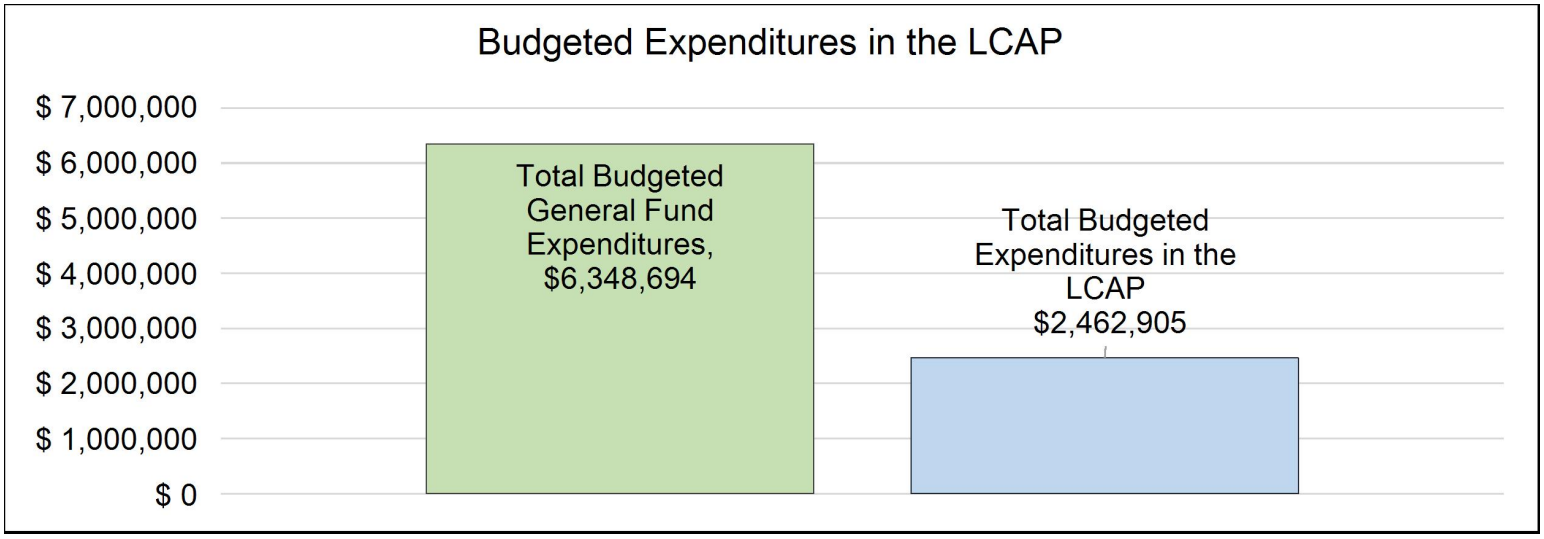


This chart shows the total general purpose revenue John Henry High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Henry High School is $6,643,226, of which $5280676 is Local Control Funding Formula (LCFF), $983656 is other state funds, $101752 is local funds, and $277142 is federal funds. Of the $5280676 in LCFF Funds, $1156952 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 John Henry High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

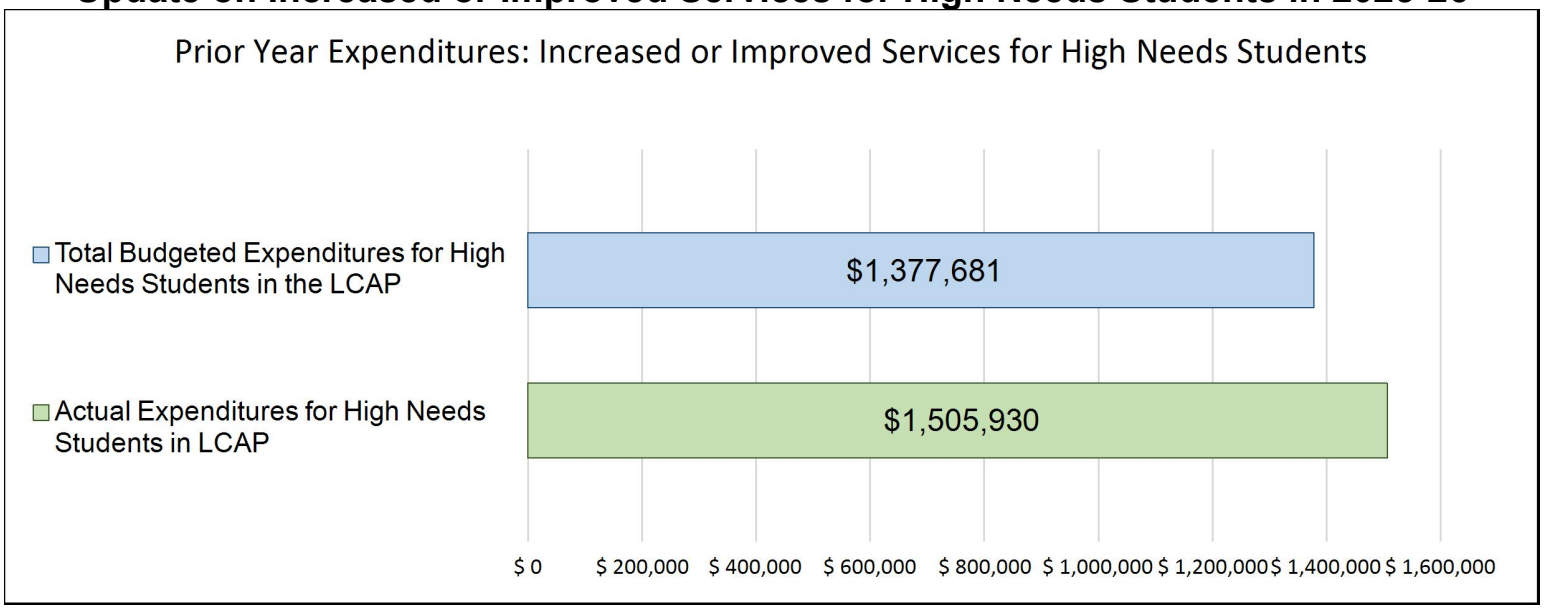
The text description of the above chart is as follows: John Henry High School plans to spend $6348694 for the 2026-27 school year. Of that amount, $2462905.08 is tied to actions/services in the LCAP and $3,885,788.92 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, John Henry High School is projecting it will receive $1156952 based on the enrollment of foster youth, English learner, and low-income students. John Henry High School must describe how it intends to increase or improve services for high needs students in the LCAP. John Henry High School plans to spend $1437928.56 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, John Henry High School's LCAP budgeted $1377681.23 for planned actions to increase or improve services for high needs students. John Henry High School actually spent $1505929.5 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Henry High School	Stacey Drakeford Site Director	sdrakeford@amethodschools.org 510-235-2439

Plan Summary [2026-27]

General Information

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

At John Henry High School (JHHS), we are committed to our students' academic success and developing a strong community of learners. JHHS is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501 (c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization’s flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. Established in 2014, JHHS is located in the beautiful Marina Bay area of Richmond, CA and serves 330 9 - 12 students in the 2023-24 school year.

At JHHS, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We use research-based teaching methodologies that emphasize the fundamentals; enhanced by technology, problem solving, cooperative learning, and critical thinking skills. Our academic program instills rigours and lifeling love of learning that carries our students throughout college career and beyond. JHHS offers students a wide range of extended learning opportunities. We also offer daily after-school activities including music and our homework club.

JHHS supports student excellence through our Multi-Tiered System of Supports (MTSS), which ensures that students are met at their current level and provided with the personalized academic, behavioral, health, and other supports they need. JHHS has a network of paraprofessional educators and tutors who offer individualized academic support and keep in touch with families to provide regular support, encouragement, and feedback. Student progress is measured continually, with grade-level meetings held monthly to share best practices, discuss possible intervention methods, and create action plans for teachers and students. Families are an integral part of our school and throughout the year we invite them to events including school college faires, college appiation, prom, spirit week and robust sports program

Reflections: Annual Performance

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

In analyzing John Henry High School's data from the past year, including both California Dashboard indicators and local measures, the school identified several areas of progress as well as persistent challenges that continue to require focused attention. While standardized testing results remained below the school's long-term goals and expectations, the leadership team used these outcomes as an opportunity to strengthen instructional systems and improve student supports. While the school did not see the gain for English learner reclassification, it signaled the need for more targeted language development supports and instructional alignment across content areas as a focus for the coming school years. As a result, the administration team conducted a comprehensive review of instructional practices and curriculum resources and determined that portions of the previously used curriculum were outdated and not fully aligned to current California standards and instructional expectations.
In response, John Henry High School implemented updated standards-aligned curriculum across core content areas and introduced more rigorous, evidence-based instructional materials that include embedded diagnostics, formative assessments, and progress-monitoring tools. These updated curricular resources allow teachers to more effectively assess student understanding, monitor growth, and adjust instruction based on student needs. In addition, the school launched a strengthened instructional coaching model designed to improve classroom practice and teacher development. Through regular coaching cycles, classroom observations, feedback conversations, co-planning, and professional learning opportunities, teachers receive ongoing support in standards-based instruction, lesson implementation, student engagement strategies, and data-driven instructional practices.

The school also prioritized the development of a more robust and structured COST (Coordination of Services Team) system to better support students academically, behaviorally, and socially-emotionally. JHHS established clearer intervention structures and protocols, including consistent meeting agendas, student data review processes, benchmark tracking systems, and action planning aligned to student outcomes. The enhanced COST process has strengthened collaboration among teachers, counselors, intervention staff, and administrators to ensure students receive timely and targeted supports. Additionally, the school increased its focus on benchmark assessments and routine data analysis cycles to monitor progress toward academic goals and identify students needing intervention earlier.

In addition to academic growth efforts, the school maintained several positive outcomes related to school climate and operations. JHHS continued to meet its goals for maintaining a low expulsion rate, ensuring access to standards-aligned instructional materials, and sustaining a safe, clean, and welcoming learning environment for students and staff. Although the school did not fully meet its attendance goal, attendance rates have steadily improved year over year, and the school remains on track to meet its long-term attendance targets during the

next LCAP cycle. Similarly, while the school did not meet its ambitious suspension goal of 1% or lower, suspension rates remained relatively low overall and continued trending downward as restorative practices, relationship-building strategies, and proactive behavioral interventions became more consistent schoolwide.

Through the implementation of updated curriculum, a strengthened instructional coaching model, enhanced data systems, and a more strategic COST intervention process, John Henry High School is building stronger instructional foundations and support structures to accelerate student achievement and improve outcomes for all student groups.

Reflections: Technical Assistance

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

As applicable, a summary of the work underway as part of technical assistance. Not applicable; the LEA is not eligible for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable; the LEA is not eligible for CSI.

Support for Identified Schools

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

Not applicable; the LEA is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable; the LEA is not eligible for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2026, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment.
Teachers, administrators, and other school personnel	In spring 2026, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input Every Friday we host staff meetings that focus on professional development and housekeeping topics. Data progress is covered during PLC (Professional Learning Community) meetings every Tuesday. We use these methods to engage school staff across all levels.

Educational Partner(s)	Process for Engagement
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2026, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input. Family, Student, and Teacher (FST) meetings take place Quarterly Parents are invited to attend and share any questions, comments or concerns they may have. We utilize newsletters and monthly parent meetings (Coffee with the Principal and FST). Consistent communication about school plans and programs are sent via ParentSquare and annual surveys are given towards the end of the year. We use these methods to engage parents of all students.
Students	In spring 2026, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input.
SELPA	In spring 2026, the school share the LCAP with our SELPA to collect feedback For details on our program and supports for students with disabilities.

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

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:
Teachers have expressed the desire to receive professional development for the proper process of instruction when teaching iReady Math lessons. Another request has been made for a Professional Development in the area of Classroom Management. The administration team provided the aforementioned requests and plans to increase consultant services and expenditures to offer more development opportunities next year.
Families provided feedback on issues ranging from academics to behavior. iReady was implemented to aid in filling in any academic gaps students had. We've established a PBIS system as positive reinforcement to good behavior. More teachers were requested and we hired or brought in long-term substitutes for classroom vacancies. All of this feedback from our teachers, staff, and parents was incorporated into Actions 1.4, 3.2, and 3.4.

Sports have been an expressed interest of students. We do have teachers who are willing to help with sports; the plan is to collaborate with the Internal Compliance office to properly implement future sporting programs. Students have also expressed interest in more fun activities at school. Admin have implemented club day once a month. Field trips have also been brought up and every grade level coordinator has taken the task to plan field trips for their grade band, prior to the end of the year. This feedback was incorporated into Actions 3.1 and 3.2. Finally, the administration team desires to hire a CTE teacher to create an engaging environment for students, thus advancing the school towards becoming a STEM school. The plan is to purchase STEM equipment to include virtual reality, green screen, digital printing, Kinetic Sand Box, (augmented virtual reality), and other items including SEL digital technology with classroom lessons aligned with standards. We plan to have a big end-of-year carnival, as well as simple events to foster parent/student relationships like muffins with moms, donuts with dad, and others activities described in Action 3.2.

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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepa re students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi¬tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	9.1% From the 2023-24 school year.	52.5%	68.8%	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	59.7%
1.2	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% From the 2023-24 school year.	100%	100%	100% of students have access to standards-aligned instructional materials	Target Achieved
1.3	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Exemplary	Good	Good	School facilities are in good or exemplar repair	Will be completed in 2025.
1.4	Teachers participate in a 5- Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content	Summit was offered From the 2023-24 school year.	Summit was offered	Summit was offered	The Annual Summit is Offered	Will be completed in 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to state performance standards. (SP 2.1) Source: Internally tracked					
1.5	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	73.3% From the 2023-24 school year.	100%	100%	100% of EL students are enrolled in ELD courses.	Target Achieved
1.6	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 26.0% SED: 20.0% Hispanic: 26.1%	All: 41.1% SED: 41.8% Hispanic: 42.9% EL: 9.1%	All: 29.5% SED: 27.6% Hispanic: 31.6% EL: 8.6%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	All: 3.5% SED: 7.6% Hispanic: 5.5%
1.7	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 9.6% SED: 10.0% Hispanic: 10.1%	All: 14.9% SED: 16.2% Hispanic: 15.5% EL: 12.1%	All: 31.8% SED: 27.6% Hispanic: 31.6% EL: 40.0%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	All: 22.2% SED: 17.6% Hispanic: 21.5%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 10.8% SED: 11.8% Hispanic: 11.5%	All: 8.0% SED: 9.0% Hispanic: 8.5% EL: 3.8%	All: 17.4% SED: 18.9% Hispanic: 16.9% EL: 11.8%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	All: 6.6% SED: 7.1% Hispanic: 5.4%
1.9	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 33.7%	All: 34.0%	All: 33.6%	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	All: -0.1%
1.10	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	3.5%	0.9%	11.3%	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	7.8%
1.11	Students have access to a broad course of study (SP 7.1) Source:	Standard Met From the 2023-24 school year.	Standard Met	Standard Met	Students have access to a broad course of study -	Target Achieved

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PowerSchool master schedule				Local Indicator "Standard Met"	
1.12	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD From the 2023-24 school year.	Standard Met	Standard Met	1 paraprofessional for EL and 1 for SWD	Target Achieved
1.13	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 32nd Hispanic: 31st	ALL: 32nd Hispanic: 33rd	ALL: 50th Hispanic: 48th	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: +18 Hispanic: +17
1.14	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 50th Hispanic: 51st	ALL: 41st Hispanic: 41st	ALL: 44th Hispanic: 45th	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: -6 Hispanic: -6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	"Increase the percent of graduates who successfully meet UC/CSU course requirements or meet the overall state average for baseline year. (SP 4.2) Source: DataQuest Four-Year Adjusted Cohort Graduation Rate"	All: 92.7% SED: 92.3% Hispanic: 92.3%	All: 82.4% SED: 81.9% Hispanic: 81.2%	All: 80.5% SED: 82.9% Hispanic: 83.1%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 52.4%.	All: -12.2% SED: -9.4% Hispanic: -9.2%
1.16	"Increase the percent of students considered ""prepared"" on the College/Career Indicator (CCI) or meet the overall state average for baseline year. (SP 4.8) Source: CA Dashboard"	All: 32.9% SED: 34.7% Hispanic: 35.6%	All: 29.7% SED: 27.8% Hispanic: 31.9%	All: 61.9% SED: 63.3% Hispanic: 63.8%		All: 29.0% SED: 28.6% Hispanic: 28.2%
1.17	"Of students participating in advanced placement exams, increase the percentage achieving a score of “3” or higher, or meet 60% (SP 4.7) Source: College Board AP chart"	All: 33.3%	All: 51.4%	All: 18.4%		All: -14.9%

Goal Analysis [2025-26]

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

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

Our planned actions and implementation of this goal were grounded in our mission to prepare every student for college, career, and life. These priorities focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support.

Planned: Provide targeted, ongoing professional learning focused on rigor, differentiation, and instructional strategies aligned with academic standards. Implement tiered interventions and expanded supports, including academic tutoring, English learner support, Spec Ed. modifications, and paraprofessional support for targeted student populations. Continue to maintain above-average graduation rates and strengthen support for AP exam participation and success. Ensure all staff have access to standards-aligned instructional materials, and all English learners have access to designated ELD instruction.

Implemented: All classrooms implemented instructional materials aligned with state standards, including the introduction of ELD curriculum to better support English learners. Monthly professional development sessions focused on evidence-based instructional strategies aligned with California academic standards and effective classroom practices. Designated ELD blocks were implemented for all EL students, with ongoing progress monitoring using ELPAC data and formative assessments to guide instruction and support student growth. One full-time Instructional Assistant was assigned to provide push-in support in high-need classrooms and targeted student groups, strengthening small-group instruction and individualized support. Staff also participated in annual Summit professional development and received targeted training on new curriculum implementation. The school maintained an above-average graduation rate, reflecting continued success in supporting students toward postsecondary readiness and completion.

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.

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

Internal assessment data showed overall student performance remained steady in math, with neither significant growth nor decline. This stability reflects the school’s continued focus on improving instructional coaching systems and strengthening daily Tier 1 instruction across classrooms. While earlier staffing presented challenges, this year’s consistent results indicate that efforts to refine instructional practices and increase coherence in teaching have helped maintain student performance levels. The school’s emphasis on data-driven instruction, ongoing coaching, and improved Tier 1 delivery contributed to sustaining outcomes during a period of instructional improvement and systems strengthening.

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

Build our CTE program with in house courses as well as community college We will work to create a master schedule allowing for dual-enrolled coursework, and based on decreased English learner reclassification, work to identify appropriate intervention curricula for students with identified needs to supplement the core materials.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	$89,538.84	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.	$635,764.03	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$115,570.00	No
1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum	$125,388.09	Yes
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	$107,442.80	No

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Action #	Title	Description	Total Funds	Contributing
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$165,253.48	Yes
1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	$50,963.37	Yes
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	$532,746.00	No
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach	$31,710.75	No Yes

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Action #	Title	Description	Total Funds	Contributing
		Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.		
1.10	College & Career Readiness	Provide a range of comprehensive college and career readiness supports, including: • Offer two college advisors to directly support students' college and career readiness • Host adult skills workshops (and other topics driven by student/parent interest) • Hire an assistant director of student services to support school staff in developing systems to increase our student A-G, Career and Technical Education, and high school graduation rates • Provide career fairs and college field trips to engage students with various fields and post-secondary opportunities	$55,140.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parents will be provided regular opportunities to participate in school site	Scheduled at least 3 FST meetings and at least 3	Scheduled at least 3 FST meetings	Scheduled at least 3 FST meetings	Schedule at least 3 Family, Student, and Teacher (FST)	Metric Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Parent Committee for English Learners meetings, inviting all parents to participate. From the 2023-24 school year.			meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	
2.2	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitatio ns, school calendar	Parents invited to at least 4 events From the 2022-23 school year.	Parents invited to at least 4 events	Parents invited to at least 4 events	Parents invited to at least 4 events	Metric Met

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Goal Analysis [2025-26]

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

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

All of our parent engagement and communication efforts focus on building strong, positive relationships between school staff and families. We strive to ensure that every parent is informed about their child's academic progress and overall well-being. To foster a sense of community, we host frequent family events and school activities that celebrate our school culture while promoting connection and engagement. These efforts are designed to strengthen the school-home relationship and reflect the diversity and values of our school community.

Planned: Host regular community events and school activities that encourage family participation. Hold three Family Staff Team (FST) meetings and administer a parent information survey to gather feedback and strengthen family voice.

Implemented: Held Family Staff Team (FST) using network bylaws and policies to ensure meaningful opportunities for parents to participate in school planning and decision-making, including LCAP, college electives, and culture events. A small group of representatives actively attended meetings and provided valuable feedback on the LCAP, school budget, and schoolwide events and initiatives. Two-way communication between school staff and families was strengthened through consistent use of the ParentSquare platform, along with multi-modal communication including newsletters, text messages, apps, and in-person updates provided in home languages to ensure accessibility. The YouthTruth survey was also administered to gather additional student and family feedback on school experience and engagement.

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.

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

Attendance data and parent feedback indicate that these meetings and engagement opportunities were well-attended and that families consistently participated in FST meetings and school events. This reflects strong interest and involvement from families in schoolwide decision-making and community-building efforts.
YouthTruth survey data indicate that there is still work to be done in improving satisfaction with overall school operations. While engagement levels are strong, this feedback suggests a need to further strengthen communication, responsiveness, and clarity around school processes to better align family perceptions with the school's efforts and intentions.

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

Provide parent education workshops on student learning, social-emotional development, and school resources. Hold parent workshops for parents who are unable to access technology. Hold affirmative groups of the target populations. Examine and dive into youth truths data do determine root cause of ratings given.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$30,857.80	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$45,339.07	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 96.4% Hispanic: 96.5% EL: 95.8% SED: 96.7% SWD: 95.8%	All: 94.26%	All: 93.02%	Each student subgroup will achieve 90% or greater ADA.	-3.38%
3.2	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 6.3% SED: 6.0% Hispanic: 5.6% EL: 10.1% SWD: 8.7%	All: 10.1% SED: 10.3% Hispanic: 9.8% EL: 11.5% SWD: 5.6%	All: 15.5% SED: 15.2% Hispanic: 15.9% EL: 22.9% SWD: 15.0%	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	All: 9.2% SED: 9.2% Hispanic: 10.3% EL: 12.8% SWD: 6.3%
3.3	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 4.7% SED: 5.8% Hispanic: 4.3% EL: 5.0% SWD: 8.2%	All: 5.5% SED: 3.7% Hispanic: 4.3% EL: 6.7% SWD: 9.8%	All: 7.0% SED: 6.8% Hispanic: 7.2% EL: 10.3% SWD: 10.0%	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022¬2023 overall state average, 3.5%	All: 2.3% SED: 1.0% Hispanic: 2.9% EL: 5.3% SWD: 1.8%
3.4	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	Each student subgroup will have 0.5% or lower expulsion rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	46.0% From the 21-22 school year.	33.0%	30.0%	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-16.0%
3.6	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	63.0% From the 21-22 school year.	54.0%	48.0%	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-15.0%
3.7	"Decrease the 5 year cohort dropout rate or meet the state average for baseline year (SP 5.4) Source: DataQuest Five-Year Cohort Outcomes"	All: 14.1% SED: 15.1% Hispanic: 14.1% EL: 25.0%	All: 22.8% SED: 22.7% Hispanic: 20.5% EL: 37.9%	To be completed 2027	Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	All: 8.7% SED: 7.6% Hispanic: 6.4% EL: 12.9%
3.8	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	All: 71.8% SED: 71.6% Hispanic: 73.4% EL: 56.3%	All: 83.8% SED: 83.3% Hispanic: 82.7% EL: 71.4%	All: 80.5% SED: 82.9% Hispanic: 83.1% EL: 80.4%	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	All: 8.7% SED: 11.3% Hispanic: 9.7% EL: 24.1%

Goal Analysis [2025-26]

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

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

Our goal is to create and maintain a safe, inclusive, and supportive school environment that fosters a strong sense of belonging and engagement for all students. We are committed to supporting students' academic success alongside their social-emotional well-being through intentional school culture-building practices and coordinated systems of support. A positive school climate remains a central driver of student engagement, attendance, and overall achievement, and we continue to refine practices that strengthen both student voice and connection to the school community.

Planned: Expand Positive Behavioral Interventions and Supports (PBIS) schoolwide to promote a consistent, positive behavioral culture and reduce disciplinary incidents. Implement regular schoolwide culture-building activities, including spirit days, student assemblies, recognition programs, and celebrations of student success, in order to strengthen belonging and honor student diversity. In addition, systematically analyze engagement and climate data—such as attendance, discipline, and survey results—on an ongoing basis to identify trends, respond to student needs, and continuously improve schoolwide practices and supports.

Implemented: The school implemented YouthTruth surveys to gather student perspectives on school climate and belonging. Results showed an increase in students reporting a stronger sense of connection to school, which is further supported by improvements reflected in chronic absenteeism data, indicating stronger student engagement and attendance patterns. A Tier 1 PBIS system was fully rolled out, establishing clear, schoolwide behavioral expectations and consistent reinforcement systems. In addition, restorative and progressive discipline procedures were implemented through a structured behavior matrix, supporting more consistent and relationship-centered responses to student behavior. Monthly data reviews, including attendance and discipline data, were embedded into leadership and site team meetings to ensure ongoing monitoring and timely response to emerging trends. School culture was further strengthened through ongoing student recognition programs and cultural celebrations. These included monthly assemblies and announcements that highlighted student achievements as well as culturally responsive events such as Hispanic Heritage Month celebrations, Black History Month showcases, and an International Night, all of which contributed to a more inclusive and connected school community.

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.

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

Overall, schoolwide systems and culture-building efforts continue to demonstrate positive impact, particularly in student engagement, attendance patterns, and participation in school community activities. Increased implementation of PBIS systems, restorative practices, and schoolwide celebrations has contributed to a stronger sense of belonging and a more inclusive school environment. These indicators reflect growing student connection to the school and consistent participation in supportive school structures. Student perception data also shows an

increase in students reporting that they feel safe at school. This improvement is likely connected to a decrease in high-impact incidents (such as fights or safety-related disruptions), which has contributed to a more stable and secure school environment. With fewer significant incidents disrupting the school day, students are experiencing greater consistency and predictability in their learning environment, which supports a stronger overall sense of safety and well-being. These outcomes suggest that the school's investments in proactive behavior systems, restorative practices, and coordinated student supports are contributing to both improved school climate and increased student feelings of safety.

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

Continue strengthening Tier 1 PBIS implementation with a focus on consistency across all classrooms and settings, ensuring that expectations are explicitly taught, reinforced, and monitored. Deepen staff training in restorative practices to further reduce the likelihood of escalation and to support consistent, relationship-centered responses to student behavior. In addition, continue analyzing discipline and incident data in real time to identify patterns early and proactively address emerging concerns. The school should also expand proactive supervision structures and student relationship-building practices during high-risk transition times (e.g., passing periods, lunch, arrival/dismissal) to further reduce high-impact incidents and sustain improvements in student safety and school climate.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	$51,275.83	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress	$135,039.23	Yes

Action #	Title	Description	Total Funds	Contributing
		- Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.		
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	$45,922.00	Yes
3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who	$189,953.79	Yes

Action #	Title	Description	Total Funds	Contributing
		distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion • Train teachers to provide social-emotional learning opportunities through advisory/home room classes -The school psychologist/wellness counselor will meet with students experiencing non-academic problems		
3.5	Supports for Graduation	On an ongoing basis throughout each school year, assess student data on grades and course completion to evaluate individual students' progress to graduation. Regularly conduct an analysis to identify any student subgroups with a red dashboard indicator for graduation. In 2023, the school received a red graduation dashboard indicator for its English learner subgroup. As a result our staff will specifically monitor these students' progress to graduation in order to provide targeted interventions and increase the graduation rate for English learners. Based on the data, provide interventions such as: • Offer credit recovery program during the academic year and over the summer to provide multiple avenues for students to meet graduation requirements • Offer workshops for students and families to educate them about graduation requirements early on in the high school career • College advisors and school counselor will meet with families to establish a graduation plan and check in at least 2 times per year regarding that plan	$55,000.00	No Yes

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Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,130,354	$

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
28.047%	0.000%	$0.00	28.047%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Assessment and Progress Monitoring **Need:** Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively)	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year’s

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide Schoolwide	instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.2	**Action:** Academic Supports **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide	These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.4	**Action:** Professional Development to Promote Academic Excellence **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide		defined by internal assessment.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. **Scope:**	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long¬term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 1L: Provide at least one paraprofessional to work with English learners.
1.9	**Action:** Supports for Homeless and/or Foster Youth **Need:** Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of "slipping through the cracks" compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had "enough" people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA- wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	speaker as many of our families speak Spanish in their homes. **Scope:** LEA-wide		
2.1	**Action:** Parent Engagement Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Parent Communication Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Community Engagement **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or

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			"strongly agree" to "I really feel like a part of my school's community."
3.2	**Action:** School Culture Activities **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		interventions to support engagement and attendance.	responding "agree" or "strongly agree" to "I really feel like a part of my school's community."
3.3	**Action:** Supports for Student Attendance and Engagement **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:**	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	interventions to support engagement and attendance.	responding "agree" or "strongly agree" to "I really feel like a part of my school's community."
3.4	**Action:** Supports for Student Behavior and Wellbeing **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		interventions to support engagement and attendance.	responding "agree" or "strongly agree" to "I really feel like a part of my school's community."
3.5	**Action:** Supports for Graduation **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		interventions to support engagement and attendance.	responding "agree" or "strongly agree" to "I really feel like a part of my school's community."

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Supports for English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. **Scope:**	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

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	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,030,285	1,130,354	28.047%	0.000%	28.047%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,823,941.36	$538,963.72	$0.00	$100,000.00	$2,462,905.08	$1,984,810.50	$478,094.58

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$45,865.92	$43,672.92	$50,865.92	$38,672.92			$89,538.84	
1	1.2	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$635,764.03	$0.00	$576,359.23	$59,404.80			$635,764.03	
1	1.3	Materials, Curriculum, & Supplies	All	No			All Schools	Ongoing	$0.00	$115,570.00	$115,570.00				$115,570.00	
1	1.4	Professional Development to Promote Academic Excellence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$109,888.09	$15,500.00	$85,388.09			$40,000.00	$125,388.09	
1	1.5	Safe and Secure Facilities	All	No			All Schools	Ongoing	$97,442.80	$10,000.00	$42,442.80	$65,000.00			$107,442.80	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	Ongoing	$150,253.48	$15,000.00	$105,253.48			$60,000.00	$165,253.48	
1	1.7	Additional Supports for Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	Ongoing	$37,563.37	$13,400.00	$50,963.37				$50,963.37	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$409,846.00	$122,900.00	$200,000.00	$332,746.00			$532,746.00	
1	1.9	Supports for Homeless and/or Foster Youth	All	No Yes	LEA-wide		Specific Schools: The charter school/LEA	Ongoing	$25,710.75	$6,000.00	$25,710.75	$6,000.00			$31,710.75	
1	1.10	College & Career Readiness	All	No			All Schools		$55,140.00	$0.00	$28,000.00	$27,140.00			$55,140.00	
2	2.1	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$20,549.80	$10,308.00	$30,857.80				$30,857.80	
2	2.2	Parent Communication Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$30,339.07	$15,000.00	$45,339.07				$45,339.07	
3	3.1	Community Engagement	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	Ongoing	$26,275.83	$25,000.00	$51,275.83				$51,275.83	
3	3.2	School Culture Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$75,039.23	$60,000.00	$135,039.23				$135,039.23	
3	3.3	Supports for Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$43,922.00	$2,000.00	$45,922.00				$45,922.00	
3	3.4	Supports for Student Behavior and Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$176,210.13	$13,743.66	$189,953.79				$189,953.79	
3	3.5	Supports for Graduation	All	No Yes	LEA-wide		All Schools		$45,000.00	$10,000.00	$45,000.00	$10,000.00			$55,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,030,285	1,130,354	28.047%	0.000%	28.047%	$1,437,928.56	0.000%	35.678 %	**Total:**	$1,437,928.56
								LEA-wide Total:	$1,281,711.71
								Limited Total:	$156,216.85
								Schoolwide Total:	$50,865.92

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Assessment and Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$50,865.92	
1	1.2	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$576,359.23	
1	1.4	Professional Development to Promote Academic Excellence	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$85,388.09	
1	1.6	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	$105,253.48	
1	1.7	Additional Supports for Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	$50,963.37	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide		Specific Schools: The charter school/LEA	$25,710.75	
2	2.1	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter	$30,857.80	

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 (%)
					Low Income	school/LEA		
2	2.2	Parent Communication Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$45,339.07	
3	3.1	Community Engagement	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	$51,275.83	
3	3.2	School Culture Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$135,039.23	
3	3.3	Supports for Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$45,922.00	
3	3.4	Supports for Student Behavior and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$189,953.79	
3	3.5	Supports for Graduation	Yes	LEA-wide			$45,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,381,162.85	$2,410,613.91

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**	Academic Assessment and Progress Monitoring	Yes	$86,610.83	86965.1
1	**1.2**	Academic Supports	Yes	$633,762.30	636360.73
1	**1.3**	Materials, Curriculum, & Supplies	No	$90,000.00	104535
1	**1.4**	Professional Development to Promote Academic Excellence	Yes	$109,882.90	103333.42
1	**1.5**	Safe and Secure Facilities	No	$101,119.75	101534.34
1	**1.6**	Supports for English Learners	Yes	$137,036.00	141597.84
1	**1.7**	Additional Supports for Long-term English Learners	Yes	$32,668.66	33801.94
1	**1.8**	Supports for Students with Disabilities	No	$592,765.67	597196.01
1	**1.9**	Supports for Homeless and/or Foster Youth	No Yes	$19,650.20	20730.57
1	**1.10**	College & Career	No	$51,419.07	51419.07

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Readiness			
2	**2.1**	Parent Engagement Activities	Yes	$32,156.34	32288.18
2	**2.2**	Parent Communication Activities	Yes	$42,339.07	47169.53
3	**3.1**	Community Engagement	Yes	$50,490.72	50597.73
3	**3.2**	School Culture Activities	Yes	$135,737.24	135923.76
3	**3.3**	Supports for Student Attendance and Engagement	Yes	$46,110.52	46799.57
3	**3.4**	Supports for Student Behavior and Wellbeing	Yes	$172,195.35	172701.89
3	**3.5**	Supports for Graduation	No Yes	$47,218.23	47659.23

2025-26 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)
1156952	$1,377,681.23	$1,505,929.50	($128,248.27)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Assessment and Progress Monitoring	Yes	$49,242.50	86965.1		
1	1.2	Academic Supports	Yes	$574,357.50	636360.73		
1	1.4	Professional Development to Promote Academic Excellence	Yes	$109,882.90	113333.42		
1	1.6	Supports for English Learners	Yes	$77,632.00	81597.85		
1	1.7	Additional Supports for Long-term English Learners	Yes	$32,668.66	33801.94		
1	1.9	Supports for Homeless and/or Foster Youth	Yes	$13,650.20	20730.57		
2	2.1	Parent Engagement Activities	Yes	$32,156.34	32288.18		
2	2.2	Parent Communication Activities	Yes	$42,339.07	47169.53		
3	3.1	Community Engagement	Yes	$50,490.72	50597.73		
3	3.2	School Culture Activities	Yes	$135,737.24	135923.76		
3	3.3	Supports for Student Attendance and Engagement	Yes	$46,110.52	46799.57		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Supports for Student Behavior and Wellbeing	Yes	$172,195.35	172701.89		
3	3.5	Supports for Graduation	Yes	$41,218.23	47659.23		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3927890	1156952	0.0	29.455%	$1,505,929.50	0.000%	38.339%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

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Coversheet

Public Hearing: Local Control Accountability Plan (LCAP) - Oakland Charter Academy

Section: IV. Business
Item: G. Public Hearing: Local Control Accountability Plan (LCAP) - Oakland Charter Academy
Purpose: Discuss
Submitted by:
Related Material: 2026_LCAP_OCA_Public Hearing_2026.05.14.pdf

BACKGROUND:

The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually each June and hold a public hearing to get feedback and input.

This is the public hearing and an opportunity for the public and board to provide any feedback before board approval in June.

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
Oakland Charter Academy	Philip Ellingberg Site Director	pellingberg@amethodschools.org 510-532¬6751

Plan Summary [2026-27]

General Information

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

Oakland Charter Academy (OCA) is the flagship school of the Amethod Public Schools (AMPS) charter management organization. OCA opened in 1993 and is the fourteenth charter school authorized in the State of California, and the first charter school in the city of Oakland. Located in the Fruitvale District, OCA is the only National Blue Ribbon School in East Oakland. In the 2022-23 school year OCA served 226 students. The student community is predominantly Hispanic/Latino (85.6%), with African-American (2.7%), Asian-American (2.7%) and White (7.2%) students. 88.3% of students are socioeconomically disadvantaged, 57.2% are English learners, and 8.6% are students with disabilities.

AMPS was founded with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. Over the last thirty years, AMPS has served thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education.

OCA prides itself on its strong, incentive-driven culture that is built on supporting students to become the best scholars possible. Each student's individual academic needs are supported. OCA offers a Common Core aligned curriculum for math and English language arts as well as daily intervention classes for English and math to help students catch up to grade level. Incentives are utilized to motivate students. We have perfect attendance awards, honor roll ceremonies and host educational field trips.

English is a second language for a large portion of OCA's students - 57.2% in 2024-25. OCA supports these learners' non-academic needs and helps them build a sense of community through advisory classes, and provides after-school tutoring to give extra help with learning English. OCA engages parents as key partners. Our families are hard-working members of society that partner with us in a meaningful way to support our students.

OCA's educational enrichment element offers a wide array of additional services, programs, and activities that reinforce and complement the school's academic program. Examples are positive youth development strategies, recreation and prevention activities. Such activities involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests.

Additionally, OCA offers extended learning opportunities that include an After School Education and Safety (ASES) program that is aligned with, and expands upon, the content of the regular school day. The program focuses on two elements: (1) CA's educational and literacy element provides tutoring and/or homework assistance and is designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. (2) A broad range of activities are implemented based on local student needs and interests. The ASES program leaders work closely with school site principals, staff and Family Staff Team (FST) members to integrate both program elements with the school's curriculum, instruction, and learning support activities.

Reflections: Annual Performance

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

In analyzing the school's data from the past year, including both dashboard data and local measures, we identified significant areas of success alongside several persistent challenges that require our continued focus.

Academics: Progress and Interventions
While proficiency levels remain a primary focus, we have seen substantial movement in growth metrics.

English Language Arts (ELA): OCA is currently at an Orange indicator. However, there is a significant positive trend: performance increased by 43.6 points, bringing the school to 76.2 points below standard. Our transition to the i-Ready curriculum and the implementation of daily intervention classes and paraprofessional-led small groups are showing clear evidence of student growth.

Mathematics: This remains an area of high priority, with a Red indicator. Performance declined slightly by 3.7 points, placing the school 106.8 points below standard. We are currently evaluating our math intervention strategies and teacher office hour structures to reverse this trend.

English Learner Progress: This is a major highlight for the current cycle. OCA achieved a Blue indicator (the highest level) for English Learner Progress. An impressive 64.3% of students are making progress toward English language proficiency, an increase of 36.2% from the previous year. This far exceeds our previous 55% goal and reflects the strength of our ELD supports.

Culture: Engagement and Attendance
Our school culture remains centered on safety and inclusion, though we face new challenges in student engagement and stability.

Suspension Rate: While historically at 0%, the current dashboard shows an Orange indicator with a 6% suspension rate (representing an increase of 5.5%). We are actively reviewing our restorative justice practices to return to our previous baseline of minimal suspensions.

Chronic Absenteeism: This remains a critical challenge with a Red indicator. The chronic absenteeism rate is 31.7%, an increase of 4.4%. While our overall ADA remains improved from pandemic lows, we are intensifying family engagement and student incentives to remove barriers to regular attendance.

Parent Engagement & Local Indicators
OCA continues to meet all state standards for local indicators, including: Basics: Teachers, Instructional Materials, and Facilities. Implementation of Academic Standards.

Parent and Family Engagement: We continue to build on the staff training that fostered strong relationships, though we remain focused on increasing parent portal usage and attendance at school-wide events. Our local Climate Survey: Results indicate a generally positive perception of the school environment by stakeholders.

Reflections: Technical Assistance

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

As applicable, a summary of the work underway as part of technical assistance. Not applicable; the LEA is not eligible for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable; the LEA is not eligible for CSI.

Support for Identified Schools

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

Not applicable; the LEA is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable; the LEA is not eligible for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2026, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment.
Teachers, administrators, and other school personnel	In spring 2026, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input Every Friday we host staff meetings that focus on professional development and housekeeping topics. Data progress is covered during PLC (Professional Learning Community) meetings every Tuesday. We use these methods to engage school staff across all levels.

Educational Partner(s)	Process for Engagement
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2026, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input. Family, Student, and Teacher (FST) meetings take place Quarterly Parents are invited to attend and share any questions, comments or concerns they may have. We utilize newsletters and monthly parent meetings (Coffee with the Principal and FST). Consistent communication about school plans and programs are sent via ParentSquare and annual surveys are given towards the end of the year. We use these methods to engage parents of all students.
Students	In spring 2026, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input
SELPA	In spring 2026, the school share the LCAP with our SELPA to collect feedback For details on our program and supports for students with disabilities.

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

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:
Teachers have expressed the desire to receive professional development for the proper process of instruction when teaching iReady Math lessons. Another request has been made for a Professional Development in the area of Classroom Management. The administration team provided the aforementioned requests and plans to increase consultant services and expenditures to offer more development opportunities next year.
Families provided feedback on issues ranging from academics to behavior. iReady was implemented to aid in filling in any academic gaps students had. We've established a PBIS system as positive reinforcement to good behavior. More teachers were requested and we hired or brought in long-term substitutes for classroom vacancies. All of this feedback from our teachers, staff, and parents was incorporated into Actions 1.4, 3.2, and 3.4.

Sports have been an expressed interest of students. We do have teachers who are willing to help with sports; the plan is to collaborate with the Internal Compliance office to properly implement future sporting programs. Students have also expressed interest in more fun activities at school. Admin have implemented club day once a month. Field trips have also been brought up and every grade level coordinator has taken the task to plan field trips for their grade band, prior to the end of the year. This feedback was incorporated into Actions 3.1 and 3.2. Finally, the administration team desires to hire a CTE teacher to create an engaging environment for students, thus advancing the school towards becoming a STEM school. The plan is to purchase STEM equipment to include virtual reality, green screen, digital printing, Kinetic Sand Box, (augmented virtual reality), and other items including SEL digital technology with classroom lessons aligned with standards. We plan to have a big end-of-year carnival, as well as simple events to foster parent/student relationships like muffins with moms, donuts with dad, and others activities described in Action 3.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepa re students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi¬tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	28.6% From the 2023-24 school year.	34.5%	40%	100% appropriately credentialed and assigned, and/or per100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credentialmitted on their way to the appropriate credential	11.4%
1.2	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% From the 2023-24 school year.	100%	100%	100% of students have access to standards-aligned instructional materials	0.0%
1.3	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Good	Good	Good	School facilities are in good or exemplar repair	Target Achieved
1.4	Teachers participate in a 5- Day Annual	Summit was offered	Summit was offered	Summit was offered	The Annual Summit is Offered	Will be completed in 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1) Source: Internally tracked	From the 2023-24 school year.				
1.5	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	100.0% From the 2023-24 school year.	100.0%	100%	100% of EL students are enrolled in ELD courses.	Target Achieved
1.6	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 13.6% SED: 12.9% Hispanic: 12.9% EL: 1.7%	All: 8.3% SED: 9.6% Hispanic: 8.7% EL: 0.9%	All: 22.5% SED: 23.4% Hispanic: 22.8% EL: 8.1%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	All: 8.9% SED: 10.5% Hispanic: 9.9% EL: 6.4%
1.7	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1)	All: 14.4% SED: 14.3% Hispanic: 12.8% EL: 5.1%	All: 15.8% SED: 16.8% Hispanic: 14.8% EL: 2.5%	All: 14.9% SED: 13.2% Hispanic: 14.6% EL: 2.5%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023	All: 0.5% SED: -1.1% Hispanic: 1.8% EL: -2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CAASPP reporting website				overall state average, 34.62%	
1.8	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 7.4% SED: 6.4% Hispanic: 7.8% EL: 0.0%	All: 5.1% SED: 6.0% Hispanic: 7.8% EL: 0%	All: 7.8% SED: 9.0% Hispanic: 7.3% EL: 2.4%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	All: 0.4% SED: 2.6% Hispanic: -0.5% EL: 2.4%
1.9	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 52.3%	All: 28.2%	All: 64.3%	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	All: 12.0%
1.10	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	0.0%	5.9%	2.4%	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Standard Met From the 2023-24 school year.	Standard Met	Standard Met	Students have access to a broad course of study - Local Indicator "Standard Met"	Target Achieved
1.12	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD From the 2023-24 school year.	Standard Met	Standard Met	1 paraprofessional for EL and 1 for SWD	Target Achieved
1.13	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 46th Hispanic: 46th Source for baseline year is NWEA.	ALL: 30th Hispanic: 30th	ALL: 87% Hispanic: 88%	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	Switched to iReady Measures differ
1.14	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP	ALL: 44th Hispanic: 45th	ALL: 48th Hispanic: 44th	ALL: 57% Hispanic: 57%	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	Switched to iReady Measures differ

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	8.1) Source: NWEA or iReady					

Goal Analysis [2025-26]

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

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

Our efforts to execute this goal were rooted in our fundamental commitment to equipping every student for success in higher education, professional careers, and civic life.

Planned: Provide continuous, high-impact professional learning focused on challenging academic content, individualized instruction, and research-based teaching methodologies. Develop a robust system of multi-tiered supports and enhanced services—such as onsite tutoring, specialized EL/SPED programming, and integrated paraprofessional aid—directly within the learning environment.

Implemented: During the 2025–26 academic cycle, the school effectively deployed a comprehensive roadmap to improve teaching standards and academic rigor. Faculty development centered on evidence-based instruction, enabling educators to leverage student data for purposeful grouping and curriculum tailoring. By utilizing high-quality, standards-mapped materials, the student body achieved significant gains on NWEA assessments, with particularly strong performance from English Learners. Supplemental after-school programs attracted consistent participation from EL students and those needing extra help to reach grade-level benchmarks. Grade-level cohorts utilized structured planning sessions to apply data-informed insights to their teaching, and all English Learners accessed specific ELD courses utilizing state-aligned instructional tools.

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.

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

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

Site-wide training emphasizing and integrating strategies for English Learners for ELLs. integrated and designated ELD, for the use of academic language scaffolds, and culturally responsive pedagogy. The MTSS framework guided regular progress monitoring and tiered interventions for students not making expected growth.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	$81,645.83	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these	$558,117.00	Yes

Action #	Title	Description	Total Funds	Contributing
		subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.		
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$120,000.00	No
1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum	$91,447.50	Yes
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director	$101,120.75	No

Action #	Title	Description	Total Funds	Contributing
		of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.		
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$155,363.00	Yes
1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	$33,120.00	Yes
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	$225,289.50	No

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Action #	Title	Description	Total Funds	Contributing
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	$20,497.08	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The families and community stakeholders who support us represent our greatest strength and serve as true catalysts for progress. We operate as their dedicated public school system, leaning on them as strategic and capable allies. Understanding that our families are eager to support student success, this goal is designed to institutionalize that partnership. At the heart of this LCAP goal is a dual commitment to robust parent engagement and transparent communication.

We define parent engagement as a collaborative venture where families play an active role in student achievement. Our approach seeks to educate, inspire, and integrate parents into the daily fabric of their child's education. These efforts are dedicated to building a foundation of trust and mutual respect between our educators and the home. We prioritize clarity, ensuring parents remain fully connected to both the academic and extracurricular aspects of school life. Through frequent community-building events, we infuse our school culture with meaningful connection and spirit.

This maintenance goal is focused on upholding the integrity of our parent community and enhancing the overall school climate. It was crafted in tandem with our educational partners to ensure our engagement strategies remain effective and inclusive. Achievement of this goal is driven by high-quality family activities and the active participation of parents in school governance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1)	Scheduled at least 3 FST meetings and at least 3 Parent Committee for English	3 FST Meetings	3 FST Meetings	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal Google Drive - Meeting Agendas	Learners meetings, inviting all parents to participate. From the 2023-24 school year.			English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	
2.2	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitatio ns, school calendar	Parents invited to at least 4 events From the 2022-23 school year.	Parents invited to at least 4 events	Parents invited to at least 4 events	Parents invited to at least 4 events	Target Achieved

Goal Analysis [2025-26]

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

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

Our approach to family partnership is built on the conviction that parents are vital allies in the academic process. We are dedicated to providing the knowledge, resources, and opportunities families need to be active participants in their children's growth. Every engagement and outreach initiative is designed to cultivate authentic, supportive bonds between our educators and the home.

Planned: Facilitate consistent community gatherings and campus activities to promote family involvement. Conduct three Family Staff Team (FST) sessions and distribute a parent feedback survey.

Implemented: We formalized Family Staff Team (FST) governance by establishing bylaws and policies that guarantee parents a significant voice in school governance and strategic planning. We enhanced reciprocal communication between faculty and families by establishing a weekly outreach standard for teachers to share both student successes and challenges. The school maintained a comprehensive family involvement calendar to synchronize events with the academic year. Additionally, we hosted parent-teacher conferences that saw high levels of participation and engagement.

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.

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

While there was FST meeting scheduled and held there were no parent volunteers who would were serve on the committee.

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

The school community is working to build trusting relationships with personal outreach. Encourage staff or parent liaisons to personally invite families, especially those who haven't historically attended. Hold Parent welcome committees meeting and develop family ambassadors or mentorship programs to welcome and guide new families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$27,670.63	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$32,025.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our conviction is that a robust school culture is realized when our collective of educators, students, and administrators consistently uphold our core principles. Impactful leadership and faculty translate our shared vision into precise, operational systems that permeate every classroom and common space. It is this alignment of values and daily actions that fosters a resilient and nurturing school community.

The foundation of our campus climate is rooted in ensuring students experience a profound sense of belonging within a unified, secure, and encouraging environment. Our initiatives for student involvement and school culture prioritize imaginative and engaging avenues for connection, discovery, and personal well-being. By leveraging strategic partnerships with local organizations, we expand these enrichment opportunities for both students and families, cultivating a spirit of achievement by recognizing student milestones year-round. Furthermore, we integrate social justice into our institutional fabric, providing staff with ongoing professional development to sharpen their equity lens and cultural competence.

Goal 3 is a comprehensive objective dedicated to establishing and preserving this inclusive and protective school setting. This goal specifically targets state priorities regarding pupil engagement and school climate. Crafted in partnership with our educational stakeholders, it reinforces our commitment to student investment and community health. We aim to reach these targets through a combination of frequent cultural programming, positive behavioral support systems, and dedicated social-emotional learning. The following metrics and actions are designed to ensure we maintain a community that is deeply committed to both academic excellence and holistic student development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or greater Average Daily Attendance (“ADA”) (SP 5.1)	ALL: 90.7% Hispanic: 90.7% EL: 90.9%	All: 91.21%	All: 89.9%	Each student subgroup will	-0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS 14.1	SED: 90.7% SWD: 90.5%			achieve 90% or greater ADA.	
3.2	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 36.3% SED: 36.6% Hispanic: 36.5% EL: 38.2% SWD: 45.5%	All: 27.4% SED: 27.1% Hispanic: 23.4% EL: 27.4%	All: 31.1% SED: 31.8% Hispanic: 29.7% EL: 31.1%	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	All: -16.5% SED: -15.8% Hispanic: -18.3% EL: -17.3%
3.3	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 1.6% SED: 1.9% Hispanic: 1.8% EL: 1.1% SWD: 3.6%	All: 0.4% SED: 0.5% Hispanic: 0.5% EL: 0.8%	All: 6.0% SED: 6.2% Hispanic: 5.0% EL: 5.9%	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022¬2023 overall state average, 3.5%	All: 5.5% SED: 5.7% Hispanic: 4.5% EL: 5.1%
3.4	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0%	Each student subgroup will have 0.5% or lower expulsion rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0%
3.5	Increase the percent of students responding "agree" or "strongly	79.0% From the 21-22 school year.	31.0%	34.0%	Increase 3 percentage points annually or meet	-45.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey				85% of students responding "agree" or "strongly agree"	
3.6	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	73.0% From the 21-22 school year.	29.0%	43.0%	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-30.0%
3.7	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	0.0%	0.0%	Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	0.0%
3.8						

Goal Analysis [2025-26]

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

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

Our objective is to cultivate and sustain a secure, inclusive, and welcoming campus environment where every student feels a deep sense of belonging and investment. We remain dedicated to balancing high academic achievement with robust social-emotional health through deliberate culture-building initiatives and comprehensive support frameworks.

Planned: Scale Positive Behavioral Interventions and Supports (PBIS) across the entire campus to foster a constructive behavioral climate and minimize disciplinary referrals. Execute a consistent schedule of schoolwide engagement events—such as spirit days, community assemblies, and incentive programs—to deepen student ties and honor diverse backgrounds. Conduct regular reviews of climate and engagement metrics (attendance, discipline trends, and stakeholder surveys) to proactively adapt school practices.

Implemented: We successfully integrated a schoolwide PBIS discipline matrix rooted in restorative justice principles. Standardized behavioral expectations were visible campus-wide and reinforced through direct instruction. We facilitated monthly spirit initiatives that promoted school identity and pride, ranging from cultural heritage spotlights to college readiness themes. Key milestones in attendance, character, and academics were celebrated during schoolwide assemblies, where students received formal recognition through certificates, awards, and peer-to-peer shout-outs.

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.

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

Students reported they had limited voice in school decisions that may have lead to disengagement This lack of agency can reduce their confidence in the school climate and erode trust in adults' ability to maintain a safe environment

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

Provide ongoing professional development for staff on school culture and student engagement techniques. Enhance student voice and engagement in school safety planning through student advisory groups or listening circles.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and	$67,108.13	Yes

Action #	Title	Description	Total Funds	Contributing
		academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.		
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	$117,790.00	Yes
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on	$55,164.50	Yes

Action #	Title	Description	Total Funds	Contributing
		serving our most vulnerable students and identifying and addressing students' individual needs.		
3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion • Train teachers to provide social-emotional learning opportunities through advisory/home room classes -The school psychologist/wellness counselor will meet with students experiencing non-academic problems	$152,982.69	Yes

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.000%	$0.00	

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Assessment and Progress Monitoring **Need:** Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively)	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year’s

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide Schoolwide	instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.2	**Action:** Academic Supports **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide	These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.4	**Action:** Professional Development to Promote Academic Excellence **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide		defined by internal assessment.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. **Scope:**	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long¬term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 1L: Provide at least one paraprofessional to work with English learners.
1.9	**Action:** Supports for Homeless and/or Foster Youth **Need:** Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of "slipping through the cracks" compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had "enough" people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA- wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	speaker as many of our families speak Spanish in their homes. **Scope:** LEA-wide		
2.1	**Action:** Parent Engagement Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Parent Communication Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Community Engagement **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"strongly agree" to "I really feel like a part of my school's community."
3.2	**Action:** School Culture Activities **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		interventions to support engagement and attendance.	responding "agree" or "strongly agree" to "I really feel like a part of my school's community."
3.3	**Action:** Supports for Student Attendance and Engagement **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:**	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	interventions to support engagement and attendance.	Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."
3.4	**Action:** Supports for Student Behavior and Wellbeing **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community."	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Supports for English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	to effectively teach and support English learners in their classrooms. **Scope:** Limited to Unduplicated Student Group(s)	supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

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	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,839,341.61	$1,863,173.83

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**	Academic Assessment and Progress Monitoring	Yes	$81,645.83	82849.65
1	**1.2**	Academic Supports	Yes	$558,117.00	567316.14
1	**1.3**	Materials, Curriculum, & Supplies	No	$120,000.00	121769.34
1	**1.4**	Professional Development to Promote Academic Excellence	Yes	$91,447.50	92795.84
1	**1.5**	Safe and Secure Facilities	No	$101,120.75	103695
1	**1.6**	Supports for English Learners	Yes	$155,363.00	157653.74
1	**1.7**	Additional Supports for Long-term English Learners	Yes	$33,120.00	33608.34
1	**1.8**	Supports for Students with Disabilities	No	$225,289.50	225289.50
1	**1.9**	Supports for Homeless and/or Foster Youth	Yes	$20,497.08	20800
2	**2.1**	Parent Engagement Activities	Yes	$27,670.63	28058.62

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Parent Communication Activities	Yes	$32,025.00	32497.19
3	**3.1**	Community Engagement	Yes	$67,108.13	68097.60
3	**3.2**	School Culture Activities	Yes	$117,790.00	118526.75
3	**3.3**	Supports for Student Attendance and Engagement	Yes	$55,164.50	55977.87
3	**3.4**	Supports for Student Behavior and Wellbeing	Yes	$152,982.69	154238.25

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$1,057,493.78	$1,083,939.75	($26,445.97)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Assessment and Progress Monitoring	Yes	$43,987.50	44849.65		
1	1.2	Academic Supports	Yes	$401,700.75	416316.14		
1	1.4	Professional Development to Promote Academic Excellence	Yes	$91,447.50	91769.34		
1	1.6	Supports for English Learners	Yes	$85,000.00	85000		
1	1.7	Additional Supports for Long-term English Learners	Yes	$33,120.00	33608.34		
1	1.9	Supports for Homeless and/or Foster Youth	Yes	$14,497.08	15000		
2	2.1	Parent Engagement Activities	Yes	$27,670.63	28058.62		
2	2.2	Parent Communication Activities	Yes	$32,025.00	32497.19		
3	3.1	Community Engagement	Yes	$27,108.13	28097.60		
3	3.2	School Culture Activities	Yes	$92,790.00	98526.75		
3	3.3	Supports for Student Attendance and Engagement	Yes	$55,164.50	55977.87		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Supports for Student Behavior and Wellbeing	Yes	$152,982.69	154238.25		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,144,557			0.000%	$1,083,939.75	0.000%	50.544%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

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Coversheet

Public Hearing: Local Control Accountability Plan (LCAP) - Richmond Charter Academy

Section: IV. Business
Item: H. Public Hearing: Local Control Accountability Plan (LCAP) - Richmond Charter Academy
Purpose: Discuss
Submitted by:
Related Material: 2026_LCAP_RCA_Public Hearing_2026.05.14.pdf

BACKGROUND:

The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually each June and hold a public hearing to get feedback and input.

This is the public hearing and an opportunity for the public and board to provide any feedback before board approval in June.

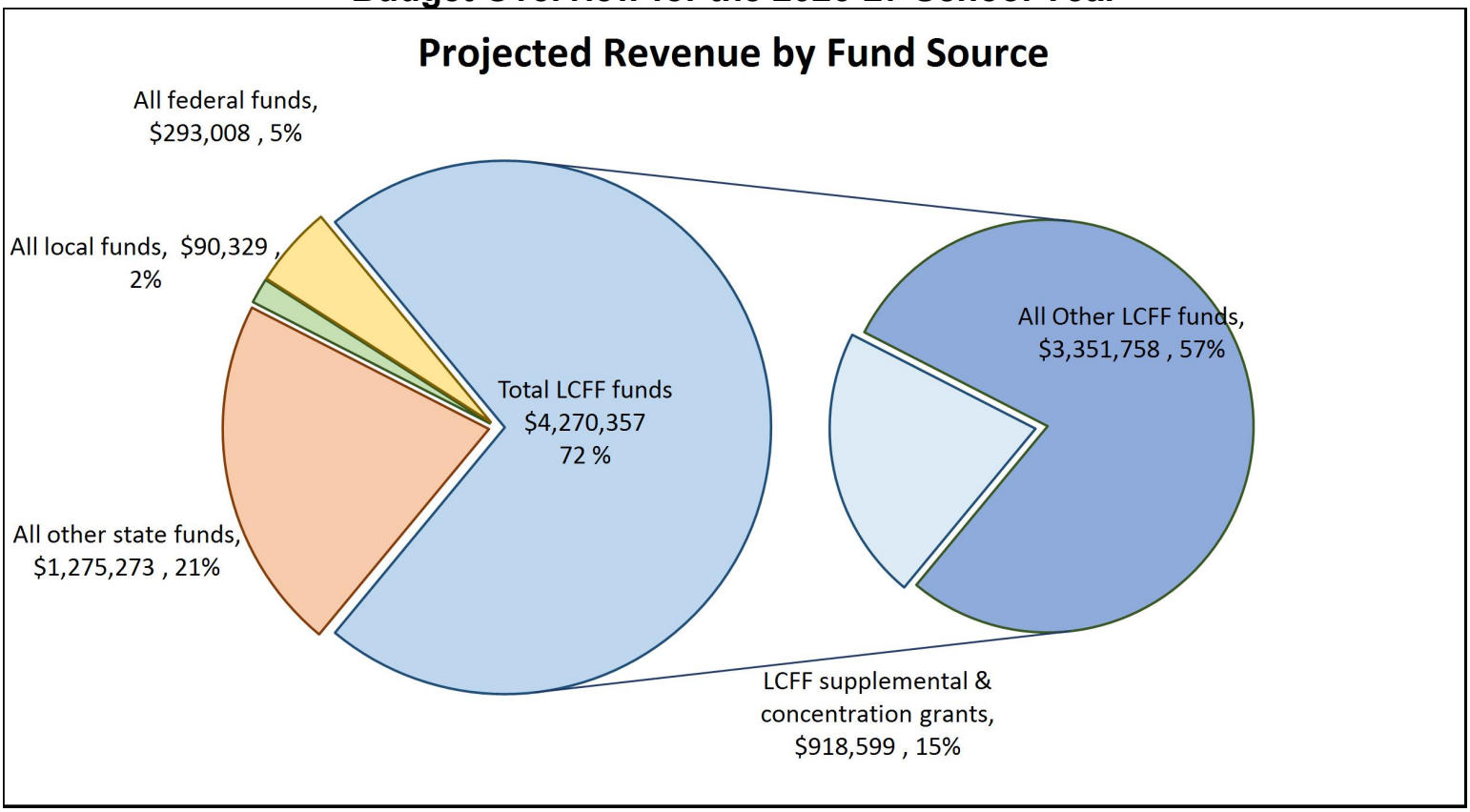
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richmond Charter Academy
CDS Code: 07617960126805
School Year: 2026-27
LEA contact information:
Jasmine Landers
Site Director

(510) 235-2465

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

Budget Overview for the 2026-27 School Year

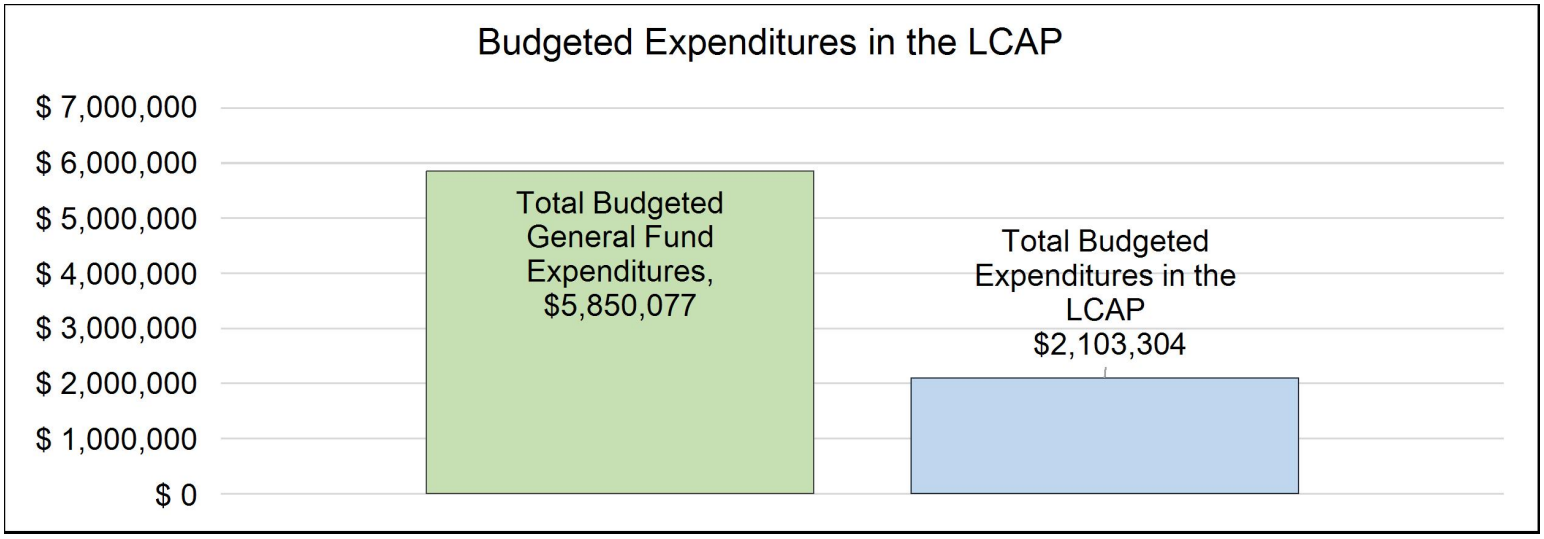


This chart shows the total general purpose revenue Richmond Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richmond Charter Academy is $5,928,967, of which $4270357 is Local Control Funding Formula (LCFF), $1275273 is other state funds, $90329 is local funds, and $293008 is federal funds. Of the $4270357 in LCFF Funds, $918599 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 Richmond Charter Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

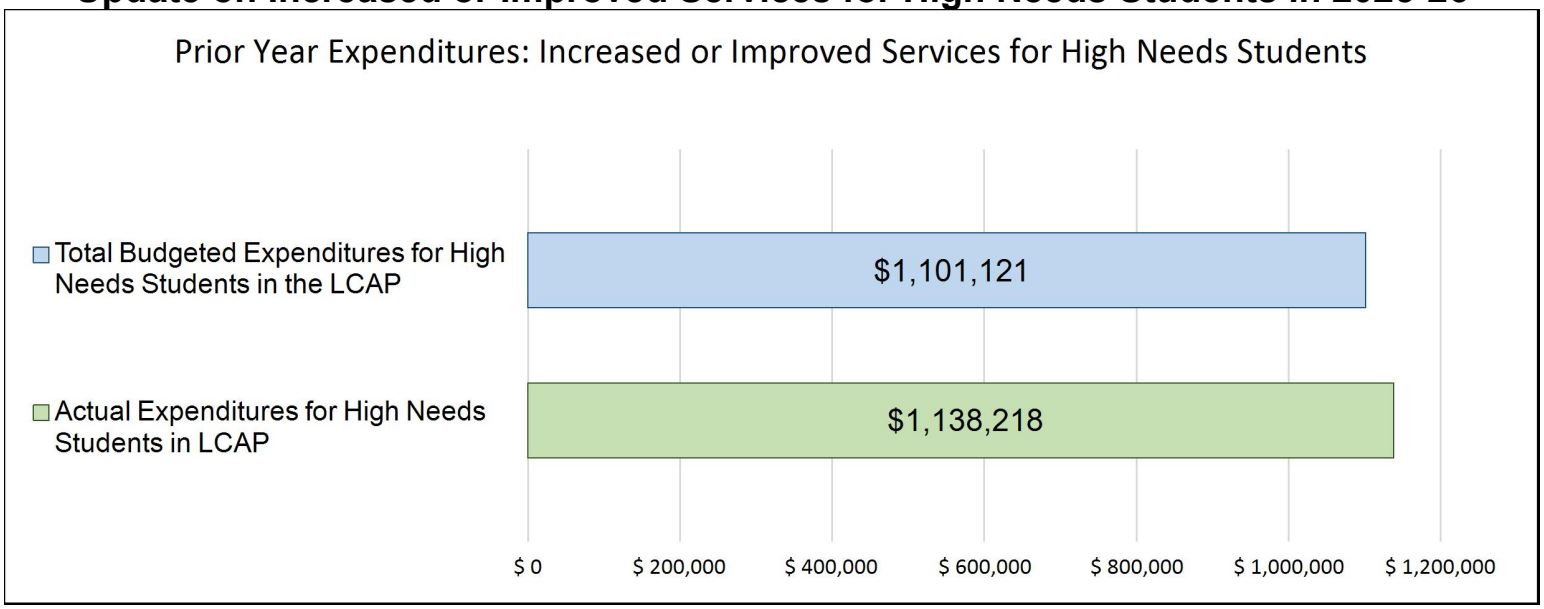
The text description of the above chart is as follows: Richmond Charter Academy plans to spend $5850077 for the 2026-27 school year. Of that amount, $2103303.94 is tied to actions/services in the LCAP and $3,746,773.06 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Richmond Charter Academy is projecting it will receive $918599 based on the enrollment of foster youth, English learner, and low-income students. Richmond Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Richmond Charter Academy plans to spend $1237083.13 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Richmond Charter Academy's LCAP budgeted $1101121.22 for planned actions to increase or improve services for high needs students. Richmond Charter Academy actually spent $1138218.3 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richmond Charter Academy	Jasmine Landers Site Director	jwilliams@amethodschools.org (510) 235-2465

Plan Summary [2026-27]

General Information

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

At Richmond Charter Academy (RCA), we are committed to our students' academic success and developing a strong community of learners. RCA is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501 (c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization’s flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. RCA was established in 2012, and is located within the boundaries of West Contra Costa Unified School District (WCCUSD). In its first year of operation, RCA achieved an 812 API, making it the highest performing middle school in the history of WCCUSD, since the inception of the API and Public Schools Accountability Act of 1998. Richmond Charter Academy's mission is to advance students' motivation and belief in academic achievement while in pursuit of a thriving future.

RCA currently serves 324 students in grades 6-8. We believe that every child deserves a world-class education. RCA is open to all students who wish to attend, but seeks to serve families that have an income below the federal poverty line. RCA families take pride in their communities and strive to improve those around them. Education is a top priority for our families as many of our scholars are first generation high school graduates. In the 2022-23 school year, RCA served 84.3% socioeconomically disadvantaged students, 34.3% English learners, and 9.6% students with disabilities. Almost all students identify as students of color, including 92.0% that identify as Hispanic/Latino, and 4.0% as African-American/Black.

At RCA, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams. RCA's academic schedule contains built in time for differentiated support and social and emotional development. We provide access to mental health services, mindfulness, and social support systems for faculty, students and families. We also offer students a wide range of extended learning opportunities. RCA is a proud partner of The John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses. Additionally, through our ASES program students have daily access to activities including homework help, tutoring, music, art, chess, basketball and self-defense.

Families are an integral part of our school and throughout the year we invite them to events including school game nights, book fairs, food drives, festivals, sports events, student conferences, volunteer days and more. Parent University Nights, Coffee Chats are conducted to ensure students and families receive the information and support necessary to support being successful. After each quarter, homeroom teachers conference with families about their students' grades and how they can continue to grow in the classroom. Families and students receive yard signs, medals, and awards that remind them of their potential and amazing capabilities.

Reflections: Annual Performance

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

Richmond Charter Academy (RCA) implemented a series of targeted academic and instructional initiatives focused on accelerating learning and improving outcomes for all students. The school returned to foundational instructional practices, including intentional lesson planning, the development of strong exemplars, use of exit tickets, and weekly data-analysis meetings to monitor student progress and drive instructional decisions. Additionally, teachers and staff participated in ongoing professional development focused on content knowledge, classroom management, differentiated instruction, and the implementation of consistent schoolwide systems and structures. As a result of these efforts, RCA has seen positive trends in internal assessment data, including growth in reading and mathematics achievement through NWEA and i-Ready benchmark assessments.

The most recent California Dashboard data reflects both areas of growth and areas requiring continued focus. RCA met several key goals related to school climate, student engagement, and facilities, while continuing to strengthen systems that support student wellness and belonging. The school attributes these successes to actions outlined in the LCAP, including creating a safe and healthy learning environment, implementing weekly social-emotional learning (SEL) lessons, expanding access to wellness counseling and mental health supports, and increasing parent communication and involvement. RCA also continued strengthening restorative practices and schoolwide behavior systems to support positive student behavior and reduce exclusionary discipline practices. While the school continues to address challenges related to chronic absenteeism and suspension rates, current-year data trends show improvement as interventions and supports have become more consistent and targeted.

The California School Dashboard identified several student groups requiring additional support, including students with disabilities and English learners. In response, RCA conducted a comprehensive analysis of student data and implemented targeted interventions to address the needs of each subgroup.

For students with disabilities, RCA strengthened attendance intervention plans and increased collaboration among families, teachers, support staff, and service providers to address barriers to attendance and engagement. The school expanded differentiated instruction, small-group learning opportunities, accommodations, and individualized behavioral and academic supports to ensure students could access grade-level curriculum in supportive classroom environments. These efforts, combined with restorative practices and proactive counseling supports, have contributed to a reduction in suspension rates during the current school year.

To support English learners, RCA expanded language-development supports through designated and integrated English Language Development (ELD) instruction, culturally responsive teaching practices, and increased collaboration between teachers and families. Staff focused on creating inclusive classroom environments where students feel valued, represented, and supported academically and socially. Additionally, the school implemented proactive behavioral interventions and restorative approaches to address behavioral concerns before they escalate, while building stronger relationships and a greater sense of belonging among students.

RCA also continues to support all students through culturally relevant curriculum materials, bilingual supports, and instructional practices that connect learning to students' lived experiences and backgrounds. The school emphasizes student engagement, confidence-building, collaboration, and family partnerships to strengthen academic achievement in both English language arts and mathematics.

RCA prioritized personalized instruction, targeted small-group interventions, tutoring supports, and expanded after-school learning opportunities. These programs provide additional academic assistance and enrichment while also increasing student engagement and motivation. The school continues to monitor data closely to ensure interventions are aligned to student needs and to measure progress toward improved academic outcomes, attendance, and school climate indicators.

Although RCA continues to face challenges in some Dashboard indicators, the school remains committed to continuous improvement and equitable outcomes for all students. Through ongoing instructional coaching, targeted intervention systems, family partnerships, and expanded social-emotional supports, RCA is building stronger systems that promote academic growth, positive school culture, and long-term student success.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable; the LEA is not eligible for CSI.

Support for Identified Schools

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

Not applicable; the LEA is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable; the LEA is not eligible for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2026, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment.
Teachers, administrators, and other school personnel	In spring 2026, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input Every Friday we host staff meetings that focus on professional development and housekeeping topics. Data progress is covered during PLC (Professional Learning Community) meetings every Tuesday. We use these methods to engage school staff across all levels.

Educational Partner(s)	Process for Engagement
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2026, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input. Family, Student, and Teacher (FST) meetings take place Quarterly Parents are invited to attend and share any questions, comments or concerns they may have. We utilize newsletters and monthly parent meetings (Coffee with the Principal and FST). Consistent communication about school plans and programs are sent via ParentSquare and annual surveys are given towards the end of the year. We use these methods to engage parents of all students.
Students	In spring 2026, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input RCA holds assemblies quarterly to celebrate honor roll students (those who've earned A's and B's on their report cards) as well as Student of the Month and perfect attendance. We also have bi-weekly club days as a PBIS incentive for good behavior. We use these methods to engage our student body.
SELPA	In spring 2026, the school share the LCAP with our SELPA to collect feedback For details on our program and supports for students with disabilities.

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

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:
Teachers have expressed the desire to receive professional development for the proper process of instruction when teaching iReady Math lessons. Another request has been made for a Professional Development in the area of Classroom Management. The administration team provided the aforementioned requests and plans to increase consultant services and expenditures to offer more development opportunities next year.
Families provided feedback on issues ranging from academics to behavior. iReady was implemented to aid in filling in any academic gaps students had. We've established a PBIS system as positive reinforcement to good behavior. More teachers were requested and we hired or

brought in long-term substitutes for classroom vacancies. All of this feedback from our teachers, staff, and parents was incorporated into Actions 1.4, 3.2, and 3.4.
Sports have been an expressed interest of students. We do have teachers who are willing to help with sports; the plan is to collaborate with the Internal Compliance office to properly implement future sporting programs. Students have also expressed interest in more fun activities at school. Admin have implemented club day once a month. Field trips have also been brought up and every grade level coordinator has taken the task to plan field trips for their grade band, prior to the end of the year. This feedback was incorporated into Actions 3.1 and 3.2.
Finally, the administration team desires to hire a CTE teacher to create an engaging environment for students, thus advancing the school towards becoming a STEM school. The plan is to purchase STEM equipment to include virtual reality, green screen, digital printing, Kinetic Sand Box, (augmented virtual reality), and other items including SEL digital technology with classroom lessons aligned with standards. We plan to have a big end-of-year carnival, as well as simple events to foster parent/student relationships like muffins with moms, donuts with dad, and others activities described in Action 3.2.

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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepa re students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi¬tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	11.1% From the 2023-24 school year.	21.4%	33.3%	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	Will be completed in 2025.
1.2	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% From the 2023-24 school year.	100%	100%	100% of students have access to standards-aligned instructional materials	Target Achieved
1.3	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Exemplary	Good	Good	School facilities are in good or exemplar repair	Target Achieved
1.4	Teachers participate in a 5- Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content	Summit was offered From the 2023-24 school year.	Summit was offered	Summit was offered	The Annual Summit is Offered	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to state performance standards. (SP 2.1) Source: Internally tracked					
1.5	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	100.0% From the 2023-24 school year.	100%	100%	100% of EL students are enrolled in ELD courses.	Target Achieved
1.6	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 19.1% SED: 17.9% Hispanic: 18.4% EL: 1.8% SWD: 0.0%	All: 53.6% SED: 50.7% Hispanic: 52.1% EL: 26.3% SWD: 13.6%	All: 46.3% SED: 43.0% Hispanic: 45.5% EL: 18.3% SWD: 3.5%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	All: 27.2% SED: 25.1% Hispanic: 27.1% EL: 16.5% SWD: 3.5%
1.7	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 9.1% SED: 8.2% Hispanic: 7.9% EL: 2.7% SWD: 3.2%	All: 19.4% SED: 15.8% Hispanic: 18.0% EL: 5.1% SWD: 4.6%	All: 18.2% SED: 13.5% Hispanic: 16.9% EL: 2.9% SWD: 3.5%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	All: 9.2% SED: 5.3% Hispanic: 9.0% EL: 0.2% SWD: 0.3%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 11.3% SED: 12.4% Hispanic: 9.2% EL: 3.1%	All: 6.5% SED: 6.9% Hispanic: 6.9% EL: 0%	All: 13.8% SED: 8.6% Hispanic: 11.4% EL: 0.0%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	All: 2.5% SED: -3.8% Hispanic: 2.2% EL: -3.1%
1.9	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 42.5% EL: 42.5%	All: 73.7% EL: 73.7%	All: 50.5% EL: 50.5%	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	All: 8.0% EL: 8.0%
1.10	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	5.9%	22.9%	12.8%	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	6.9%
1.11	Students have access to a broad course of study (SP 7.1) Source:	Standard Met From the 2023-24 school year.	Standard Met	Standard Met	Students have access to a broad course of study -	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PowerSchool master schedule				Local Indicator "Standard Met"	
1.12	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD From the 2023-24 school year.	Standard Met	Standard Met	1 paraprofessional for EL and 1 for SWD	Target Achieved
1.13	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 42nd Hispanic: 42nd Source for baseline year is NWEA.	ALL: 227% Hispanic: 231% Source for Year 1 Outcome is iReady	ALL: 150% Hispanic: 150%	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	Switched to iReady Measures differ
1.14	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 41st Hispanic: 41st	ALL: 133% Hispanic: 146% Outcome is iReady	ALL: 111% Hispanic: 108%	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	Switched to iReady Measures differ

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

Our planned actions and implementation of this goal were grounded in our mission to prepare every student for college, career, and life. These priorities focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support.

Planned: Provide targeted, ongoing professional learning focused on rigor, differentiation, and instructional strategies aligned to academic standards. Implement tiered interventions and expanded supports, including academic tutoring, English learner support, SPED modifications, and paraprofessional support for classroom and targeted student needs.

Implemented: Strengthened instructional coherence through backward planning and vertically aligned curricula across core subjects. Teachers engaged in a structured backward-planning protocol to develop model student responses demonstrating mastery of standards. Instructional activities were intentionally scaffolded to align with target skills, ensuring clear alignment between standards, instruction, and assessment. Data-driven instruction and intervention practices were implemented, including weekly Friday planning sessions with grade-level teams focused on student performance data and instructional adjustments. Targeted interventions and scaffolds were delivered during designated intervention blocks, with teachers actively monitoring student progress and individualizing supports to ensure growth. Families were also engaged in the data-monitoring process to strengthen alignment and shared understanding of student progress. Classroom walkthroughs and student work samples indicate increased use of higher-order thinking strategies, standards-aligned tasks, and academic discourse across classrooms.

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.

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

Despite having a limited number of fully credentialed staff, the school effectively leveraged Friday data cycles and dedicated intervention planning time to strengthen alignment between assessment data and instructional supports. These structured collaboration opportunities improved the consistency and precision of intervention planning across grade levels and content areas. As a result of tighter alignment between data analysis and instructional response, the school observed measurable improvements in student performance, including

increases in test scores. This demonstrates that consistent use of data-driven practices and collaborative planning time had a positive impact on student academic outcomes, even in the context of staffing constraints.

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

The school will strengthen its focus on teacher recruitment and retention efforts to ensure classrooms are staffed with highly qualified educators. In addition, instructional coaching systems will be refined and more intentionally targeted to address remaining instructional gaps. Coaching support will prioritize consistent implementation of standards-aligned instruction, effective use of data, and high-impact teaching strategies in order to further improve student outcomes and build instructional capacity across all grade levels.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	$108,498.98	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged	$409,538.22	Yes

Action #	Title	Description	Total Funds	Contributing
		subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.		
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$109,000.00	No
1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum	$125,388.09	Yes
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other	$153,250.80	No

Action #	Title	Description	Total Funds	Contributing
		materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.		
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$165,715.48	Yes
1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	$53,025.37	Yes
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	$441,746.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	$30,864.75	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parents will be provided regular opportunities to participate in school site	Scheduled at least 3 FST meetings and at least 3	3 FST meetings	3 FST meetings	Schedule at least 3 Family, Student, and Teacher (FST)	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Parent Committee for English Learners meetings, inviting all parents to participate. From the 2023-24 school year.			meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	
2.2	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitatio ns, school calendar	Parents invited to at least 4 events From the 2022-23 school year.	Parents invited to at least 4 events	Parents invited to at least 4 events	Parents invited to at least 4 events	Target Achieved

Goal Analysis [2025-26]

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

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

Our approach to parent engagement is grounded in the belief that parents are essential collaborators in student learning. We are committed to educating, empowering, and involving families in their children's educational journeys. All of our parent engagement and communication efforts focus on building strong, positive relationships between school staff and families.

Planned: Host regular community events and school activities that encourage family participation. Hold three Family Staff Team (FST) meetings and a parent information survey to gather feedback and strengthen family voice in school decision-making.

Implemented: Held Family Staff Team (FST) using network created bylaws and policies to ensure meaningful opportunities for parents to participate in school planning (LACP) review, and decision-making. Bi-annual data meetings were held with parents, during which i-Ready assessment data was reviewed, and student-created academic goals were collaboratively established with parents and students. Ongoing two-way communication between school staff and families was strengthened through consistent use of the ParentSquare platform, with information shared regularly and translated into home languages to ensure accessibility. Monthly "Coffee with the Principal" meetings were also held to gather input, generate ideas for school-wide incentives, and address questions or concerns from families. In addition, the YouthTruth survey was administered to collect feedback from students and families regarding school experience and areas for improvement.

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.

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

Attendance data and parent feedback indicate that these engagement opportunities were well received and consistently utilized by families. Participation in FST meetings, data conferences, and "Coffee with the Principal" sessions demonstrated strong family interest in school collaboration and student progress.
Feedback from parents reflects an increased sense of connection to the school community, as well as a greater understanding of their child's academic performance and goals. Overall, these engagement structures have strengthened communication between home and school and contributed to a more connected and collaborative school environment.

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

Continue expanding parent education workshops focused on student learning, social-emotional development, and available school and community resources. Strengthen access and equity by providing additional workshops and hands-on support for families who are unable to consistently access technology or digital school platforms.
In addition, establish and sustain affinity (affirmative) groups for targeted student and family populations to provide space for community building, shared learning, and culturally responsive engagement. These groups will help ensure that all families feel supported, heard, and meaningfully connected to the school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$30,857.00	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$18,309.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 90.7% Hispanic: 90.7% EL: 90.9% SED: 90.7% SWD: 90.5%	All: 93.53%	All: 94.02%	Each student subgroup will achieve 90% or greater ADA.	Will be completed in 2025.
3.2	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 36.3% SED: 36.6% Hispanic: 36.5% EL: 38.2% SWD: 45.5%	All: 11.6% SED: 12.1% Hispanic: 11.9% EL: 10.0% SWD: 24.0%	All: 22.6% SED: 24.7% Hispanic: 22.8% EL: 26.8% SWD: 47.1%	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	All: 2.3% SED: 5.2% Hispanic: 2.5% EL: 7.1% SWD: 9.6%
3.3	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 1.6% SED: 1.9% Hispanic: 1.8% EL: 1.1% SWD: 3.6%	All: 1.7% SED: 1.8% Hispanic: 1.5% EL: 0.9% SWD: 8.0%	All: 3.0% SED: 3.1% Hispanic: 2.9% EL: 1.8% SWD: 5.9%	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022¬2023 overall state average, 3.5%	All: -6.9% SED: -7.3% Hispanic: -6.6% EL: -11.1% SWD: -16.0%
3.4	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	Each student subgroup will have 0.5% or lower expulsion rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	36.0% From the 21-22 school year.	43.0%	23.0%	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-13.0%
3.6	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	42.0% From the 21-22 school year.	47.0%	34.0%	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-8.0%
3.7	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	0.0%	0.0%	Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	0.0%

Goal Analysis [2025-26]

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

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

Our goal is to create and maintain a safe, inclusive, and supportive school environment that fosters a strong sense of belonging and engagement for all students. We are committed to supporting students' academic success alongside their social-emotional well-being through intentional school culture-building practices and systems of support.

Planned: Expand Positive Behavioral Interventions and Supports (PBIS) schoolwide to promote a positive behavioral culture and reduce disciplinary incidents. Host regular schoolwide culture-building activities (e.g., spirit days, student assemblies, recognition programs) to strengthen student connection and celebrate diversity. Analyze engagement and climate data (including attendance, discipline, and survey results) on an ongoing basis to identify trends and adjust practices accordingly.

Implemented: Administered the YouthTruth survey, which indicated an increase in students reporting a stronger sense of connection to school. As a result of ongoing school culture efforts, we anticipate continued improvements in student attendance, behavior, engagement, and overall perception of school climate. These outcomes support the school's commitment to equity, inclusion, and whole-child development. In addition, coordination with attendance teams, success agents, and community liaisons was strengthened through the development of the COST (Coordination of Services Team). This structure supported earlier identification and intervention for at-risk students. Weekly attendance calls, personalized student check-ins, and home visits were implemented to improve attendance and re-engage students and families. The school also expanded access to mental health services and social-emotional supports to further address student well-being and remove barriers to learning.

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.

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

This year's decrease in chronic absenteeism reinforces the effectiveness of the school's multi-tiered attendance support system. The combination of proactive outreach, including weekly attendance calls, personalized student check-ins, and home visits, helped address both logistical and emotional barriers that impact student attendance.
Strengthened collaboration between attendance teams, success agents, community liaisons, and the COST team further improved the school's ability to identify at-risk students early and provide timely interventions. As a result, more students were able to attend school consistently, reflecting the positive impact of a coordinated and responsive approach to improving attendance and re-engagement.

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

Provide ongoing professional development for staff focused on trauma-informed practices, inclusive teaching strategies, and effective student engagement techniques to better support the diverse needs of all learners. Strengthen and ensure consistent implementation of Social-Emotional Learning (SEL) instruction across classrooms to build students' emotional literacy, empathy, self-awareness, and conflict-resolution skills. These efforts will further support a positive school climate and improve both student well-being and academic engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	$59,067.25	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	$162,964.87	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	$45,983.00	Yes
3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion • Train teachers to provide social-emotional learning opportunities through advisory/home room classes -The school psychologist/wellness counselor will meet with students experiencing non-academic problems	$189,095.13	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$918599	$

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
27.406%	0.000%	$0.00	27.406%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Assessment and Progress Monitoring **Need:** Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively)	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year’s

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide Schoolwide	instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.2	**Action:** Academic Supports **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide	These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.4	**Action:** Professional Development to Promote Academic Excellence **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide		defined by internal assessment.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. **Scope:**	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long¬term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 1L: Provide at least one paraprofessional to work with English learners.
1.9	**Action:** Supports for Homeless and/or Foster Youth **Need:** Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of "slipping through the cracks" compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had "enough" people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA- wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	speaker as many of our families speak Spanish in their homes. **Scope:** LEA-wide		
2.1	**Action:** Parent Engagement Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Parent Communication Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Community Engagement **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"strongly agree" to "I really feel like a part of my school's community."
3.2	**Action:** School Culture Activities **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		interventions to support engagement and attendance.	responding "agree" or "strongly agree" to "I really feel like a part of my school's community."
3.3	**Action:** Supports for Student Attendance and Engagement **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:**	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	interventions to support engagement and attendance.	responding "agree" or "strongly agree" to "I really feel like a part of my school's community."
3.4	**Action:** Supports for Student Behavior and Wellbeing **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		interventions to support engagement and attendance.	responding "agree" or "strongly agree" to "I really feel like a part of my school's community."

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Supports for English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. **Scope:**	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

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	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3351757	918599	27.406%	0.000%	27.406%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,504,856.93	$406,173.53	$0.00	$192,273.48	$2,103,303.94	$1,607,313.68	$495,990.26

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$75,865.92	$32,633.06	$92,182.45	$16,316.53			$108,498.98	
1	1.2	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$409,538.22	$0.00	$409,538.22				$409,538.22	
1	1.3	Materials, Curriculum, & Supplies	All	No			All Schools	Ongoing	$0.00	$109,000.00	$25,523.00	$83,477.00			$109,000.00	
1	1.4	Professional Development to Promote Academic Excellence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$109,888.09	$15,500.00	$109,888.09			$15,500.00	$125,388.09	
1	1.5	Safe and Secure Facilities	All	No			All Schools	Ongoing	$142,942.80	$10,308.00	$153,250.80				$153,250.80	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	Ongoing	$150,253.48	$15,462.00	$40,462.00			$125,253.48	$165,715.48	
1	1.7	Additional Supports for Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	Ongoing	$37,563.37	$15,462.00	$53,025.37				$53,025.37	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$209,846.00	$231,900.00	$89,000.00	$301,226.00		$51,520.00	$441,746.00	
1	1.9	Supports for Homeless and/or Foster Youth	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/LEA	Ongoing	$25,710.75	$5,154.00	$25,710.75	$5,154.00			$30,864.75	
2	2.1	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$20,549.00	$10,308.00	$30,857.00				$30,857.00	
2	2.2	Parent Communication Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$0.00	$18,309.00	$18,309.00				$18,309.00	
3	3.1	Community Engagement	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	Ongoing	$54,944.05	$4,123.20	$59,067.25				$59,067.25	
3	3.2	School Culture Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$150,079.87	$12,885.00	$162,964.87				$162,964.87	
3	3.3	Supports for Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$43,922.00	$2,061.00	$45,983.00				$45,983.00	
3	3.4	Supports for Student Behavior and Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$176,210.13	$12,885.00	$189,095.13				$189,095.13	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3351757	918599	27.406%	0.000%	27.406%	$1,237,083.13	0.000%	36.908 %	**Total:**	$1,237,083.13
								LEA-wide Total:	$1,143,595.76
								Limited Total:	$93,487.37
								Schoolwide Total:	$92,182.45

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Academic Assessment and Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$92,182.45	
1	**1.2**	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$409,538.22	
1	**1.4**	Professional Development to Promote Academic Excellence	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$109,888.09	
1	**1.6**	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	$40,462.00	
1	**1.7**	Additional Supports for Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	$53,025.37	
1	**1.9**	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/LEA	$25,710.75	
2	**2.1**	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter	$30,857.00	

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 (%)
					Low Income	school/LEA		
2	**2.2**	Parent Communication Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$18,309.00	
3	**3.1**	Community Engagement	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	$59,067.25	
3	**3.2**	School Culture Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$162,964.87	
3	**3.3**	Supports for Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$45,983.00	
3	**3.4**	Supports for Student Behavior and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$189,095.13	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,837,231.09	$1,874,975.89

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**	Academic Assessment and Progress Monitoring	Yes	$76,920.33	77235.37
1	**1.2**	Academic Supports	Yes	$570,406.54	592745.21
1	**1.3**	Materials, Curriculum, & Supplies	No	$97,500.00	102120
1	**1.4**	Professional Development to Promote Academic Excellence	Yes	$99,410.00	97899.75
1	**1.5**	Safe and Secure Facilities	No	$101,120.75	101535.35
1	**1.6**	Supports for English Learners	Yes	$140,449.00	143024.84
1	**1.7**	Additional Supports for Long-term English Learners	Yes	$35,910.00	36057
1	**1.8**	Supports for Students with Disabilities	No	$248,747.50	250766
1	**1.9**	Supports for Homeless and/or Foster Youth	Yes	$18,012.00	19085
2	**2.1**	Parent Engagement Activities	Yes	$33,134.00	35269

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Parent Communication Activities	Yes	$34,258.75	34399.21
3	**3.1**	Community Engagement	Yes	$21,134.22	20134.22
3	**3.2**	School Culture Activities	Yes	$152,734.00	153360.21
3	**3.3**	Supports for Student Attendance and Engagement	Yes	$33,926.00	34065.1
3	**3.4**	Supports for Student Behavior and Wellbeing	Yes	$173,568.00	177279.63

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$1,101,121.22	$1,138,218.37	($37,097.15)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Assessment and Progress Monitoring	Yes	$60,262.00	64235.37		
1	1.2	Academic Supports	Yes	$445,531.00	468745.21		
1	1.4	Professional Development to Promote Academic Excellence	Yes	$99,410.00	97899.75		
1	1.6	Supports for English Learners	Yes	$15,000.00	20000		
1	1.7	Additional Supports for Long-term English Learners	Yes	$35,910.00	36057.26		
1	1.9	Supports for Homeless and/or Foster Youth	Yes	$13,012.00	18085.85		
2	2.1	Parent Engagement Activities	Yes	$33,134.00	32269.85		
2	2.2	Parent Communication Activities	Yes	$17,500.00	18000		
3	3.1	Community Engagement	Yes	$21,134.22	21220.87		
3	3.2	School Culture Activities	Yes	$152,734.00	150360.21		
3	3.3	Supports for Student Attendance and Engagement	Yes	$33,926.00	34065		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Supports for Student Behavior and Wellbeing	Yes	$173,568.00	177279		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2850581		0	0.000%	$1,138,218.37	0.000%	39.929%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

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Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Public Hearing: Local Control Accountability Plan (LCAP) - Richmond Charter Elementary - Benito Juarez

Section: IV. Business
Item: I. Public Hearing: Local Control Accountability Plan (LCAP) - Richmond Charter Elementary - Benito Juarez
Purpose: Discuss
Submitted by:
Related Material: 2026_LCAP_BJE_Public Hearing_2026.05.14.pdf

BACKGROUND:

The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually each June and hold a public hearing to get feedback and input.

This is the public hearing and an opportunity for the public and board to provide any feedback before board approval in June.

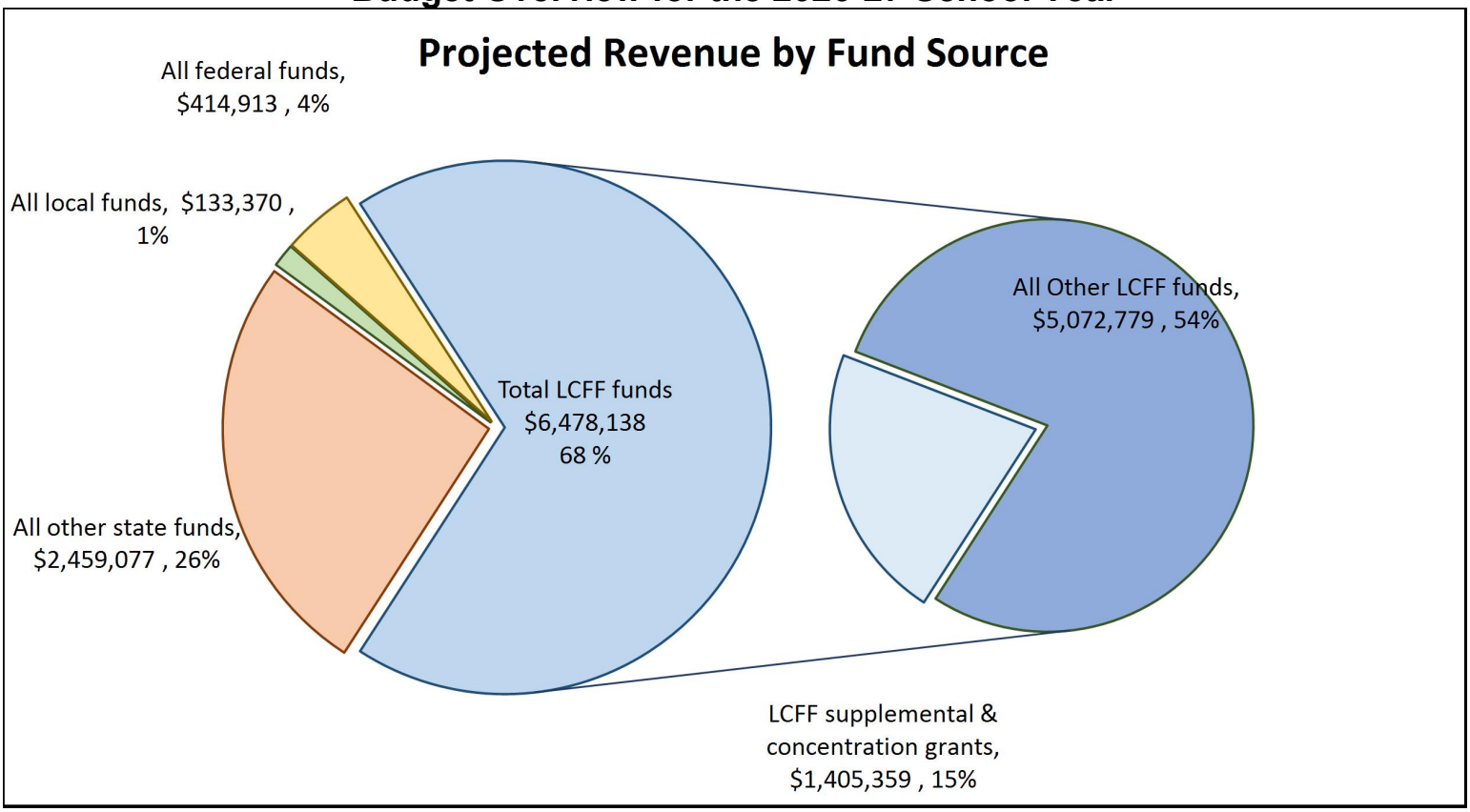
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richmond Charter Elementary - Benito Juarez Elementary
CDS Code: 07617960129643
School Year: 2026-27
LEA contact information:
Dr. LaSonya Michelle Walker
Site Director

510-722-1179

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

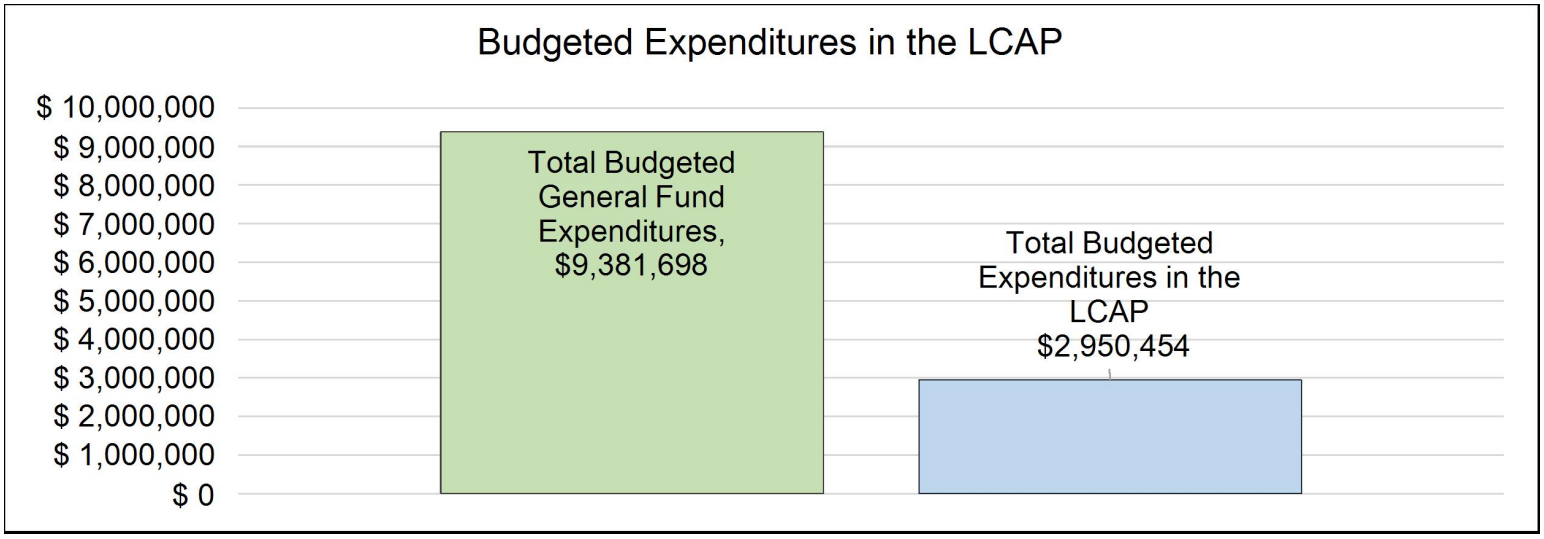


This chart shows the total general purpose revenue Richmond Charter Elementary - Benito Juarez Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richmond Charter Elementary - Benito Juarez Elementary is $9,485,498, of which $6478138 is Local Control Funding Formula (LCFF), $2459077 is other state funds, $133370 is local funds, and $414913 is federal funds. Of the $6478138 in LCFF Funds, $1405359 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 Richmond Charter Elementary - Benito Juarez Elementary plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

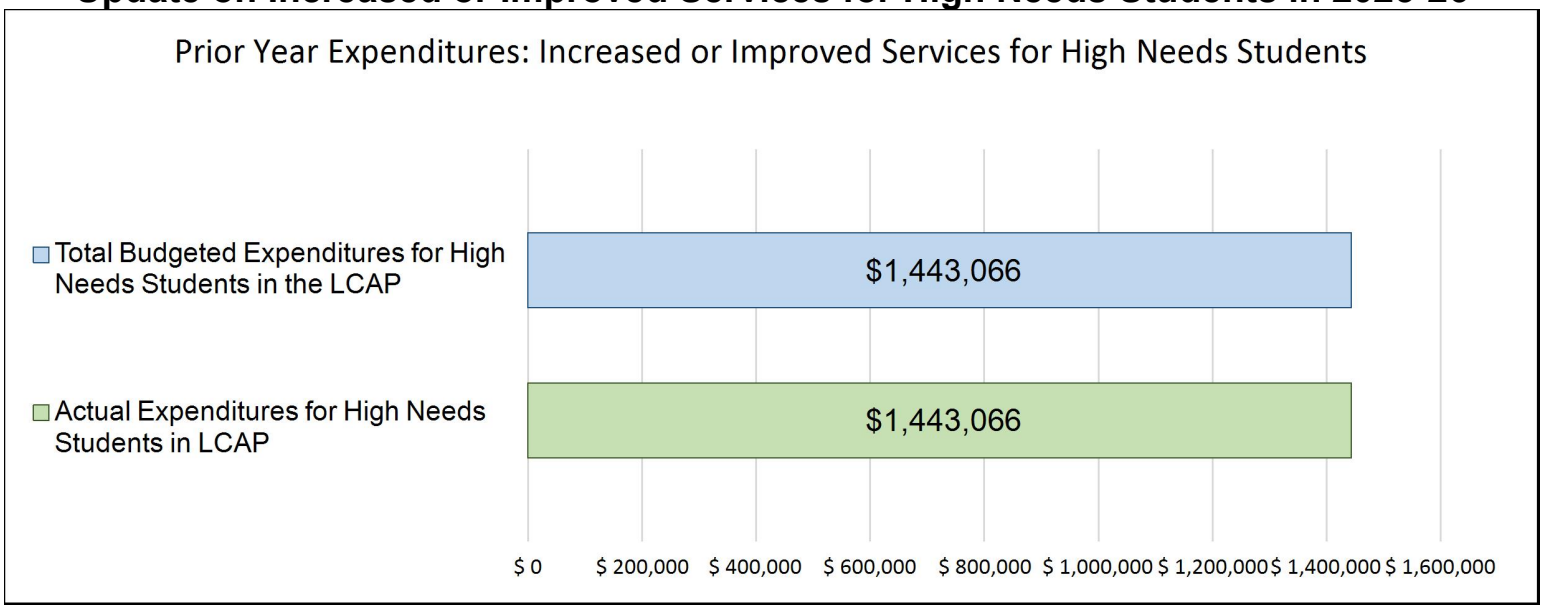
The text description of the above chart is as follows: Richmond Charter Elementary - Benito Juarez Elementary plans to spend $9381,698 for the 2026-27 school year. Of that amount, $2,950,454.33 is tied to actions/services in the LCAP and $6,431,243.67 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Richmond Charter Elementary - Benito Juarez Elementary is projecting it will receive $1405359 based on the enrollment of foster youth, English learner, and low-income students. Richmond Charter Elementary - Benito Juarez Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Richmond Charter Elementary - Benito Juarez Elementary plans to spend $1427618.94 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Richmond Charter Elementary - Benito Juarez Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Richmond Charter Elementary - Benito Juarez Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Richmond Charter Elementary - Benito Juarez Elementary's LCAP budgeted $1443066.23 for planned actions to increase or improve services for high needs students. Richmond Charter Elementary - Benito Juarez Elementary actually spent $1443066.23 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richmond Charter Elementary - Benito Juarez Elementary	Dr. LaSonya Michelle Walker Site Director	lawalker@amethodschools.org, 510-722-1179

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

At Benito Juarez Elementary (BJE), we are committed to our students' academic success and developing a strong community of learners. BJE is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501 (c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization’s flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. Established in 2014, BJE is located in the beautiful Marina Bay area of Richmond, CA and serves 459 K-5th grade students in the 2025-2026 school year.

BJE takes the name of the hero and first president of Mexico: Benito Juarez, and we emanate his core values by building community pride in the City of Richmond. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams. BJE is open to all students who wish to attend, but seeks to serve families that have an income below the federal poverty line. BJE families take pride in their communities and strive to improve those around them. Education is a top priority for our families as many of our scholars are first generation high school graduates. In the 2024-25 school year, BJE served 83.3% socioeconomically disadvantaged students, 49.2% English learners, and 9% students with disabilities. Almost all students identify as students of color, including 89.2% that identify as Hispanic/Latino, 2.4% as African-American/Black, and 2% as two or more races.

At BJE, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We use research-based teaching methodologies that emphasize the fundamentals; enhanced by technology, problem solving, cooperative learning, and critical thinking skills. Our academic program instills a love of learning that carries our students throughout their life. BJE offers students a wide range of extended learning opportunities. We also offer daily after-school activities including music and our homework club.

BJE supports student excellence through our Multi-Tiered System of Supports (MTSS), which ensures that students are met at their current level and provided with the personalized academic, behavioral, health, and other supports they need. BJE has a network of paraprofessional educators and tutors who offer individualized academic support and keep in touch with families to provide regular support, encouragement, and feedback. Student progress is measured continually, with grade-level meetings held monthly to share best practices, discuss possible intervention methods, and create action plans for teachers and students. Families are an integral part of our school and throughout the year we invite them to events including school carnivals, book fairs, food drives, festivals, sports events, student conferences, volunteer days and more.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In analyzing the school's data from the past year, including both dashboard data and local measures, we identified significant areas of progress alongside persistent challenges. While standardized testing results still sit below our ultimate goals, we are seeing a positive upward trend in several key areas.

Academic Performance & Curriculum
BJE has shown measurable improvement in core academic areas compared to the previous year. Most notably, the school moved away from the "Red" indicators seen in 2023: English Language Arts (ELA): The school moved from Red to Yellow, with an overall increase of 5.9 points. While we remain 65 points below standard, the shift indicates our curriculum updates are beginning to take hold. Mathematics: Similar to ELA, Math is now in the Yellow category, having increased by 10.6 points.

English Learner Progress: This is a major success story for the current year. Our English Learner Progress moved to Green, with 50% of students making progress, representing a substantial increase of 15.6%.
To sustain this, we continue to utilize the i-Ready ELA curriculum and a robust Response to Intervention (RTI) program. Our English learners, who make up 49.2% of our 480 students, benefit from targeted support via Lexia and routine scaffolding. These efforts are critical as 83.3% of our population is identified as socioeconomically disadvantaged.

Engagement & Climate
While we have met standards for local indicators—including Basics (Teachers, Materials, Facilities), Parent and Family Engagement, and Local Climate Survey—we continue to navigate challenges in student attendance.

Chronic Absenteeism: This remains a priority area, currently at the Orange level. While the rate declined slightly by 1.1%, the total percentage of chronically absent students stands at 35.2%. We are intensifying our engagement strategies to meet our long-term LCAP goals.

Suspension Rate: We achieved an exemplary Blue indicator in this category. The suspension rate declined by 1.4% to an incredibly low 0.2%, far exceeding our previous goals and maintaining a safe, welcoming environment for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

As applicable, a summary of the work underway as part of technical assistance. Not applicable; the LEA is not eligible for technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable; the LEA is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable; the LEA is not eligible for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable; the LEA is not eligible for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	hroughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2026, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment.
Teachers, administrators, and other school personnel	In spring 2026, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input Every Friday we host staff meetings that focus on professional development and housekeeping topics. Data progress is covered during PLC (Professional Learning Community) meetings every Tuesday. We use these methods to engage school staff across all levels.

Educational Partner(s)	Process for Engagement
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2026, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input. Family, Student, and Teacher (FST) meetings take place Quarterly Parents are invited to attend and share any questions, comments or concerns they may have. We utilize newsletters and monthly parent meetings (Coffee with the Principal and FST). Consistent communication about school plans and programs are sent via ParentSquare and annual surveys are given towards the end of the year. We use these methods to engage parents of all students.
Students	In spring 2026, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input RCA holds assemblies quarterly to celebrate honor roll students (those who've earned A's and B's on their report cards) as well as Student of the Month and perfect attendance. We also have bi-weekly club days as a PBIS incentive for good behavior. We use these methods to engage our student body.
SELPA	In spring 2026, the school share the LCAP with our SELPA to collect feedback For details on our program and supports for students with disabilities.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:
Teachers have expressed the desire to receive professional development for the proper process of instruction when teaching iReady Math lessons. Another request has been made for a Professional Development in the area of Classroom Management. The administration team provided the aforementioned requests and plans to increase consultant services and expenditures to offer more development opportunities next year.

Families provided feedback on issues ranging from academics to behavior. iReady was implemented to aid in filling in any academic gaps students had. We've established a PBIS system as positive reinforcement to good behavior. More teachers were requested and we hired or brought in long-term substitutes for classroom vacancies. All of this feedback from our teachers, staff, and parents was incorporated into Actions 1.4, 3.2, and 3.4.

Sports have been an expressed interest of students. We do have teachers who are willing to help with sports; the plan is to collaborate with the Internal Compliance office to properly implement future sporting programs. Students have also expressed interest in more fun activities at school. Admin have implemented club day once a month. Field trips have also been brought up and every grade level coordinator has taken the task to plan field trips for their grade band, prior to the end of the year. This feedback was incorporated into Actions 3.1 and 3.2.

Finally, the administration team desires to hire a CTE teacher to create an engaging environment for students, thus advancing the school towards becoming a STEM school. The plan is to purchase STEM equipment to include virtual reality, green screen, digital printing, Kinetic Sand Box, (augmented virtual reality), and other items including SEL digital technology with classroom lessons aligned with standards. We plan to have a big end-of-year carnival, as well as simple events to foster parent/student relationships like muffins with moms, donuts with dad, and others activities described in Action 3.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepa re students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi¬tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	46.2% From the 2023-24 school year.	18%	31.25%	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	-14.95%
1.2	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% From the 2023-24 school year.	100%	100%	100% of students have access to standards-aligned instructional materials	0.0%
1.3	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Exemplary	Good	Good	School facilities are in good or exemplar repair	Target Achieved
1.4	Teachers participate in a 5- Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content	Summit was offered From the 2023-24 school year.	Summit was Offered	Summit was Offered	The Annual Summit is Offered	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to state performance standards. (SP 2.1) Source: Internally tracked					
1.5	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	0.0% From the 2023-24 school year.	0.0%	100%	100% of EL students are enrolled in ELD courses.	0.0%
1.6	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 21.7% SED: 18.3% Hispanic: 20.3% EL: 7.1%	All: 28.1% SED: 26.1% Hispanic: 27.5% EL: 17.5%	All: 36.2% SED: 32.8% Hispanic: 35.9% EL: 24.1%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	All: 14.5% SED: 14.5% Hispanic: 15.6% EL: 17.0%
1.7	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 21.4% SED: 19.4% Hispanic: 20.5% EL: 10.6%	All: 24.6% SED: 22.1% Hispanic: 23.6% EL: 16.5%	All: 28.1% SED: 26.4% Hispanic: 26.4% EL: 16.6%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	All: 6.7% SED: 7.0% Hispanic: 5.9% EL: 6.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 22.1% SED: 19.4% Hispanic: 20.6%	All: 20.8% SED: 18.2% Hispanic: 21.4% EL: 5.7%	All: 32.7% SED: 22.3% Hispanic: 21.8% EL: 2.8%	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	All: 10.6% SED: 2.9% Hispanic: 1.2%
1.9	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 34.4%	All: 50.0%	All: 39.8%	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	All: 5.4%
1.10	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	1.2%	0.7%	0.9%	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	-0.3%
1.11	Students have access to a broad course of study (SP 7.1) Source:	Standard Met From the 2023-24 school year.	Standard Met	Standard Met	Students have access to a broad course of study -	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PowerSchool master schedule				Local Indicator "Standard Met"	
1.12	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD From the 2023-24 school year.	Standard Met	Standard Met	1 paraprofessional for EL and 1 for SWD	Target Achieved
1.13	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 44th Hispanic: 43rd Source for baseline year is NWEA.	ALL: 136% Hispanic: 137% Source for Year 1 Outcome is iReady	ALL: 100% Hispanic: 100%	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	Switched to iReady Measures differ
1.14	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 44th Hispanic: 44th	ALL: 122% Hispanic: 114%	ALL: 117% Hispanic: 117%	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	Switched to iReady Measures differ

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Our planned actions and implementation of this goal were grounded in our mission to prepare every student for college, career, and life. These priorities are focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support.

Planned: Provide targeted, ongoing professional learning focused on rigor, differentiation, and instructional strategies aligned with academic standards. Implement tiered interventions and expanded supports (e.g., academic tutoring, EL support, SPED modifications) and provide a paraprofessional to work within the classroom and targeted populations. Professional development (summit) and curriculum materials.

Implemented: Professional development was delivered as planned, including data-driven instruction, English learner strategies, and Universal Design for Learning (UDL) Intervention programs launched successfully in math and ELA, and after-school tutoring was expanded and successfully adopted in all core subjects. Regular PD sessions focused on differentiation, EL strategies, and data use: tiered interventions and extended learning opportunities. Our planned actions to meet these priorities focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support. Academic rigor: Student work samples and classroom walkthroughs indicate increased use of higher-order thinking strategies, aligned tasks, and academic discourse in classrooms. Professional collaboration: Grade-level and content-area teams used data protocols and collaborative planning time to align instruction and share best practices. At the beginning of the year, all teachers attended a 3-day Network summit around network vision, instructional goals, and diving into the curriculum.

Implementing this goal has positioned the school on a strong trajectory toward improved student outcomes and college readiness. While some planned actions were adjusted due to resource limitations, the school has made substantial progress toward ensuring high-quality instruction, broad educational access, and support for all learners. Continued refinement and support, particularly in staffing and EL services, will be essential to sustain and deepen these improvements.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Classroom observations and student work samples show increased academic rigor through the use of standards-aligned tasks and higher-order questioning strategies.
Interim assessment data indicate steady improvement in ELA and math performance, particularly in grades with consistent curriculum use.
Teacher surveys report increased confidence in delivering differentiated instruction PD aligned with data-driven instruction has helped improve formative assessment practices.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As team develops professional development and use of data, the administration teams need to address and work on Integrating strategies for English Learners in the general education as well as build out the re-classification process and monitoring of long-term ELLs and newly re-classified.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	$102,546.21	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia.	$948,405.10	Yes

Action #	Title	Description	Total Funds	Contributing
		On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.		
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$351,000.00	No
1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum	$98,739.83	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	$125,320.40	No
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$165,715.48	Yes
1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	$52,563.37	Yes
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention	$610,376.00	No

Action #	Title	Description	Total Funds	Contributing
		- Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.		
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	$27,710.75	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parents will be provided regular opportunities to participate in school site	Scheduled at least 3 FST meetings and at least 3	3 FST Meetings Scheduled	3 FST Meetings Scheduled	Schedule at least 3 Family, Student, and Teacher (FST)	Metric met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Parent Committee for English Learners meetings, inviting all parents to participate. From the 2023-24 school year.			meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	
2.2	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitatio ns, school calendar	Parents invited to at least 4 events From the 2022-23 school year.	Parents invited to at least 4 events	Parents invited to at least 4 events	Parents invited to at least 4 events	Metric met

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Our approach to parent engagement is grounded in the belief that parents are essential collaborators in student learning. We are committed to educating, empowering, and involving families in their children’s educational journeys. All of our parent engagement and communication

efforts focus on building strong, positive relationships between school staff and families. We strive to ensure that every parent is informed about their child's academic progress and overall well-being.
To foster a sense of community, we host frequent family events and school activities that celebrate our school culture while promoting fun and connection. These events are designed to strengthen the school-home relationship and reflect the diversity and values of our school community.

Planned: Host regular community events and school activities that encourage family participation.
Hold 3 FST meetings, a parent information survey, and parent-teacher conferences.

Implemented: Development of Family Staff Team (FST) by laws and policies to ensure meaningful opportunities for parents to be involved in school planning and decision-making. Strengthen two-way communication between school staff and families with the use of the parent square portal and ensure consistent, multi-modal communication (newsletters, texts, apps, in-person) in home languages to keep families informed. Conducted a youth truths survey to obtain information and feedback. Teacher and parent conferences were held, and over 90% of parents attended. There were many cultural events, muffins with mom, danish with dad, Día de los Muertos, Black history month celebration, and an academic celebration.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Attendance data and parent feedback indicate that these meetings and opportunities were well-received, with many families reporting an increased sense of connection to the school community. Meetings held in multiple languages and scheduled at accessible times have improved inclusivity and participation across diverse family groups. Additionally, parent meetings connected to decision-making bodies—such as Family Staff Team (FST) and English Learner Advisory Committee (ELAC)—have empowered families to take active roles in shaping school policies and priorities. These meetings provide structured opportunities for parents to engage in dialogue about student achievement, school initiatives, and areas for growth. They also serve as an essential platform for gathering parent feedback, clarifying expectations, and sharing resources that support student success at home and in the classroom.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Provide parent education workshops on student learning, social-emotional development, and school resources. Hold parent workshops for parents who are unable to access technology. Hold affirmative groups of the target populations.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$35,014.53	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$48,549.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	All: 90.7% Hispanic: 90.7% EL: 90.9% SED: 90.7% SWD: 90.5%	All: 91.84%	All: 92.53%	Each student subgroup will achieve 90% or greater ADA.	All: 1.83%
3.2	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 36.3% SED: 36.6% Hispanic: 36.5% EL: 38.2% SWD: 45.5%	All: 35.2% SED: 36.5% Hispanic: 37.6% EL: 34.4% SWD: 49.0%	All: 28.3% SED: 30.0% Hispanic: 28.8% EL: 27.9% SWD: 38.0%	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	All: -8.0% SED: -6.6% Hispanic: -7.7% EL: -10.3% SWD: -7.5%
3.3	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 1.6% SED: 1.9% Hispanic: 1.8% EL: 1.1% SWD: 3.6%	All: 0.2% SED: 0.2% Hispanic: 0.2% EL: 0.0% SWD: 2.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022¬2023 overall state average, 3.5%	All: -1.6% SED: -1.9% Hispanic: -1.8% EL: -1.1% SWD: -3.6%
3.4	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	Each student subgroup will have 0.5% or lower expulsion rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	79.0% From the 21-22 school year.	31.0%	35.0%	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-44.0%
3.6	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	73.0% From the 21-22 school year.	52.0%	66.0%	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-7.0%
3.7	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	0.0%	0.0%	Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	0.0%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Our goal is to create and maintain a safe, inclusive, and supportive school environment that fosters a strong sense of belonging and engagement for all students. We are committed to supporting students' academic success alongside their social-emotional well-being through intentional school culture-building practices and systems of support. School climate and pupil engagement are critical factors in student achievement and well-being.

Planned: Expand Positive Behavioral Interventions and Supports (PBIS) schoolwide to promote a positive behavioral culture and reduce disciplinary incidents. Host regular schoolwide culture-building activities (e.g., spirit days, student assemblies, recognition programs) to strengthen student connection and celebrate diversity. Analyze engagement and climate data (including attendance, discipline, and survey results) on an ongoing basis to identify trends and adjust practices accordingly.

Implemented: Provided primarily training in PBIS curriculum (PBIS rewards) to better support students, see improvements in student attendance, behavior, engagement, and perception of school climate.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The suspension rate declined by 1.4% to an incredibly low 0.2%, far exceeding our previous goals and maintaining a safe, welcoming environment for all students. suspension rates dropped, student climate surveys, and feedback from educational partners, there is a demonstrated need to maintain and strengthen our efforts around student connection and school culture. Students thrive in environments where they feel emotionally and physically safe, respected, and part of a community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Provide ongoing professional development for implementation of PBIS curriculum and materials inclusive teaching strategies, and student engagement techniques. Implement consistent Social-Emotional Learning (SEL) instruction to build students' emotional regulations.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most	$110,607.25	Yes

Action #	Title	Description	Total Funds	Contributing
		marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.		
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	$37,774.28	Yes
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	$48,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion • Train teachers to provide social-emotional learning opportunities through advisory/home room classes -The school psychologist/wellness counselor will meet with students experiencing non-academic problems	$187,210.13	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1405359	$$104,737

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
29.170%	0.000%	$0.00	29.170%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Assessment and Progress Monitoring **Need:** Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively)	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year’s

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide Schoolwide	instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.2	**Action:** Academic Supports **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide	These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.
1.4	**Action:** Professional Development to Promote Academic Excellence **Need:** Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction. **Scope:** LEA-wide		defined by internal assessment.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. **Scope:**	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long¬term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 1L: Provide at least one paraprofessional to work with English learners.
1.9	**Action:** Supports for Homeless and/or Foster Youth **Need:** Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of "slipping through the cracks" compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had "enough" people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA- wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	speaker as many of our families speak Spanish in their homes. **Scope:** LEA-wide		
2.1	**Action:** Parent Engagement Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Parent Communication Activities **Need:** We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding howto navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Community Engagement **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"strongly agree" to "I really feel like a part of my school's community."
3.2	**Action:** School Culture Activities **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:** LEA-wide	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		interventions to support engagement and attendance.	responding "agree" or "strongly agree" to "I really feel like a part of my school's community."
3.3	**Action:** Supports for Student Attendance and Engagement **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community." **Scope:**	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	interventions to support engagement and attendance.	Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."
3.4	**Action:** Supports for Student Behavior and Wellbeing **Need:** Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and growoutside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community."	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance ReviewTeam to reduce chronic absenteeism. These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FSTmeetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Supports for English Learners **Need:** Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	to effectively teach and support English learners in their classrooms. **Scope:** Limited to Unduplicated Student Group(s)	supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.
1.7	**Action:** Additional Supports for Long-term English Learners **Need:** **Scope:** Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

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	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,817,819	1405359	29.170%	0.000%	29.170%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,884,313.34	$915,887.51	$0.00	$150,253.48	$2,950,454.33	$1,896,913.92	$1,053,540.41

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$63,728.00	$38,818.21	$73,728.00	$28,818.21			$102,546.21	
1	1.2	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$948,405.10	$0.00	$645,001.00	$303,404.10			$948,405.10	
1	1.3	Materials, Curriculum, & Supplies	All	No			All Schools	Ongoing	$0.00	$351,000.00	$230,844.00	$120,156.00			$351,000.00	
1	1.4	Professional Development to Promote Academic Excellence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$61,239.83	$37,500.00	$98,739.83				$98,739.83	
1	1.5	Safe and Secure Facilities	All	No			All Schools	Ongoing	$73,377.60	$51,942.80	$125,320.40				$125,320.40	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	Ongoing	$150,253.48	$15,462.00	$115,462.00			$50,253.48	$165,715.48	
1	1.7	Additional Supports for Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	Ongoing	$37,563.37	$15,000.00	$52,563.37				$52,563.37	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$209,846.00	$400,530.00	$100,530.00	$409,846.00		$100,000.00	$610,376.00	
1	1.9	Supports for Homeless and/or Foster Youth	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/LEA	Ongoing	$25,710.75	$2,000.00	$25,710.75	$2,000.00			$27,710.75	
2	2.1	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$28,014.53	$7,000.00	$35,014.53				$35,014.53	
2	2.2	Parent Communication Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$23,549.00	$25,000.00	$48,549.00				$48,549.00	
3	3.1	Community Engagement	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	Ongoing	$54,944.05	$55,663.20	$58,944.05	$51,663.20			$110,607.25	
3	3.2	School Culture Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$150.08	$37,624.20	$37,774.28				$37,774.28	
3	3.3	Supports for Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$43,922.00	$5,000.00	$48,922.00				$48,922.00	
3	3.4	Supports for Student Behavior and Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	Ongoing	$176,210.13	$11,000.00	$187,210.13				$187,210.13	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,817,819	1405359	29.170%	0.000%	29.170%	$1,427,618.94	0.000%	29.632 %	**Total:**	$1,427,618.94
								LEA-wide Total:	$1,259,593.57
								Limited Total:	$168,025.37
								Schoolwide Total:	$73,728.00

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	1.1	Academic Assessment and Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$73,728.00	
1	1.2	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$645,001.00	
1	1.4	Professional Development to Promote Academic Excellence	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$98,739.83	
1	1.6	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	$115,462.00	
1	1.7	Additional Supports for Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	$52,563.37	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/LEA	$25,710.75	
2	2.1	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter	$35,014.53	

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 (%)
					Low Income	school/LEA		
2	2.2	Parent Communication Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$48,549.00	
3	3.1	Community Engagement	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	$58,944.05	
3	3.2	School Culture Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$37,774.28	
3	3.3	Supports for Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$48,922.00	
3	3.4	Supports for Student Behavior and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	$187,210.13	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,835,697.71	$2,958,405.73

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**	Academic Assessment and Progress Monitoring	Yes	$92,789.33	93169.77
1	**1.2**	Academic Supports	Yes	$931,023.14	936702.83
1	**1.3**	Materials, Curriculum, & Supplies	No	$247,500.00	349000
1	**1.4**	Professional Development to Promote Academic Excellence	Yes	$130,443.44	130443.44
1	**1.5**	Safe and Secure Facilities	No	$193,370.75	194165.57
1	**1.6**	Supports for English Learners	Yes	$148,089.60	151070.28
1	**1.7**	Additional Supports for Long-term English Learners	Yes	$40,493.64	36057.23
1	**1.8**	Supports for Students with Disabilities	No	$521,293.50	521293.50
1	**1.9**	Supports for Homeless and/or Foster Youth	Yes	$15,484.82	17547.48
2	**2.1**	Parent Engagement Activities	Yes	$32,014.53	33269.85

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Parent Communication Activities	Yes	$39,147.10	43303.61
3	**3.1**	Community Engagement	Yes	$79,014.68	79337.96
3	**3.2**	School Culture Activities	Yes	$154,103.96	156734.82
3	**3.3**	Supports for Student Attendance and Engagement	Yes	$43,528.73	47371.69
3	**3.4**	Supports for Student Behavior and Wellbeing	Yes	$167,400.49	168937.7

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$1,443,066.23	$1,816,813.87	($373,747.64)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Assessment and Progress Monitoring	Yes	$76,131.00	76131		
1	1.2	Academic Supports	Yes	$627,619.04	936619.04		
1	1.4	Professional Development to Promote Academic Excellence	Yes	$130,443.44	130433.44		
1	1.6	Supports for English Learners	Yes	$88,684.80	91070.28		
1	1.7	Additional Supports for Long-term English Learners	Yes	$40,493.64	36057		
1	1.9	Supports for Homeless and/or Foster Youth	Yes	$14,484.82	17547.48		
2	2.1	Parent Engagement Activities	Yes	$32,014.53	33269.85		
2	2.2	Parent Communication Activities	Yes	$39,147.10	43303.61		
3	3.1	Community Engagement	Yes	$29,014.68	79337.96		
3	3.2	School Culture Activities	Yes	$154,103.96	156734.82		
3	3.3	Supports for Student Attendance and Engagement	Yes	$43,528.73	47371.69		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Supports for Student Behavior and Wellbeing	Yes	$167,400.49	168937.7		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,413,618		0%	0.000%	$1,816,813.87	0.000%	41.164%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Enrollment Update

Section: IV. Business
Item: J. Enrollment Update
Purpose: FYI
Submitted by:
Related Material: AMPS Enrollment 2026-2027.pdf

AMPS

HONOR HARD WORK

2026-2027 Enrollment Update
May 2026

Honor Hard Work

2026-2027 Projected Enrollment

AMPS
HONOR HARD WORK

Potential Average Enrollment for 2026-2027 SY:

1440 (Low) - 1470 (Mid) - 1500 (High)

- As of 5/8/2026: 480 Accepted + 43 Offered Not Yet Accepted + 274 waitlisted (236 declined).
  - BJE: 112 offers accepted / 2 offers pending (211 waitlisted) + 376 ITR = 488 possible
  - RCA: 136 offers accepted / 0 offers pending (53 waitlisted) + 195 ITR = 331 possible
  - JHHS: 70 offers accepted / 31 offers pending (1 waitlisted) +232 ITR = 301 possible
  - DCA: 163 offers accepted / 10 offers pending (9 waitlisted) + 215 ITR = 378 possible
- Total AMPS: 480 Offers Accepted / 274 Waitlisted + 1023 ITR = 1498
- Estimates: Average Enrollment for 2026-2027 - will have a more accurate projection once new and returning student registration is complete in June 2026

Enrollment by Key Entry Grades (Progress to Target)

AMPS
HONOR HARD WORK

Grade Level	Accepted	Target	% Toward Target
TK (BJE)	19	20	95%
Kindergarten (BJE)	74	75	99%
6th Grade (RCA 104) (DCA 114)	218	230	95%
9th Grade (JHHS)	62	85	73%

To address 9th-grade enrollment, we have launched an integrated recovery plan that pairs a TrustEd digital campaign with a heightened community presence to drive new lead generation. We are actively conducting 'exit interviews' with declining families to diagnose root causes while JHHS admissions team is focusing with engaging the 31 families that have a pending offer.

Coversheet

Presentation: Bay Area Air District: Local Community Benefit Fund (LCBF) Grant

Section: IV. Business
Item: K. Presentation: Bay Area Air District: Local Community Benefit Fund (LCBF) Grant
Purpose: FYI
Submitted by: Marisol Magana
Related Material: LCBF Board Presentation (Information).pdf

BACKGROUND:

This item is to inform the Board of a significant grant opportunity totaling up to $5,000,000 through the newly established Local Community Benefit Fund (LCBF). These funds stem from $100 million in fines levied by the Bay Area Air District against the Valero and Chevron refineries in 2025. Amethod Public Schools in the Richmond
Marina district have been identified as eligible applicants within the Richmond air basin. The deadline to submit the grant is May 29, 2026. The proposed project focuses on critical HVAC and ventilation upgrades at Richmond Charter Academy, Benito Juarez Elementary, and John Henry High School to improve indoor air quality and energy efficiency. While no matching funds are required, the grant necessitates a co-applicant to manage 25% of the project scope. This initiative represents a significant opportunity to secure targeted funding for essential infrastructure that directly protects the health of our students and staff.

RECOMMENDATION:

Information Only

Board Agenda Item Cover Sheet

Date: May 14, 2026

Subject: Bay Area Air District: Local Community Benefit Fund (LCBF) Grant Opportunity

Item Type: Information Only

Submitted By: Marisol Magaña

Background and Purpose

This item is to inform the Board of a significant grant opportunity totaling up to $5,000,000 through the newly established Local Community Benefit Fund (LCBF). These funds stem from $100 million in fines levied by the Bay Area Air District against the Valero and Chevron refineries in 2025. Amethod Public Schools in the Richmond Marina district have been identified as eligible applicants within the Richmond air basin. The deadline to submit the grant is May 29, 2026. The proposed project focuses on critical HVAC and ventilation upgrades at Richmond Charter Academy, Benito Juarez Elementary, and John Henry High School to improve indoor air quality and energy efficiency. While no matching funds are required, the grant necessitates a co-applicant to manage 25% of the project scope. This initiative represents a significant opportunity to secure targeted funding for essential infrastructure that directly protects the health of our students and staff.

Board Report – Bay Area Air District, Local Communities Benefit Fund (LCBF)

May 14, 2026

The Bay Area Air Quality Management District (BAAQMD), now re-named Bay Area Air District, levied two fines in 2025, one against the Valero Refinery in Benicia, and one against the Chevron Refinery in Richmond. These two fines combined raised approximately $100,000,000. The Bay Area Air District has allocated these funds for a Local Community Benefits Fund (LCBF) competitive grant solicitation; Communities and School Districts located in the Benicia and Richmond air basins are eligible to apply. The focus of the LCBF grants is to improve air quality in these two air basins, either ambient or indoor air quality, as well as other community development goals, such as urban greening, air monitoring, or workforce development, as examples.

Eligibility: Amethod's schools in the Richmond Marina district are eligible LCBF applicants for the Richmond air basin. School Districts may apply for an Opportunity Grant up to $5,000,000 maximum. 25% of the funding must be allocated to a grant co-applicant, that has commensurate scope of work participation.

Matching Funds: There is no matching funds requirement.

Deadline: The deadline to apply is May 29, 2026.

Awards: Notice of Proposed grant awards will be announced in approximately November 2026.

Period of Performance: At the District's option up to three years (for the Opportunity Grant).

Proposed projects: The proposed projects are focused on Amethod's Richmond schools: HVAC and ventilation system equipment needs for the Richmond Charter Academy, Benito Juarez Elementary, and John Henry High School. These schools are located in Richmond —a community where industrial emissions, regional air flows, and geographic conditions can contribute to concentrated air pollution—and this project represents a meaningful and targeted effort to improve indoor air quality and energy efficiency for students and staff.

1450 S. Marina

Occupancy 748 Students, expected to grow to 799

1	Replace two (2) of (4) 90-Ton packaged rooftop units that serve the 1st Floor. (e.g. the 2 from 1999)
2	Implement outdoor air and mixed air damper controls (belimo actuators) on all four RTUs.
3	Include premium efficiency motors and Variable Frequency Drives (VFDs) on all four units.
4	Include zoned CO2 controls throughout the building to manage ventilation measures.
5	Replace VAV boxes for interior zones to support heating reset control serving interior zones.
6	Integrate with DDC controls system upgrade to support the enhanced ventilation measures, including heating reset for interior zones.

1402 S. Marina
JHHS Occupancy 317, expected to grow to 340

1 Replace Qty. 10 Rooftop HVAC units with high-efficiency heat pumps (SEER-16)

2 Implement belimo outside air and mixed air damper controls on all HVAC units.

3 Include zoned CO2/temperature controls throughout the building to manage ventilation measures.

4 Implement a DDC controls system upgrade to support the enhanced ventilation measures.

Preliminary Grant Budget Proposal (Summary):

	Project	Location		Estimate
1	Ventilation/HVAC -- Richmond Charter Academy, Benito Juarez Elementary	1450 S. Marina	Richmond	$3,746,380
2	Ventilation/HVAC -- John Henry High School	1402 S. Marina	Richmond	$536,575
3	Turf, Track, Trees, Urban Greening	Both campuses	Richmond	$595,093
4	Grant Administration			$121,951
			Total:	**$4,999,999**

Consultant: First Note Finance *inc,* a California Corporation*,* is an Energy Manager, Grant Developer and Grant Administrator, and has raised over $60 Million in grant funding for California School Districts since 2014. James Richmond, President of First Note Finance *inc*, with 40 year's experience, is currently the Grants Administrator for Mt. Diablo Unified School District in Concord, CA, where he is managing the transition of their Diesel School Bus fleet to EV School Buses.

Consultant Fee: $2,500 fixed fee to develop and submit the LCBF grant application. Additionally, if the grant is awarded to AMPS, an additional $2,500 bonus fee. Once the grant is awarded, if the Board decides to hire First Note Finance *inc* to perform Grant Administration and Compliance services, the fixed fee is 2.5% of the grant amount.

Board Resolution: A Board resolution is not required to apply for the LCBF Grant. The Executive Director may provide a Letter of Commitment. When/if a Grant is awarded by the Bay Area Air District, a Board Resolution will be required to accept the Grant funding, and execute the Grant Agreement, at that time.

Amethod Public Schools
LCBF Proposed Project Scope

The proposed projects are focused on Amethod's Richmond schools: HVAC and ventilation system equipment needs for the Richmond Charter Academy, Benito Juarez Elementary, and John Henry High School.

1450 S. Marina

Occupancy 748 Students, expected to grow to 799

1. Replace two (2) of (4) 90-Ton packaged rooftop units that serve the 1st Floor. (e.g. the 2 from 1999)
2. Implement outdoor air and mixed air damper controls (belimo actuators) on all four RTUs.
3. Include premium efficiency motors and Variable Frequency Drives (VFDs) on all four units.
4. Include zoned CO2 controls throughout the building to manage ventilation measures.
5. Replace VAV boxes for interior zones to support heating reset control serving interior zones.
6. Integrate with DDC controls system upgrade to support the enhanced ventilation measures, including heating reset for interior zones.

1402 S. Marina
JHHS Occupancy 317, expected to grow to 350

1. Replace Qty. 10 Rooftop HVAC units with high-efficiency heat pumps (SEER-16)
2. Implement belimo outside air and mixed air damper controls on all HVAC units.
3. Include zoned CO2/temperature controls throughout the building to manage ventilation measures.
4. Implement a.DDC controls system upgrade to support the enhanced ventilation measures.

First Note Finance *inc*

Energy Savings Made Simple



Amethod Schools
LCBF Preliminary Budget

	Project	Location		Estimate
1	Ventilation/HVAC -- Richmond Charter Academy, Benito Juarez Elementary	1450 S. Marina	Richmond	$3,746,380
2	Ventilation/HVAC -- John Henry High School	1402 S. Marina	Richmond	$536,575
3	Turf, Track, Trees, Urban Greening	Both campuses	Richmond	$595,093
4	Grant Administration			$121,951
			Total:	**$4,999,999**

First Note Finance *inc*

Energy Savings Made Simple

Bay Area Air District

Local Community Benefits Fund: Round 1 for Richmond and Surrounding Communities

Community Investments Office

Local Community Benefits Fund

Powered by BoardOnTrack

Background

- The Air District collects penalties from entities that violate our air quality regulations
- In May 2024, the Bay Area Air District adopted the **Community Benefits Penalty Funds Policy** to direct resources back to the communities where violations occurred
- Some facilities also commit to providing mitigation funds to improve air quality in the communities affected by their violations
- The Air District has generated over **$124 million** to date in penalty and mitigation funds to be reinvested into affected communities

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Core Strategies

Reduce Air Pollution and Improve Health Outcomes

Build Economic Resilience for a Just Transition

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Strategy: Reduce Air Pollution and Improve Health Outcomes

- **Mitigate air pollution harm, address health impacts** exacerbated by air pollution, and **identify opportunities for air pollution reduction**
- Eligible projects may:
  - Reduce air pollutant emissions
  - Reduce human exposure to air pollutant emissions
  - Improve understanding of local air quality impacts
  - Tangibly improve community health and well-being

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Strategy: Build Economic Resilience for a Just Transition

- Build economic resilience that supports the **transition away from fossil fuels and delivers critical benefits, such as benefits in air quality, public health or a clean economy**
- Eligible projects may:
  - Promote high road economic development that ensures that high-quality local jobs benefitting the environment and public health are created
  - Build economic resilience through planning and projects that deliver air quality and related health benefits and create clean economy pathways

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Opportunity Grant

- **Funds multi-stakeholder collaboration over one project or multiple projects** to ensure robust and community-driven implementation outcomes
- Lead Applicant must partner with at least one Co-Applicant(s)
- Grant size ranges between **$500,000 - $5 M**
- Grant terms up to three years

Eligible Applicants

Lead Applicants	Co-Applicants
• Nonprofit organizations, local government agencies, cities, counties, schools, unions and California Native American Tribes • *May submit one application each for a Catalyst, Opportunity and Seed Grant (if a non-profit organization)*	• Entities that are eligible to be Lead Applicants, plus for-profit entities • *No limit on the number of applications a Co-Applicant may join*

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Application Process

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Anticipated Timeline

Date	Activity
January 29, 2026	Grant Application opens
February 18 and 19, 2026	Virtual grant information sessions
May 29, 2026	Grant application deadline
Summer - Fall 2026	Grant Awards approved
Late 2026 - 2027	Grant Agreements finalized

Bay REPAIR (Reinvesting Penalties for Air Improvement and Resilience)

Local Community Benefits Fund

Round 1 - Call for Projects
Richmond and Surrounding Communities

Bay Area Air District
January 29, 2026

BACKGROUND

Background

The Bay Area Air District (Air District) adopted the Community Benefits Penalty Funds Policy to directly support communities disproportionately impacted by air pollution. When penalties are assessed against entities violating air quality regulations, this policy enables penalty funds to be reinvested directly back to communities through impactful projects.

Penalty funds and other funds from enforcement actions are administered through the Bay REPAIR (Reinvesting Penalties for Air Improvement and Resilience) program, and are allocated to the Local Community Benefits Fund or the Regional Community Benefits Fund.

In addition to penalties, sometimes violators commit to providing mitigation funds to fund projects to mitigate the harmful effects caused by their emissions as part of the resolution of their violations. For example, in 2024, Chevron USA, Inc., committed to funding the Richmond Community Air Quality Fund to provide mitigation for potential particulate matter emissions at the Chevron Richmond refinery in violation of Air District Rule 6-5. The Air District is administering these mitigation funds through the Local Community Benefits Fund, although they are subject to certain additional restrictions that do not apply to the penalty monies in the Local Community Benefits Fund.

The Local Community Benefits Fund reinvests back in the specific community affected by the air quality violations that led to the penalty. The Local Community Benefits Fund may also invest mitigation funds that are more limited in their scope (e.g., Richmond Community Air Quality Fund).

The Local Community Benefits Fund Program Goals are to:

- Reduce air pollution or mitigate its impacts, improve public health outcomes, and build economic resilience for a just transition away from the harmful effects of a fossil fuel-based economy.
- Advance integrated projects to holistically meet community needs.
- Strengthen community-led and collaborative solutions.

This Call for Projects requests project proposals from eligible applicants in Richmond and surrounding communities. Please refer to the Local Community Benefits Fund Guidelines for overall grant information.

Funding Source

$35,744,460 total is available for Richmond and surrounding communities, derived from the following funding sources. This funding estimate may be revised to account for any accrued interest.

Applicants do not need to identify a specific funding source when submitting their applications; Air District staff will determine the applicable funding source based on the scope of projects selected for funding. As described below, the Richmond Community Air Quality Fund is more restrictive. Thus, projects eligible to be funded by the Richmond Community Air Quality Fund can be funded by either funding source, and will have a higher likelihood of being selected merely due to more available funding. Nevertheless, all eligible project proposals are welcome.

Background	Funding Purpose	Funding Availability
The Air District fined Chevron and several other entities for air quality violations	Penalty funds can be used for any projects eligible for funding under the Local Community Benefits Fund Guidelines	$15,744,460
Chevron committed to pay into a Community Air Quality Fund to mitigate the effects of potential particulate matter emissions in violation of Air District Rule 6-5 (Particulate Emissions from Refinery Fluidized Catalytic Cracking Units)	The Richmond Community Air Quality Fund is designated for projects to reduce particulate matter emissions in the vicinity of the Richmond refinery and reduce particulate matter exposures for members of the community	$20,000,000
		$35,744,460

ELIGIBILITY

Eligible Communities

Projects must be located within the boundaries of the eligible communities.

Eligible communities are those located within the Path to Clean Air (PTCA) Community Emissions Reduction Plan (CERP) area, a designated Assembly Bill (AB) 617 Community. The Path to Clean Air area comprises a portion of the City of Richmond, San Pablo and several unincorporated areas in Contra Costa County including Bay View, East Richmond Heights, Rollingwood, Tara Hills, Montalvin Manor, North Richmond, El Sobrante and portions of Pinole.

Path to Clean Air (Richmond – North Richmond – San Pablo) Area

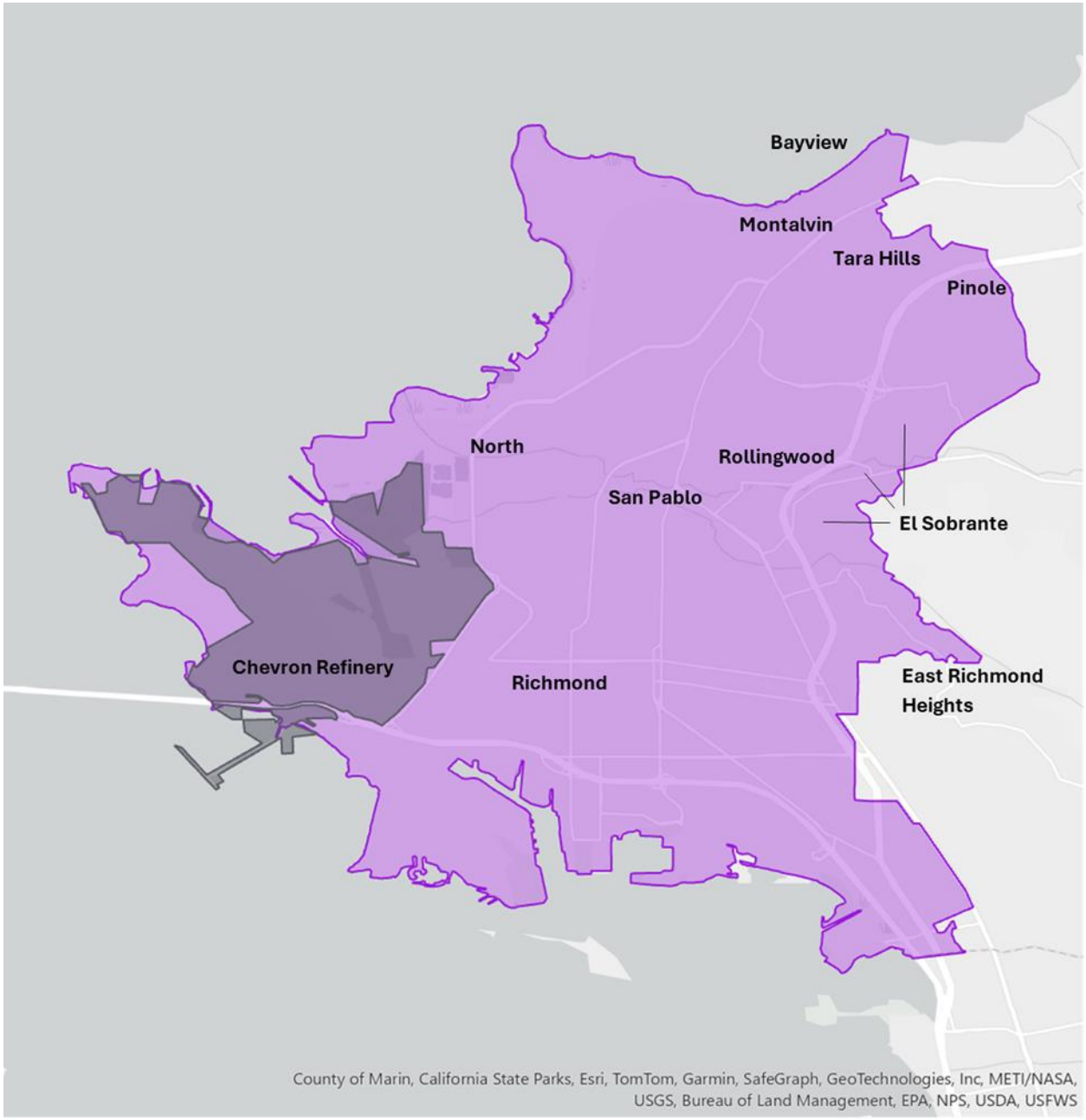


Figure 1: Communities eligible for funding from the Local Community Benefit Fund

The PTCA CERP boundary was established through a formal public process under AB 617. The Air District nominated the PTCA area in partnership with community stakeholders, and the California Air Resources Board selected it for development of a CERP. This designation recognized the PTCA area as one of the most disproportionately burdened communities in the region, with cumulative air quality impacts and associated health disparities well above the Bay Area average. Using the PTCA boundary ensures that funding is directed to the AB

617 community that was publicly identified as bearing the most significant cumulative burdens and as the focus of community-driven emission-reduction priorities.

The PTCA boundary also reflects the lived reality of exposure and vulnerability in western Contra Costa County. The geography spans portions of Richmond and San Pablo as well as nearby unincorporated areas such as Bay View, East Richmond Heights, Rollingwood, Tara Hills, Montalvin Manor, North Richmond, El Sobrante, and parts of Pinole. These neighborhoods are intersected by major freeways (I-80 and I-580), state routes, rail lines, and port facilities, all within proximity to the Chevron refinery—the largest single stationary source of $PM_{2.5}$ and sulfur dioxide in the community-scale emissions inventory. Modeling has shown that local $PM_{2.5}$ concentrations are highest in the northwest PTCA area, where socioeconomic vulnerability is also greatest.

The boundary also reflects stark health disparities that mirror the geographic pattern of air pollution. Within PTCA neighborhoods, asthma emergency-department visits occur at higher rates, life expectancy is lower compared to the rest of Contra Costa County, and low-birth-weight rates remain elevated among several racial groups.

Please visit the Air District website for an online map of the eligible communities.

Grant Awards

The Local Community Benefits Fund supports integrated projects that reduce air pollution or mitigate its impacts, improve public health outcomes, and build economic resilience for a just transition away from the harmful effects of a fossil fuel-based economy. Where sufficient funding is available, the Local Community Benefits Fund is focused on funding consolidated, larger grants with multiple projects that result in more immediate benefits within the community.

The Local Community Benefits Fund and the Richmond Community Air Quality Fund has $35,744,460 in available funding. Funding will be distributed through three grant types.

	Seed	Opportunity	Catalyst
Funding Availability	$35,744,460		
Anticipated Awards	1 - 5 grant awards anticipated	1 - 5 grant awards anticipated	1 – 3 grant awards anticipated
Grant Size	$100,000 - $200,000	$500,000 - $5 million	$10 - $15 million
Grant Term	Up to 2 years	Up to 3 years	Up to 5 years
Eligible Applicants	Open to 501(c)(3) non-profit, no Co-Applicants	Lead Applicant must partner with at least 1 Co-Applicant(s)	Lead Applicant must partner with multiple Co-Applicants
Eligible Communities	Path to Clean Air Community Emissions Reduction Plan area		
Application Deadline	May 29, 2026		

Bay REPAIR (Reinvesting Penalties for Air Improvement and Resilience)

Local Community Benefits Fund

Round 1 Grant Guidelines

Bay Area Air District
January 29, 2026

The official version of this document is the English version.

Please read this document completely before filling out an application. Incomplete applications will not be accepted. The Air District reserves the right to modify this solicitation at its sole discretion.

If you have questions about the grant program or application process, please contact the Air District's Community Investments Office at communityinvestments@baaqmd.gov.

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SECTION 1: SUMMARY

Local Community Benefits Fund	
Program Goals	The Local Community Benefits Fund distributes funding from the Air District's Community Benefits Penalty Funds Policy and other funds from enforcement actions. The Program Goals are to: • Reduce air pollution or mitigate its impacts, improve public health outcomes, and build economic resilience for a just transition away from the harmful effects of a fossil fuel-based economy • Advance integrated projects to holistically meet community needs • Strengthen community-led and collaborative solutions
Grant Types	• **Seed Grants** funds smaller-scale projects between $100,000 - $200,000 led by non-profit organizations • **Opportunity Grants** funds multi-stakeholder collaboration over one project or multiple projects. Grant size ranges between $500,000 - $5 million. • **Catalyst Grants** funds multi-stakeholder collaboration over multiple projects. Grant size ranges between $10 - $40 million; see Call for Project documents for more details.
Eligibility	The Local Community Benefits Fund seeks to strengthen community-led and collaborative solutions. For Opportunity and Catalyst Grants, Lead Applicants must partner with Co-Applicant(s) to implement projects. Eligible Lead Applicants include entities such as most nonprofit organizations, local government agencies, cities, counties, schools, unions and California Native American Tribes.
Strategies	All projects must advance one of the strategies below: • Reduce air pollution and improve health outcomes • Build economic resilience for a just transition
Projects	Eligible projects include but are not limited to indoor air quality improvements, energy efficiency, air pollution monitoring, emissions reduction and exposure strategies, public health strategies, and just transition strategies.
Anticipated Timeline	• **January 29, 2026:** Grant applications open • **May 1, 2026:** Benicia Catalyst Grant application deadline • **May 29, 2026:** Grant application deadline (excluding Benicia Catalyst Grant) • **Summer – Fall 2026:** Board consideration of funding recommendations • **Late 2026 – 2027:** Grant agreements finalized and projects begin This schedule is tentative. Any updates to this timeline will be updated on the Air District website.

SECTION 2: PROGRAM INFORMATION

2.1 Background

Community Benefits Penalty Funds Policy

In May 2024, the Bay Area Air District (Air District) adopted the Community Benefits Penalty Funds Policy to directly support communities disproportionately impacted by air pollution. When penalties are assessed against entities violating air quality regulations, this policy enables penalty funds to be reinvested directly back to communities through impactful projects. Some facilities also commit to providing mitigation funds to improve air quality in the communities affected by their violations.

Funding from the Community Benefits Penalty Funds Policy is administered through the Bay REPAIR (Reinvesting Penalties for Air Improvement and Resilience) program. The Community Benefits Penalty Funds Policy includes a funding formula: after meeting a predetermined threshold and split for specific penalty amounts, 80% of funds are allocated to the Local Community Benefits Fund, and 20% to the Regional Community Benefits Fund.

- The Local Community Benefits Fund is designated to reduce air pollution, mitigate air pollution impacts, and improve health outcomes in the specific communities affected by the air quality violations that led to the penalty.
    - This Guidelines document focuses on the Local Community Benefits Fund.
- The Regional Community Benefits Fund is designated to reduce air pollution, mitigate air pollution impacts, and improve health outcomes across the communities within the Air District's jurisdiction. Future programs will disburse funding from the Regional Community Benefits Fund.

Community Investments Office

In December 2024, the Air District established the Community Investments Office (CIO) to develop and manage tailored programs for funding streams generated by penalties and other funds. The CIO oversees the Bay REPAIR program, which disburses funding from the Community Benefits Penalty Funds Policy and other funds from enforcement actions. The CIO directs these resources back into the communities where violations occurred to improve community health and air quality.

The Air District has identified the following goals to guide the CIO's overall operations and ensure that funds from enforcement actions directly benefit communities impacted by air pollution:

- Direct funding to projects that improve air quality and public health in areas disproportionately impacted by air pollution.

- Increase equitable access to resources, projects, and programs.
- Collaborate with impacted communities to identify and prioritize air quality related needs and solutions.
- Ensure investments are aligned with community needs by engaging local leaders, non-profits, businesses, and community members.
- Provide timely, clear, and accessible public information regarding penalty assessments and fund availability.

As a new office, the Community Investments Office is building its internal operations and is currently limited in its ability to administer many small grants.

2.2 Local Community Benefits Fund

The Local Community Benefits Fund reinvests penalties and mitigation funds in the specific communities affected by the air quality violations associated with those funds. The Local Community Benefits Fund Program Goals are to:

- Reduce air pollution or mitigate its impacts, improve public health outcomes, and build economic resilience for a just transition away from the harmful effects of a fossil fuel-based economy;
- Advance integrated projects to holistically meet community needs;
- Strengthen community-driven and collaborative solutions.

In general, funds derived from penalties can be used for projects that further any of these goals. Funds derived from mitigation payments may be more limited, depending on the terms under which those mitigation payments are made (e.g., the Richmond Community Air Quality Fund).

SECTION 3: GRANT TYPES

Awards from the Local Community Benefits Fund are divided into three grant types. Calls for Projects for specific communities will be released as funding is made available. Please refer to the Call for Projects documents for specific details.

3.1 Seed Grant

- Seed Grants fund smaller-scale projects led by non-profit organizations. Each application should center on one project. Applications from entities that do not have sufficient management or financial capacity to apply for an Opportunity or Catalyst Grant will be prioritized.
- Open to 501(c)(3) non-profit organizations only. Co-Applicants are not allowed.

- Grant size ranges between $100,000 - $200,000. Applicants may identify the requested grant amount that best fits their needs within this range.
- Grant terms up to two years. Applicants may identify the grant term that best fits their needs and grant management capacity within this range, in yearly increments (e.g., one year, two years).
- Eligible communities vary; see Call for Projects documents.

3.2 Opportunity Grant

- Opportunity Grants fund multi-stakeholder collaboration over one or more projects. Partners should collaborate to ensure robust and community-driven implementation outcomes.
- Lead Applicant must partner with at least one Co-Applicant(s).
- Grant size ranges between $500,000 - $5 million. Applicants may identify the requested grant amount that best fits their needs within this range.
- Grant terms up to three years. Applicants may identify the grant term that best fits their needs and grant management capacity within this range, in yearly increments (e.g., one year, two years).
- Eligible communities vary; see Call for Projects documents.

Opportunity Grant: Applications for Re-Granting

- Opportunity Grant applications may propose re-granting funds to other entities, particularly smaller entities with lower capacity.
- Such re-granting proposals are exempt from the Co-Applicant requirement.
- Re-granting must adhere to and be carried out in accordance with these Guidelines, including the Measurable Outcomes Plan and reporting requirements
- Applicants must demonstrate overall management capacity sufficient to administer a regranting process, and will be asked to speak to this in their application.
- If awarded, the Grantee must submit any criteria for re-granting to the Air District. The Air District must approve submitted criteria before requests for proposals can be offered.

3.3 Catalyst Grant

- Catalyst Grants fund multi-stakeholder collaboration over multiple projects. Applicants must integrate multiple projects that holistically address multiple community needs.
- Lead Applicant must partner with multiple Co-Applicants.

- Grant size ranges between $10 - $40 million; see Call for Projects documents for more details. Applicants may identify the requested grant amount that best fits their needs within this range.
- Grant terms up to five years. Applicants may identify the grant term that best fits their needs and grant management capacity within this range, in yearly increments (e.g., one year, two years).
- Eligible communities vary; see Call for Projects documents.

Across all three grant types, applicants may propose a mix of planning, capacity building and implementation activities needed to achieve measurable outcomes. Applicants may also propose a mix of extending, expanding and developing new projects. Note that overall, the Local Community Benefits Fund is focused on funding consolidated, larger grants with multiple projects that result in more immediate benefits within the eligible communities.

SECTION 4: ELIGIBLE APPLICANTS

4.1 Partnerships

The Local Community Benefits Fund seeks to strengthen community-led and collaborative solutions. Successful implementation of complex projects that meet multiple community needs requires strong partnerships. Partners should collaborate across multiple sectors, as relevant, to systematically address multiple community needs:

For Opportunity and Catalyst Grants, Lead Applicants must partner with Co-Applicant(s) to carry out their grant activities and deliverables.

- Opportunity Grant: Lead Applicant must partner with at least one Co-Applicant. Partners should collaborate on one or more projects to ensure robust and community-driven implementation outcomes.
- Catalyst Grant: Lead Applicant must partner with multiple Co-Applicants. Partners should collaborate on an application that includes multiple coordinated projects to address diverse community needs.

All applicants should have clearly defined scopes of work, make substantive contributions to project implementation and outcomes, and receive budget allocations that align commensurately with their scope of work. At least 25% of the overall budget should be allocated to Co-Applicant(s) for the Opportunity and Catalyst Grants, commensurate with their project scope.

Priority in scoring will be awarded to applications that demonstrate strong multi-stakeholder partnerships rooted in community priorities and leadership, and that identify clearly defined and meaningful co-management structures.

The Lead Applicant will administer sub-awards to Co-Applicant(s) to implement project activities and must have the capacity to build collaboration across multiple entities. The Lead Applicant will be responsible for overall grant performance, project deliverables, reporting and the financial management of the grant.

Awarded Opportunity and Catalyst Grantees will develop a Partnership Agreement to govern grant implementation. After grant awards, the Air District will provide Partnership Agreement guidance and the Lead Applicant (or Grantee) must submit an executed Partnership Agreement signed by all parties. The Partnership Agreement describes the governance and financial relationships between the Lead Applicant and the Co-Applicant(s), including the following items:

- Identification of the Grantee / Lead Applicant.
- Identification of partners / Co-Applicant(s).
- Identification of roles and responsibilities of the Lead Applicant and Co-Applicant(s) for project activities.
- Legal and financial considerations: including the process the Lead Applicant will use to pass payments through or reimburse Co-Applicant(s) and/or provide advance payment to Co-Applicant(s)
- Transparent decision-making processes.
- If Tribes are included as Lead Applicants or Co-Applicant(s), Tribes' sovereign status should be respected and upheld through the development of the Partnership Structure. The Partnership Structure should outline measures that will be taken to protect the confidentiality of Tribal data and Traditional Ecological Knowledge collected or shared as part of grant activities.

4.2 Eligible Lead Applicants

Entities eligible to apply as Lead Applicants include:

- Nonprofit organizations holding a current tax-exempt status under Section 501(c)(3) of the federal Internal Revenue Code, including community-based organizations, philanthropic organizations and foundations, faith-based organizations, and community development finance institutions.
- Local government agencies, including cities, counties, joint powers authority, special districts, councils of governments, and other public agencies.
- Public schools, school districts, public universities and colleges.

- Unions holding a current tax-exempt status under Section 501(c)(5) of the federal Internal Revenue Code.
- California Native American Tribes. For the purposes of this grant, this includes all Federally Recognized Tribes on the most recent notice of the Federal register, or a non-federally recognized California Tribal government on the California Tribal Consultation List maintained by the California Native American Heritage Commission.

Organizations and entities previously or currently awarded funding by the Air District through other programs are eligible to apply.

Lead Applicants may submit up to one application each for a Catalyst, Opportunity and Seed Grant (for Seed Grants, provided that the entity is a 501(c)(3) non-profit organization.

4.3 Eligible Co-Applicants

Eligible Co-Applicant entities include the organizations listed above in the Eligible Lead Applicants section. Eligible Co-Applicants may also include for-profit businesses such as contractors, consultants, technical assistance providers and vendors.

There is no limit on the number or categories of applications a Co-Applicant may join.

4.4 Ineligible Applicants

Entities not eligible to apply either as a Lead Applicant or as a Co-Applicant include but are not limited to:

- Individuals.
- Current Air District employees and their immediate family.
- Any entity in which a Board member has a financial interest that would disqualify the Air District from contracting with the entity.
- Any entity that is the source of the penalty funds under the specific Call for Projects.

4.5 Eligible Communities

Projects must be located within the eligible communities boundaries. Please see the specific Call for Projects documents for more details.

SECTION 5: COMMUNITY NEEDS

5.1 Community Impact

Projects must be driven by community-identified needs, priorities, and solutions, and should address an environmental justice, public health and/or just transition challenge(s). Applications are encouraged to use quantitative and qualitative data to assess and demonstrate the underlying challenge and community needs.

Applicants will be asked to describe the history of community engagement related to the project, and how community-based organizations, residents and other key stakeholders were meaningfully involved in the determination of community needs.

After identifying community needs, applications must describe the overall impact they seek to achieve, and how the measurable outcomes will demonstrate progress toward achieving that impact.

5.2 Community Engagement

To ensure meaningful community leadership through the life cycle of the project, projects must include ongoing community engagement. This will ensure that grant implementation and oversight continue to be informed by community feedback and expertise, particularly feedback from residents, community-based organizations, and other key stakeholders.

Meaningful community engagement should include two-way communication and mechanisms for incorporating community feedback throughout the life cycle of the project. Applications must identify how the applicant will engage, partner and be responsive to diverse community members through grant implementation, including methods that will be used to:

- Inform community members on implementation progress, project benefits available to community members, and key indicator tracking.
- Solicit and incorporate community feedback during grant implementation.

SECTION 6: STRATEGIES

All projects must advance one of the Local Community Benefit Fund's strategies below.

6.1 Reduce Air Pollution and Improve Health Outcomes

The purpose of this strategy is to mitigate air pollution harm caused in the past, address health impacts exacerbated by air pollution experienced in the present, and prevent and identify new opportunities to avoid potential air pollution harm in the future. This can be

done through actions that directly reduce air pollution emissions, directly reduce human exposure to air pollution emissions, enable exposure reductions through increased understanding of how air pollution emissions impact air quality at the community scale, or demonstrably and tangibly provide a positive impact to health and wellbeing.

Health impacts resulting from air pollution include, but are not limited to, acute respiratory issues such as asthma, chronic conditions such as cardiovascular disease, and severe illnesses such as cancer. Chronic air pollution exposure increases these risks and contributes to compounding negative effects on overall health. This air pollution reduction and mitigation strategy complements the Air District's statutory mandate to regulate stationary sources of air pollution.

This strategy aims to reduce and mitigate health harming air pollutants to improve health outcomes. Many of these actions can reduce greenhouse gas emissions that contribute to climate change, which can also negatively impact public health. Some potential projects include:

- Indoor air quality improvements
- Green and healthy residential and public buildings
- Air pollution monitoring
- Emissions reduction and exposure reduction strategies
- Urban greening
- Health programming for communities impacted by air pollution

Please see Appendix C for a list of illustrative eligible project types.

6.2 Build Economic Resilience for a Just Transition

The purpose of this strategy is to build economic resilience that also delivers critical benefits related to air quality and public health. This strategy provides targeted economic support to communities experiencing the transition away from fossil fuels, such as refinery closures and other environment-related disruptions. While these transitions are necessary to address air quality impacts in fenceline communities and the broader climate crisis, they risk causing extreme economic disruption in communities—particularly for those who have borne the brunt of pollution from industrial facilities.

This strategy aims to create responsive and community-directed economic support that helps residents and workers weather the transition away from fossil fuels and their associated air quality and public health impacts. Under this strategy, projects may:

- Promote high-road economic development that ensures high-quality local jobs benefitting the environment and public health are created

- Build economic resilience through planning and projects that deliver air quality and related health benefits and create clean economy pathways

Some potential projects include:

- Workforce development and training programs focused on high-quality employment, prioritizing local residents and displaced and at-risk workers
- Economic diversification initiatives that support the transition away from fossil fuels and attract clean technology
- Community planning to re-envision land use
- Redevelopment planning for industrial and polluted properties
- Community oversight task forces to guide just transition planning

Please see Appendix C for a list of illustrative eligible project types.

SECTION 7: MEASURABLE OUTCOMES PLAN

For each project, applicants must develop a Measurable Outcomes Plan. The Measurable Outcomes Plan ties measurable outcomes to milestones, activities, indicator tracking and the requested budget.

7.1 Measurable Outcomes and Indicators

All projects must provide meaningful and measurable outcomes that will be achieved through the project within the grant term. Measurable outcomes are defined as the specific result or change that occurs as a direct consequence of a project. Both quantitative and qualitative outcomes may be submitted; tracking of quantitative outcomes is recommended where applicable.

Once measurable outcomes have been identified, applications should then identify quantitative and qualitative indicators that will be used to track project progress. Indicators (e.g., number of respiratory health services offered) track progress towards achieving measurable outcomes (e.g., improved respiratory health by 15%).

For the purposes of application submission, applicants should make an informed estimate of the measurable outcomes that will be achieved and the indicators that will be utilized to track project progress. Please visit the Air District website for a resource guide on developing measurable outcomes.

Technical assistance during the application phase may support applicants to identify appropriate measurable outcomes for their proposals, and technical assistance during grant implementation for selected awardees may support in strengthening data metrics and accountability.

7.2 Milestones

Applicants will be required to identify key project milestones and tasks required to implement projects and achieve measurable outcomes. Milestones are significant markers or phases in a project, such as deliverables or completed phases of work. Tasks are the specific steps taken to reach each milestone.

SECTION 8: ELIGIBLE COSTS

8.1 Eligible Costs

Eligible direct costs are direct costs for goods or services that are incurred during the grant term, and that are directly tied to project implementation. Costs should not exceed those which a prudent person would incur and should be consistent with market prices for comparable goods and services.

Indirect costs refer to the general costs of operations such as rent, utilities, administrative staff, insurance, and legal services, and are allowable up to 15% of the total budget.

Eligible costs include but are not limited to:

- Direct staff costs for the Lead and Co-Applicant(s), including salaries at an hourly rate, benefits, and leave
- Subcontractors. Applicants will be asked to specify the purpose and estimated cost for typical contractual services.
- Professional services consultants. Consultant costs should be below 25% of the budget
- Materials, supplies and equipment. Purchases over $5,000 must be itemized.
- Pre-development costs, such as conceptual designs, and planning and feasibility studies
- Construction costs
- Site acquisition costs
- Community engagement costs, including but not limited to:
    - Outreach and engagement materials
    - Translation and interpretation
    - Facilitation for community meetings

    - Participant compensation for engagement in activities such as meetings, design charrettes or surveys. These events should be documented with deliverables such as sign-in sheets or survey data.
    - Transportation stipends
    - Rental and insurance costs associated with equipment or facilities
    - Food and refreshments, such as during an evening community meeting that takes place during typical dinner hours
    - Provision of childcare services during community meetings or events
- Capacity building and training costs
- Travel costs directly tied to grant implementation
- Fiscal sponsorship costs
- Evaluation and reporting activities
- Other costs. For other direct costs that do not fit into any of the above budget categories, please list each item in sufficient detail so that Air District staff may determine the reasonableness and allowability of the cost
- Contingency costs up to 10% of the application's total direct costs. Contingency costs may be set aside to cover unforeseen expenses or unexpected costs that may arise during the grant term
- Indirect costs up to 15%

8.2 Ineligible Costs

Ineligible costs include but are not limited to:

- Cost of preparing or submitting the grant application
- Operations and maintenance costs outside of the grant term
- Direct lobbying that seeks to influence an elected or public official on an issue, such as passage of a legislative bill
- Public lobbying that seeks to build political support among the general public for an issue or candidate
- Out-of-state travel and incidental costs associated with travel
- Alcohol, cannabis, or other intoxicants
- Luxury or gourmet food, refreshment, or travel upgrades
- Endowment campaigns
- Fundraising activities
- Marketing of products or technologies for profit
- Costs that occur outside of the grant agreement term

If an application recommended for an award includes ineligible costs, those costs will be excluded, and the project's recommended total award will be adjusted accordingly.

SECTION 9: READINESS REQUIREMENTS

9.1 Management Capacity

The Lead Applicant and Co-Applicant(s) must demonstrate the ability to manage and implement complex projects. The Lead Applicant and Co-Applicant(s) must also demonstrate the capacity to manage other grant components such as partner coordination, community engagement, and reporting. To demonstrate management capacity, applications must:

- Describe organizational experience or examples of successful completion of projects of similar scope and size
- Identify the Lead Applicant or Co-Applicant responsible for leading each project

9.2 Financial Capacity

Applicants must demonstrate sufficient financial capacity to manage the grant, including evidence of sufficient cash flow to manage reimbursement-based grant funding.

- Copies of annual organizational budgets. Full requirements are detailed in the application.
- Applicants that are nonprofit organizations or for-profit business entities must provide financial statements including Statement of Financial Position and Statement of Activities (for nonprofit organizations) and Balance Sheet and P&L/Income Statement (for for-profit business entities). Specific requirements are set forth in the application materials.
- Lead Applicants and Co-Applicant(s) that are non-profit organizations must submit a copy of their most recent Federal Form 990 and a copy of the organization's IRS 501(c) Tax Determination Letter.
    - If a non-profit Lead Applicant or Co-Applicant is partnering with a fiscal sponsor, the sponsor must be a 501(c)(3) non-profit organization. The Applicant must additionally provide the fiscal sponsor's most recent Federal Form 990, a copy of the fiscal sponsor's IRS 501(c)(3) Tax Determination Letter, a letter of fiscal sponsorship, and the fiscal sponsor's financial statements.
    - Lead Applicants and certain Co-Applicants (depending on the amount of requested grant funds) that are required to complete a single audit must provide it.

9.3 Approvals & Alignment

Applications must demonstrate that they are able to begin grant performance and complete project deliverables within the grant term:

- Permits and approvals: Applications must identify any necessary permits or approvals required to implement projects, and demonstrate that such permits or approvals can be obtained within the grant term.
- Site control: Applicants must demonstrate that they own or control the site where a project will be located or that they have legally binding access or permission to the site. Demonstration of site control will be required by the time of the execution of the Grant Agreement.
- Alignment with existing initiatives or plans: Applications should demonstrate if projects are consistent with any community, local, regional or statewide initiatives or plans (e.g., Climate Action Plans, the Community Air Protection Program (AB 617) etc.)
- Operations and maintenance: Applications must demonstrate how operations and maintenance of any physical infrastructure will be assured during and after the grant term. Applications must describe their operations and maintenance plan and financing approach for physical infrastructure projects.

SECTION 10: APPLICATION SUBMISSION

10.1 Technical Assistance

Application technical assistance will be offered and prioritized for applicants with fewer resources or limited grant experience. Please visit the Air District website for more information.

10.2 Application Process

Application materials and templates will be available on the Air District website. The application process consists of two primary steps:

- **Step 1: Submit Application Information Form -**The Lead Applicant submits an Application Information Form. This form requests a brief outline of the overall application and contact information for the Lead Applicant, but does not request application documents or details.
    a. The Air District recommends that the Lead Applicant submit the Application Information Form early to reduce the risk of technical difficulties. The Lead Applicant may submit the Application Information Form as soon as they know they will be applying, without waiting for other application materials to be completed.

- **Step 2: Upload Application Package -** After submitting the Application Information Form, the Lead Applicant will receive an email with an automatically generated unique application number and a link to a portal to upload application documents.

Applications are due:

- **Friday, May 1 at 5:00 pm PT:** Catalyst Grant applications in Benicia
- **Friday, May 29 at 5:00 pm PT:** All other grant applications across eligible communities

Applicants are encouraged to submit their applications in advance to avoid any technical difficulties.

Please contact the Air District at communityinvestments@baaqmd.gov with any technical issues or questions.

SECTION 11: APPLICATION REVIEW

The application review process consists of the following steps:

1. Eligibility Review: Air District staff review each submission for completeness, eligibility, and alignment with the Round 1 requirements.
2. Application Scoring: Eligible applications are scored by a mix of technical and community reviewers using the published scoring rubric for the grant type.
3. Funding Recommendations: Air District staff review scoring results and consider overall portfolio balance (using criteria such as available funding for each grant type, geographic distribution, project diversity and overlap) before developing funding recommendations.
4. Grant Selection and Award: The Air District Board of Directors considers staff recommendations and makes final funding decisions.

11.1 Eligibility Review

To be eligible for consideration, applications must be fully complete and submitted before the due date. Air District staff will review all applications for the following components:

General Completeness

- ❑ Application materials are complete and sufficient to assess the feasibility of the proposed project(s) and its compliance with the application requirements.

Applicant Eligibility

- ❑ Lead Applicant is an eligible organization.

- ❑ Co-Applicant(s) is an/are eligible organization(s) *(for Opportunity and Catalyst Grants).*
- ❑ Application geography is within the eligible communities criteria. See specific Call for Projects document for more information.
- ❑ Applicants demonstrate financial capacity to effectively manage grant funds, either directly or through a qualified fiscal sponsor:
  - ☐ Established accounting systems and internal controls to track grant expenditures and produce timely, accurate financial reports.
  - ☐ No unresolved material audit findings related to financial management or grant compliance.
  - ☐ Sufficient financial stability and management systems to sustain operations and fulfill grant obligations throughout the project period.
  - ☐ Grant amount on an annual basis should generally not exceed 50% of the total annual operating budget without demonstrated capacity to scale.
  - ☐ In addition, applicants that are nonprofit organizations or for-profit business entities must:
    - ☐ Be current with all required federal and state filings (IRS Form 990/tax returns, Secretary of State registrations)
    - ☐ Be in good standing with applicable regulatory agencies; no outstanding tax liens or unresolved tax issues
    - ☐ Show adequate liquidity to manage cash flow during the grant period

Application Materials

A complete application package consists of the following documents. Template documents can be found on the Air District website.

	Application Document	Seed Grant	Opportunity and Catalyst Grant
1	Application Summary: Excel application summary for Opportunity and Catalyst Grants.		x
2	Overall Narrative: Narrative summarizing the overall application for Opportunity and Catalyst Grants.		x
3	Project Narrative(s): Narrative for each project included in the application.	x	x
4	Budget(s): Excel budget for each project included in the application.	x	x

5	Financial Management: Narrative certifying as to financial management capacity.	x	x
6	Annual Organizational Budgets for Lead Applicant and Co-Applicant(s): The organizational budget is required for all non-profit and for-profit applicants, including those partnering with a fiscal sponsor. Full requirements set forth in the application.	x	x
7	Additional Financial Documentation including financial statements, IRS 501(c) determination letters, Form 990s, single audits, and fiscal sponsor, as applicable. Full requirements set forth in the application.	x	x
8	Additional documentation to verify that the applicant has met any necessary approvals, permits or other requirements to begin grant implementation.	x	x
9	References: Provide two references that can speak to the Lead Applicant's ability and capacity to complete the work outlined in the application.	x	x

11.2 Application Scoring

Eligible applications will be scored by technical and community reviewers.

- Technical reviewers consist of stakeholders such as Air District staff, outside technical experts and local government officials.
- Community reviewers consist of community stakeholders who hold strong community knowledge and expertise. Community reviewers will be selected by the Air District through a process designed to reflect diversity, lived experience and expertise. Should the eligible communities geography overlap with an Assembly Bill 617 Community Health Protection Program, at least one seat will be reserved for an Assembly Bill 617 Community Steering Committee representative. Community reviewers receive a stipend for their time.

The Air District website will be updated with information on the process to recruit and select community reviewers.

Reviewers will be subject to applicable conflict-of-interest limitations on participating in Air District decision-making.

11.3 Scoring Criteria

Applications will be scored according to the following scoring criteria:

Category	Description	Score
Overall Narrative *(Opportunity and Catalyst Grants)*		
Proposal Vision	Overall vision aligned with the Local Community Benefits Fund Program Goals and community needs	10
Partnership Composition	Multi-stakeholder partnerships rooted in community priorities and leadership with demonstrated organizational connections to the community	10
Partnership Co-Management Structure	Meaningful co-management structures with clear roles, responsibilities, and decision-making processes that outline how partners will collaborate	10
Lead Applicant Management Capacity	Demonstrated ability and dedicated resources to oversee overall implementation	10
Lead Applicant Financial Capacity	Demonstrated ability to manage public funds efficiently with clear financial management and tracking practices	10
		50
Project Narrative *(Seed, Opportunity and Catalyst Grants)*		
Strategy Alignment	Clear and compelling alignment with one of the Local Community Benefit Fund's strategies	10
Community Need	Identification of specific community needs rooted in community engagement	10
Community Impact	Feasible project approach to addressing identified community needs and challenges	10
Community Engagement	Specific community engagement strategies during project implementation	10
Measurable Outcomes	Specific, feasible, meaningful, and measurable outcomes tied to Local Community Benefits Fund Program Goals with clear indicators	10
Workplan	Detailed Measurable Outcomes Plan linking measurable outcomes to project tasks and milestones	10
Budget	Reasonable and justified budget sufficient to achieve identified measurable outcomes	10
Project Lead Capacity	Demonstrated management capacity, dedicated staffing/resources and experience necessary to complete the proposed project	10
Alignment with Local, Regional or State Priorities	Demonstrated support from and alignment with existing community, local, regional or statewide priorities or initiatives	10
Project Readiness	Identification of necessary permits, approvals, and site control with concrete steps to obtain them, where applicable	10
		100

11.4 Funding Recommendations

Air District staff review the highest scoring applications, considering criteria such as the available funding for each grant type, geographical diversity and representation, and project diversity and overlap. Air District staff may check references listed in the application as well as additional references, including local government entities in the project area.

Air District staff will finalize a recommended portfolio of projects for funding.

11.5 Grant Selection and Award

The Air District's Board of Directors will make the final selection of projects, and may elect not to fund projects or select different projects from within the applicant pool for funding. The Air District reserves the right not to award a grant, or award only a portion of a grant, as subject to available funding. If the Air District awards an amount that differs from the amount requested, Air District staff will work with the grantee to align deliverables, outcomes, and timelines appropriately.

At its sole discretion, the Air District Board of Directors reserves the right, but has no obligation, to do any of the following at any time:

- Partially fund applications by funding discrete portions or phases of applications.
- Cancel, modify, extend, or amend a grant solicitation.
- Revise the amount of funds available or the terms specified in this Guidelines document or subsequent Call for Projects
- Adjust evaluation criteria during the application period and provide notice to applicants on the Air District website.
- Change the evaluation process as described in these Guidelines.
- Reject any applications received for any or no reason, to the extent permitted by law.

SECTION 12: GRANT AWARDS

12.1 Grant Agreement & Administration

The Lead Applicant, now Grantee, and the Air District will work together to develop a Grant Agreement that sets the terms and conditions of the grant, including reporting requirements. The process to arrive at a Grant Agreement requires ensuring detailed compliance with the Air District's policies.

Final approval for funding occurs when a Grant Agreement has been signed by both the Grantee and the Air District. Upon execution of the Grant Agreement, the Grantee may

commence work on funded activities. Grantees cannot be paid for activities that occur prior to execution of the Grant Agreement.

12.2 Disbursement & Reporting

Advance Payment

The Air District may provide advance payment to reduce barriers and to ensure that grant activities are initiated in a timely manner. Grantees that receive advance payment must develop and provide a process for all project partners to request and receive advance payment and require all project partners to comply with the reporting terms.

- Advance payment shall not exceed 25% of the full grant award.
- Advance payment will be prioritized for Grantees with low cash reserves.
- To receive advance payment, Grantees must:
    - Compile and provide spending plans for each Partner receiving advance payment
    - Complete an advance payment request form with supporting documentation
- Advance payment funds must be disbursed into a federally insured and interest-bearing account, and accumulated interest will be considered as part of project funding.
- The complete schedule, process and reporting requirements for advance pay will be determined in the Grant Agreement.
- Advance payment is solely at the discretion of the Air District, and eligibility and advance payment processes may be subject to change.

Grant Payment

The payment of funds will be established in the Grant Agreement for each project and will be considered as often as quarterly. No funds will be released until the Grant Agreement has been fully executed by the Grantee and the Air District.

With each reimbursement request, grantees must submit itemized invoices accompanied by descriptions of deliverables and proof of fund expenditures including, but not limited to, payroll records, subcontractor invoices, and copies of receipts. Payments of eligible costs will be considered as often as quarterly.

Upon execution of their grant agreements, Grantees are legally bound to meet certain requirements including, but not limited to:

- Submitting periodic progress reports.
- Submitting a final report.
- Notifying the Air District in advance of any change in project implementation.

Should a Grantee encounter the need to make any change to the originally agreed upon scope of work, the Grantee must contact the Air District in writing, in advance, to amend the scope of work of the Grant Agreement. Any work completed before the execution of the Grant Agreement, or any work outside of the original scope completed before amendment of the Work Plan, will not be eligible for funding.

If any material information in a Grantee's application is later determined to be false, misleading, or materially incomplete, or if a Grantee does not comply with all the terms and conditions of a Grant Agreement or fails to complete the project deliverables, the Grantee may be required to repay a portion or all the funds granted, and the Grantee may be ineligible to participate in future Air District grant programs.

Reporting Progress & Results

At a minimum, Grantees will submit semi-annual progress reports and one final project summary report. Reports must include:

- Accounting statements documenting the lead agency's grant revenue.
- Expenditures.
- Demographics of end-recipients.
- A narrative demonstrating progress toward project goals and objectives.

Reports are used to analyze the impact of the Air District's investments and assist in shaping future grant programs. All reports will be used to share information and promote successes among grantees and with the greater Bay Area community. Report formats, templates, and requirements will be provided to grantees with their award materials.

Grantees may be asked to participate in additional evaluation activities, such as peer-to-peer learning sessions and convenings, to assess project and program progress, challenges, successes and lessons learned.

APPENDIX A: ABOUT THE AIR DISTRICT

The Air District improves air quality to protect public health, reduces historical and current environmental inequities, and mitigate climate change and its impacts.

Formed in 1955, the Air District is responsible for regulating stationary sources of pollution in nine counties in the San Francisco Bay Area, including permanent facilities found at ports, oil refineries, and large industrial complexes. The Air District adopts regulations to improve air quality, issues air quality permits, enforces air quality regulations, funds cleaner cars and trucks, and partners with local governments to lower emissions. These efforts, along with those of our partners at the California Air Resources Board, have made significant improvements in air quality over the years. However, communities located near freeways, busy roadways, distribution centers, and large industrial facilities are exposed to higher levels of air pollution than other parts of the Bay Area. These communities are also most often lower-income communities of color and have not always shared equally in air quality improvements.

In 2024, the Air District adopted a 2024-2029 Strategic Plan detailing how the Air District will transform our work to address air quality issues more effectively, with a focus on the local communities most overburdened by air pollution. The *2024-2029 Strategic Plan* is centered on four primary goals: achieving impact, advancing environmental justice, foster cohesion and inclusion, and maintaining an effective, accountable, and customer-oriented organization.

The Community Benefits Penalty Funds Policy is an important step toward creating a process that incorporates community priorities into how penalty funds are reinvested. The program supports projects that respond to community needs, build partnerships, and reduce disparities in air pollution. The Community Benefits Penalty Funds Policy is also anchored in three of the Air District's core values:

- Environmental Justice – We will integrate environmental justice principles within all aspects of this program as we seek enhanced environmental justice outcomes for communities identified as part of this program.
- Partnership – We value our partners and will continue to work to foster meaningful collaboration with grantees as they complete their projects.
- Trust – We are dedicated to gaining public trust by grounding this program and our policies in law, science and the lived experience of our communities.

In addition to supporting the Air District's core values, this program also directly advances two of the strategies outlined in the 2024-2029 Strategic Plan to Advance Environmental Justice including:

- Strategy 2.1 Community Partnership: We will develop partnerships with communities so they can directly participate in the solutions to the air quality problems that impact them.
- Strategy 2.8 Community-Directed Funds: We will manage funds to benefit communities in partnership with those communities, including the money that the Air District collects in penalties from air pollution violations that affect communities.

APPENDIX B: DEFINITIONS

Air Pollutants – Any substance in the air that can have harmful effects on human health, the environment, or both. Air pollutants can come from natural sources, such as wildfires, or from human activities, including industrial processes, transportation, and energy production. Common air pollutants include particulate matter (PM), ozone, nitrogen oxides, sulfur dioxide, toxic air contaminants, and carbon monoxide.

Basic Worker Protection Standards – At a minimum, compliance with core labor protections related to: (1) wage and hour laws (paying at least the applicable minimum wage, overtime, and required breaks); (2) proper worker classification (for example, not misclassifying employees as independent contractors); and (3) workplace health and safety rules enforced by OSHA and Cal/OSHA. For this program, applicants must follow all applicable labor laws and ensure that contractors and sub-contractors do the same when projects involve paid workers.

Co-Applicant – An eligible partner organization named in the application that receives sub-awards from the Lead Applicant and co-implements project activities as part of a shared Partnership Structure.

Community Benefits Penalty Funds Policy – An Air District policy that directs a portion of monetary penalties from air quality violations back into the communities harmed by those violations.

Environmental Justice – Environmental justice has two primary types of definitions – one type generated by the advocacy community and one generated by government, including the United States Environmental Protection Agency. Both are valuable in understanding environmental justice.

The United States Environmental Protection Agency defines environmental justice as, "the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. This goal will be achieved when everyone enjoys the same degree of protection from environmental and health hazards, and equal access to the decision-making process to have a healthy environment in which to live, learn, and work."

Dr. Bunyan Bryant, a pioneering environmental justice scholar, defines environmental justice as "…cultural norms and values, rules, regulations, behaviors, policies, and decisions [that] support sustainable communities where people can interact with confidence that the environment is safe, nurturing, and productive. Environmental justice is served when

people can realize their highest potential … where both cultural and biological diversity are respected and highly revered and where distributive justice prevails.

Grant Types (Seed, Opportunity, Catalyst) – The Local Community Benefits Fund offers three main grant sizes. Specific dollar ranges may vary by Call for Projects.

- Seed Grants – Smaller grants, typically for $100,000–$200,000 and up to 2 years, reserved for 501(c)(3) nonprofit organizations. No Co-Applicant is required.
- Opportunity Grants – Mid-sized grants, typically for $500,000–$5 million and up to 3 years, where a Lead Applicant must partner with at least one Co-Applicant over one or more projects.
- Catalyst Grants – Large, multi-year grants, typically for $10–$40 million and up to 5 years, where a Lead Applicant must partner with multiple Co-Applicants to implement multiple integrated projects with significant community benefit.

High-Road Economic Development – An approach to economic development that emphasizes high-quality, family-sustaining jobs; worker voice; strong labor standards; local and small business participation; and alignment with climate, health, and equity goals. The Local Community Benefits Fund prioritizes projects that promote high-road economic development, keep financial resources within the region, and create high-quality local jobs.

High-Road / High-Quality Jobs – Jobs that provide family-sustaining wages; good benefits (such as health care and retirement); predictable hours; safe working conditions; opportunities for training and advancement; and meaningful worker voice, such as union representation or similar protections. In this program, high-quality jobs are those that meet these standards and are connected to long-term, clean-economy career pathways, particularly for residents of impacted communities.

Indicator – A quantitative or qualitative data point used to track progress toward a measurable outcome (for example, number of residents served, percentage reporting improved understanding, or participant reflections describing what they learned).

Just Transition – A community and worker-centered framework that seeks the transition of communities away from the harmful effects of a fossil fuel-based economy to a new, just economy powered by clean energy. This new economy centers on the shared goals of community health, quality jobs and economic resilience—informed by the leadership and engagement of workers and communities that are most impacted.

A Just Transition should reduce pollution harms and improve public health outcomes; promote high-road economic development that ensures that high-quality local jobs benefiting the environment and public health are created; and build economic resilience

through planning and projects that delivery air quality and related health benefits and clean economy pathways.

Lead Applicant – The eligible organization that submits the application, holds the grant agreement, manages funds and reporting, administers sub-awards to Co-Applicants, and is ultimately responsible for delivering the project.

Local Community Benefits Fund – The fund that reinvests penalties and eligible mitigation payments in the specific communities affected by air quality violations, to reduce or mitigate air pollution, improve public health outcomes, and build economic resilience for a just transition away from the harmful effects of a fossil fuel-based economy.

Measurable Outcome – A specific, observable result or change that occurs as a direct consequence of the project (for example, improved respiratory health in the project area, or increased resident confidence using air quality information).

Measurable Outcomes Plan – The part of the application that ties together measurable outcomes, indicators, milestones, tasks, and the requested budget to show what change the project will achieve and how progress will be tracked over the grant term.

Milestone – A significant marker of progress in the project, such as a key deliverable, event, or completed phase of work (for example, "community workshop curriculum finalized" or "first pilot workshop delivered and evaluated").

Partnership Structure – The agreed-upon governance and decision-making framework for how the Lead Applicant and Co-Applicant(s) will share roles, responsibilities, and co-management of the grant, including how decisions are made and how funds and deliverables are managed.

Prevailing Wage – The standard hourly wage, benefits, and overtime rate set by the California Department of Industrial Relations (DIR) for each trade and type of work in a given local area on public works projects. Contractors on covered public works must pay workers at least this prevailing wage. For this program, "at or above prevailing wage" means meeting or exceeding the applicable DIR rate for the relevant trade and locality when a project triggers California public-works requirements.

State-Registered Apprenticeship Program – A formal training program registered with a State Apprenticeship Agency (such as the California Division of Apprenticeship Standards) and/or the U.S. Department of Labor. These programs combine paid on-the-job learning with related classroom instruction under an approved training plan, meet apprenticeship standards, and lead to an industry-recognized credential upon completion.

Traditional Ecological Knowledge – The evolving and cumulative body of knowledge acquired by Indigenous and local peoples over generations through direct contact with the environment. This knowledge is specific to a location and includes the relationships between plants, animals, landscapes, natural phenomena and environmental conditions.

APPENDIX C: ELIGIBLE PROJECTS EXAMPLES

The list of eligible project examples is intended to be illustrative and not exhaustive. Examples of projects eligible for funding include but are not limited to:

Address Indoor Air Pollution:
Reduce exposure to indoor air pollution by increasing filtration and ventilation, or by reducing emissions.
Examples:

- Neighborhood-scale, all-electric upgrade programs (including whole-building or zonal decarbonization pilots) that bundle electrification with ventilation/filtration improvements
- Free residential high-efficiency air cleaners
- Rebates for new/repaired residential ventilation systems (kitchens & bathrooms)
- Facilitate high-efficiency air filtration upgrades in schools, libraries, daycares, senior centers, or other buildings frequented by the public
- Provide rebates or incentives for residential zero NOx appliances (heat pumps, heat pump water heaters, induction stoves, and heat pump clothes dryers)
- Provide additional funding to existing local programs to support the activities described above, close eligibility gaps for households not served by income-restricted programs, and enable neighborhood-scale delivery of upgrades

Air Quality Improvement Readiness Projects:
Actions that enable, support, and enhance the efficacy of the projects in the "Address Indoor Air Pollution" category above.
Examples:

- Residential energy efficiency and/or weatherization retrofits (e.g., envelope air sealing and duct sealing and/or replacement)
- Community-led planning, feasibility, and design studies to develop and deliver eligible projects (including neighborhood-scale electrification and filtration)
- Project development and technical assistance to coordinate with utilities and other programs and to maximize leverage and participation
- Fund service providers who can deliver culturally competent technical assistance for any of the above technologies or programs for overburdened households
- Fund community-based organizations to develop and deliver effective outreach and education regarding any of the above technologies to overburdened and hard-to-reach households

Air Pollution Monitoring:
Establish, expand and/or maintain new or existing community air quality monitoring or exposure assessment efforts.
Examples:

- Deploy and/or maintain long-term real-time air sensor networks, shorter-duration targeted air monitoring projects, or air monitoring networks to improve understanding of air quality
- Local data systems, dashboards, or portals to manage and share community air monitoring data and communicate insights to residents
- Projects analyzing, visualizing or communicating insights from existing air pollution monitoring data to provide information about levels of air pollution, exposure or health risks
- Exposure assessment using personal air monitors and/or biomonitoring methods

Clean Energy Technologies:
Promote local clean energy and clean air technologies such as solar, wind, geothermal, energy storage, and other distributed energy resources with an emphasis on local job creation and training.
Examples:

- Seed worker-to-owner conversions of maintenance or installation businesses for solar
- Utilize local solar providers to install solar on public buildings
- Community-scale clean energy resilience projects (e.g., solar + storage for critical facilities such as schools, libraries, or community centers)

Ambient Emissions Reduction:
Improve air quality and health by reducing the emissions of criteria pollutants or air toxics from stationary or mobile sources of air pollution.
Examples:

- Purchase or installation of new, cleaner equipment
- Installation of electric vehicle charging infrastructure
- Vehicle replacement and clean vehicle programs
- Creation of a bike share program
- Bike and pedestrian safety improvements (e.g., Safe Routes to Transit/School) that reduce vehicle trips and exposure to traffic-related air pollution
- Transit access improvements (e.g., bus stop shelters/stop improvements, first/last-mile connections) that reduce emissions and exposure
- Paving program to reduce road dust
- Development of Truck Management Plans to reduce truck emissions and calm traffic
- Installation of energy storage systems (batteries, fuel-cells)

Urban Greening:
Expand green spaces by planting trees, creating community gardens, new parks, land use conversion, and multi-benefit use projects. Projects should be designed according to applicable standards for air quality benefits.
Examples:

- Plant trees and shrubs as part of targeted vegetative buffers (e.g., along heavily trafficked roadways or along industrial/residential boundaries)
- Establish community gardens or plant nurseries on public or underutilized land
- Convert asphalt schoolyards into green schoolyards
- Retrofit existing public facilities with vegetated or permeable features
- Establish living/green walls and co-beneficial stormwater infrastructure that supports greening initiatives
- Community-based restoration projects that expand green space and provide air-quality and heat-mitigation benefits

Climate Resilience:
Prepare for the impacts of climate change, and support the ability of communities to withstand, recover, and learn from past disasters to strengthen future response and recovery.
Examples:

- Workforce development for trail maintenance programs
- Programs to help community members build supplementary air filtered exchange (SAFE) boxes
- Planning, development, launch or administration of cooling centers, clean air centers, or resilience hubs to increase a community's ability to withstand extreme heat, wildfire smoke, and other climate impacts
- Community education, awareness-raising, and emergency preparedness initiatives that strengthen resilience to wildfire smoke, extreme heat, and other climate-related air quality impacts

Public Health:
Promote health equity, advance prevention efforts, and expand healthcare access for vulnerable populations impacted by air pollution.
Examples:

- Mobile asthma clinics
- Wellness clinics and pollution exposure reduction services in refinery-adjacent or other fenceline neighborhoods
- Community health workers or promotores for asthma prevention initiatives and health education and to low-income communities or vulnerable populations

- Support home health adaptation services, such as asthma home visits, mold remediation and pest control

Transitional Economic Support / Resilience:
Planning for community stabilization and worker support related to energy market transitions away from higher-polluting fossil fuels and towards clean energy sources.
Examples:

- Economic recovery and development planning that supports the transition from fossil fuels (including scenario planning and community stabilization strategies)
- Initiatives to advance economic diversification and attract clean technology, advanced manufacturing and other clean and green industries, including small business support, entrepreneurship, and innovation hubs
- Redevelopment planning for industrial and polluted properties, including supporting the redevelopment of former industrial and brownfield sites
- Support for career pathways for displaced and at-risk workers, including regional education, training, and apprenticeship programs
- Community oversight task forces or councils to guide just transition planning and monitor implementation of transition-related projects
- Integrate paid apprenticeships and training programs for displaced and at-risk workers (including workers impacted by refinery transitions), ensuring a direct pathway into clean economy jobs
- Offer training stipends to support contractor participation in HVAC, solar, EV charger installation, or other clean-energy workforce training programs

APPENDIX D: MAXIMIZING OUTCOMES

In identifying measurable outcomes, applications should seek to maximize the benefits of those outcomes.

Minimize harm caused by air pollution:

- Calculable emission reductions from stationary or mobile sources of air pollution
- Quantifiable reduction in exposure to air pollution, through strategies such as air filtration and clean air centers
- Demonstration of how air monitoring data collected meets a community need unmet by existing data, increases the understanding of local impacts of air pollution emissions, and provides information needed for specific actions that reduce emissions or exposure
- Response or treatment for medical conditions that have been associated with air pollution exposures
- Achieve co-benefits of reducing greenhouse gas emissions that contribute to climate change

Maximize economic benefits, such as financial savings:

- Direct financial savings for residents, such as through energy bill savings
- Development of workforce development and training programs with career pathways for residents, in partnership with local workforce development boards, state-approved apprenticeship boards and other key stakeholders
- Barrier removal and support to maximize participation of small and locally-owned businesses, contractors and suppliers

Maximize high-quality job creation for construction projects:

Projects should provide high-road jobs and deliver long-term employment opportunities for residents. Projects that adhere to the following labor standards will be prioritized:

- Seed Grants
    - Provide basic worker protection standards
    - Responsible employer statement outlining contractor/vendor practices that align with strong labor standards
- Opportunity and Catalyst Grants
    - Adhere to prevailing wage requirements (California Labor Code § 1720, et seq.) for all construction, installation, and technical work
    - Provide access to joint labor-management and state-registered apprenticeship programs
    - Prioritize recruitment for workers laid off or facing layoffs from refineries, and residents of the eligible communities

APPENDIX E: RESOURCES

1. Frameworks, Screening & Planning Tools

1.1 CalEnviroScreen 4.0 (OEHHA / CalEPA)

California's statewide environmental justice screening tool, that scores census tracts based on cumulative pollution burden and population vulnerability.

How it can help: Applicants can identify highly burdened communities in their project area and reference those scores when describing community need and alignment with program goals.

1.2 Climate & Economic Justice Screening Tool (CEJST)

The White House Justice40 screening tool that identifies "disadvantaged communities" at the federal level using climate, environmental, health, and socioeconomic indicators.

How it can help: Applicants can check whether their project area is considered "disadvantaged" under federal criteria and note that when describing how their project aligns with other funding streams and priorities.

1.3 California Healthy Places Index (HPI)

A statewide mapping tool that combines health and social determinants into a single score, plus individual indicators (income, housing, education, access to care, etc.).

How it can help: Applicants can use HPI scores and specific indicators to describe baseline conditions and health-related disparities in their project area.

1.4 CDC Social Vulnerability Index (SVI)

A national index that measures how different communities may be more or less vulnerable to external stresses such as disasters or disease outbreaks, using indicators like income, housing, and transportation.

How it can help: Applicants can use SVI to show that their project targets communities with higher social vulnerability when describing the need for resilience, clean air centers, or emergency preparedness.

2. Air Quality & Monitoring Resources

2.1 Bay Air Center – Main Site

A Bay Area Air District resource hub that supports communities and partners working on local air monitoring and clean air projects.

How it can help: Applicants considering community air monitoring or using air quality data can look to the Bay Air Center for technical assistance, example projects, and training materials.

2.2 EPA Air Sensor Toolbox for Communities

A U.S. EPA resource that provides guidance on planning, deploying, and using low-cost air sensors, including training materials and data tools.

How it can help: Applicants proposing projects that use air sensors can use this toolbox to choose appropriate equipment, design monitoring plans, and describe how they will interpret and share data.

2.3 AirNow & Air Quality System (AQS) – EPA Air Quality Data Tools

AirNow provides real-time AQI and recent air quality conditions, while AQS offers access to regulatory monitoring data over longer time periods.

How it can help: Applicants can use AirNow to show typical or recent smoke or pollution patterns, and AQS to describe longer-term air quality trends affecting their communities.

3. Public Health Data & Indicators

3.1 CDC National Environmental Public Health Tracking Network

An online platform that brings together environmental, health, and population data (for example, asthma, heart disease, heat, air quality) at multiple geographic scales.

How it can help: Applicants can use the Tracking Network to identify relevant health indicators and describe how air pollution and related stressors affect their communities.

3.2 California Environmental Health Tracking – Tracking California / CEHTP

A California-focused program that provides maps, data, and tools on environmental health topics and social determinants of health.

How it can help: California-based applicants can use Tracking California to access state-specific data and case studies when describing health impacts, community need, and potential outcomes.

4. Urban Greening & Climate Resilience

4.1 California Urban Greening Program (CNRA)

The California Urban Greening Program funds urban greening and climate-resilience projects such as tree planting, greenways, habitat restoration, and park improvements. The program's maps and project list offer concrete examples of funded projects, partnerships, and community co-benefits.

How it can help: Applicants can use funded project examples to inform project design, identify potential partnerships, and demonstrate co-benefits such as shade, heat reduction, improved air quality, and community resilience.

4.2 Green Infrastructure & Climate Resilience Toolkits

These curated toolkits—including the U.S. Climate Resilience Toolkit and EPA Green Infrastructure resources—offer step-by-step guidance on planning, designing, and implementing projects like shade trees, rain gardens, bioswales, and other urban-greening strategies.

> *How it can help:* These resources are especially helpful for applicants new to greening or heat-resilience projects who need practical guidance on project planning, design steps, implementation considerations, and potential community benefits.

4.3 i-Tree Tools (USDA Forest Service)

i-Tree is a free suite of tools that estimates how existing or newly planted trees can reduce heat, improve air quality, store carbon, and deliver other environmental and community benefits. It provides accessible modeling options for project teams with or without technical partners.

> *How it can help:* Applicants proposing tree-planting or urban-forest projects can use i-Tree to describe and quantify expected benefits—such as reduced heat exposure, air-quality improvements, or increased shade—in their Measurable Outcomes Plan.

5. Technical Assistance & Program Models

5.1 EPA Thriving Communities Technical Assistance Centers (TCTACs)

EPA-funded centers that provide free technical assistance, training, and capacity-building support to community-based organizations, tribes, and local governments.

> *How it can help:* Applicants needing help with grant development, project design, engagement strategies, or data interpretation can reach out to their regional TCTAC for support.

5.2 Transformative Climate Communities (TCC) – Strategic Growth Council

A major California program that funds large, community-driven climate and resilience projects in highly burdened communities.

> *How it can help:* Applicants can look to TCC project examples for ideas on how to structure multi-partner projects, describe co-benefits, and frame measurable outcomes for place-based investments.

6. Economic Resilience & Just Transition

6.1 UC Berkeley Labor Center – Green Economy Program

The Labor Center's Green Economy Program provides research and technical assistance on workforce strategies needed to grow an equitable clean energy economy. They offer no-cost support to employers, policymakers, and community stakeholders to design high-road projects and partnerships in California and beyond.

How it can help: Applicants proposing workforce, economic resilience, or just-transition elements can use this program as a resource for high-road labor standards and just-transition strategies.

6.2 High Road Training Partnerships (HRTP) – California Workforce Development Board

High Road Training Partnerships (HRTP) is a flagship initiative of the California Workforce Development Board that funds and supports industry-led, worker-centered, sectoral partnerships. HRTP projects bring together employers, unions, community organizations, and training providers to create high-quality jobs, advance equity, and support a low-carbon, inclusive economy.

How it can help: Applicants designing workforce components—especially in sectors like clean energy, building decarbonization, transportation, or industrial transition—can use the HRTP model to structure their partnerships and training strategies and may seek to align with or collaborate on existing HRTP initiatives in their region.

6.3 Jobs for the Future (JFF) – "Training the Future Climate Workforce"

National report that scans climate-related workforce solutions and program models, with an emphasis on quality jobs and equity.

How it can help: Applicants designing workforce or training components can draw on this report for tested program designs, target occupations, and partnership approaches that can be adapted to LCBF-scale projects.

6.4 Green Empowerment Zone (GEZ) – Contra Costa & Solano Counties

The Green Empowerment Zone (GEZ) is a regional initiative focused on growing clean energy manufacturing and related industries in Contra Costa County and parts of Solano County. It leverages the region's highly skilled energy workforce and strategic location to attract investment, tax incentives, grants, and workforce training aligned with a high-road clean energy economy.

How it can help: Applicants proposing projects in Contra Costa/Solano can reference GEZ as part of the broader economic transition context—especially for projects related to clean manufacturing, workforce training, or industrial decarbonization.

6.5 APEN and Communities for a Better Environment (CBE) – "Before the Last Drop: Planning for a Just Transition at the Phillips 66 Refinery"

Community-led report documenting planning processes and frameworks related to refinery closure, site remediation, redevelopment planning, and just transition strategies, with a focus on economic resilience and community priorities.

How it can help: Applicants proposing economic resilience, just transition, or redevelopment planning components, particularly in communities affected by

refinery closures or other fossil fuel infrastructure transitions, can use this report as a reference for community-centered planning approaches and transition frameworks.

Coversheet

Review and Consideration of Approval of Kya Quote -Restroom Modernization Project for Downtown Charter Academy

Section: IV. Business
Item: L. Review and Consideration of Approval of Kya Quote -Restroom Modernization Project for Downtown Charter Academy
Purpose: Vote
Submitted by: Marisol Magana
Related Material: Bathroom partitions - Kya.pdf

BACKGROUND:

This item requests Board approval for a $71,166.46 infrastructure project to replace 13 toilet compartments and vinyl flooring across two restroom facilities at Downtown Charter Academy. The project utilizes high-durability materials designed for school environments to improve hygiene standards.

RECOMMENDATION:

Staff recommends the approval of the full contract amount ($71,166.46) for bathroom partitions for Downtown Charter Academy to allow for immediate scheduling and the completion of these facility upgrades.

Board Agenda Item Cover Sheet

Date: May 14, 2026

Item: Restroom Modernization Project for Downtown Charter Academy - Kya

Submitted By: Marisol Magaña

Background and Purpose: This item requests Board approval for a $71,166.46 infrastructure project to replace 13 toilet compartments and vinyl flooring across two restroom facilities at Downtown Charter Academy. The project utilizes high-durability materials designed for school environments to improve hygiene standards.

Financial Summary:

Description	Amount
Removal and Replacement of 13 Toilet Compartments	$56,203.24
Remove/Replace Vinyl Flooring (2 Restrooms)	$13,305.96
Project Freight and Logistics	$859.65
Required Project Bonding	$797.61
TOTAL CONTRACT VALUE	**$71,166.46**

Staff Recommendation:
Staff recommends the approval of the full contract amount ($71,166.46) for bathroom partitions for Downtown Charter Academy to allow for immediate scheduling and the completion of these facility upgrades.

EMPLOYEE OWNED

PREPARED FOR

Marisol Magana
Amethod Public Schools

mmagana@amethodschools.org

05/08/2026

Downtown Charter Academy - Bathroom Partitions and Flooring in 2 Restrooms

Project Number P-0106822

Contact

David Valle
1800 E. McFadden Ave.
Santa Ana, CA
david.valle@thekyagroup.com

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LICENCE 984827 (B, C15, D12, A, C20, C10, C33)
DIR #1000003379

KYA
EMPLOYEE OWNED

Proposal: P-0106822
To: Amethod Public Schools

Date: 05/08/2026
Terms:

Address: 2000 Dennison St, Oakland, CA 94606
Oakland CA, 94607

Site Qualifications and General Scope of Work

1.Remove and replace existing restroom partitions and urinal screens.
- a.(8) eight Urinal Screens
  - i.Bobrick Sierra Series SCRC 1090
  - ii.Wall hung
- b.(13) Thirteen stalls
  - i.Bobrick Sierra Series SCRC 1095
  - ii.Floor mounted
  - iii.Headrail braced
  - iv.58” tall panels
  - v.Stainless steel hardware

2. Remove existing sheet vinyl in boys and girls restroom. 478 sf
3. Project Supervision.

Notes: Sales tax rate will be based upon the shipping address. Price is good for 30 days from date of quote.

Intials _____

KYA
EMPLOYEE OWNED

SCOPE OF WORK - PRICING

Item	Quantity	U/M	Price	Value	Taxable
Removing and Replacing 13 Toilet Compartments	1	EA	$56,203.24	$56,203.24	
Remove and Replace existing Vinyl Flooring in 2 Restrooms	1	EA	$13,305.96	$13,305.96	
Freight	1	EA	$859.65	$859.65	
Bonding	1	EA	$797.61	$797.61	
			Total Price	**$71,166.46**	

Intials _____

KYA
EMPLOYEE OWNED

CONDITIONS AND WARRANTY

1) Proposal:
The above proposal is valid for 30 days from the date first set forth above. After 30 days, we reserve the right to increase prices due to the rise in cost of raw materials, fuel or other cost increases. When applicable, KYA Services, LLC reserves the right to implement a surcharge for significant increases in raw materials, including, but not limited to; fuel, and materials. Due to the duration of time between proposals, contracts and final furnishing, KYA Services, LLC reserves the right to implement this surcharge when applicable. Any job that is accepted prior to December 31st of the current year and scheduled to install after December 31st of the current year is subject to price increase. All project proposals based on a specific set/sets of plans are considered preliminary budgets and may be subject to pricing changes once the plans are approved by the relevant authority

2) Purchase:
By executing this proposal, or submitting a purchase order pursuant to this proposal (which shall incorporate the terms of this agreement specifically by reference) which is accepted by KYA Services, LLC . (the “Company”), the purchaser identified above (“you” or the “Purchaser”) agrees to purchase the materials and the services to be provided by the “Company”, as detailed in the Pricing and “General Scope of Work” sections in this agreement, above. Any additional costs arising from tariff changes shall be deemed pass-through costs and shall be paid by the Client upon receipt of supporting documentation from the Contractor.

3) Standard Exclusions:
Unless specifically included, this agreement does not include, and Company will not provide services, labor or materials for any of the following work: (a) removal or disposal of any material containing asbestos or any hazardous materials as defined by the EPA; neither we nor our installers are responsible for the handling, removal or abatement of asbestos contained floor material or adhesive. Further, our policy is to request an Asbestos Hazard Emergency Response Act (AHERA) report prior to proceeding with any floor material or floor adhesive removal. We and our installers consider it the owners responsibility to produce this report prior to executing this contract. (b) moving Owner’s property around the installation site. (c) repair or replacement of any Purchaser or Owner- supplied materials. (d) repair of concealed underground utilities not located on prints, supplied to Company by Owner during the bidding process, or physically staked out of by the Owner, and which are damaged during construction; or (e) repair of damage to existing surfaces that could occur when construction equipment and vehicles are being used in the normal course of construction.

4) Insurance Requirements:
Company is not required to provide any insurance coverage in excess of Company’s standard insurance. A copy of the Company’s standard insurance is available for your review prior to acceptance of the Company’s proposal.

5) Payment;
Terms of payment are defined in the “Pricing” details section and are specific to this contract. For purposes of this agreement, “Completion” is defined as being the point at which the materials have been furnished. In any event where Completion cannot be effected due to delays or postponements caused by the Purchaser or Owner, final payment (less 5% retainage) is due within 30 days of the date when the Completion was scheduled, had the delay not occurred. All payments must be made to KYA Services, LLC 1800 E. McFadden Ave., Santa Ana, CA 92705 . If the Purchaser or Owner fails or delays in making any scheduled milestone payments , the Company may suspend the fulfilment of its obligations hereunder until such payments are made, or Company may be relieved of its obligations hereunder if payment is more than 60 days past due. Company may use all remedies available to it under current laws, including but not limited to filing of liens against the property and using a collection agency or the courts to secure the collection of the outstanding debt.

6) Lien Releases:
Upon request by Owner, Company will issue appropriate partial lien releases as corresponding payments are received from Purchaser, but prior to receiving final payment from Purchaser or Owner, Company will provide a full release of liens upon receipt of final payment. In accordance with state laws, Company reserves the right to place a lien on the property if final payment has not been received 10 days prior to the filing deadline for liens.

7) Site Plan Approval, Permit/s, Permit Fees, Plans, Engineering Drawings and Surveying:
Site plan approval, permits, permit fees, plans, engineering drawings and surveying are specifically excluded from this agreement and the Services unless specified under the “General Scope of Work”. The Company does not in any way warrant or represent that a permit or site plan approval for construction will be obtained. Sealed engineered drawings that are required but not included in the “General Scope of Work” will result in additional cost to Purchaser.

8) Manufacturing and Delivery:
Manufacturing lead-time and delivery varies depending on the product purchased.

9) Returned Product, Deposits and/ or Cancelled Order:
From date of shipment from our facility, all returned product(s) and cancelled orders are subject to a 50% restocking fee. No returns are available following this date. All deposits are non-refundable.

Intials _____

KYA
EMPLOYEE OWNED

10) Concealed Conditions:
"Concealed conditions" include, without limitation to, water, gas, sprinkler, electrical and sewage lines, post tension cables, and steel rebar. Observations that were able to be made either by visual inspection or by drawings and/or plans submitted by Owner at the time this agreement was approved. If additional Concealed Conditions are discovered once work has commenced which were not visible at the time this proposal was approved, Company will stop work and indicate these unforeseen Concealed Conditions to Purchaser or Owner so that Purchaser and Company can execute a change order for any additional work. In any event, any damage caused by or to unforeseen Concealed Conditions is the sole responsibility of the Purchaser and Company shall not be held liable for any such damage. Soil conditions are assumed to be soil that does not contain any water, hard rock (such as limestone, caliche, etc.), rocks bigger than 4inches in diameter or any other condition that will require additional labor, equipment and/or materials not specified by the purchaser or Owner in the bidding process. Any condition requiring additional labor, equipment, and/or materials to complete the drilling or concrete operations will require a change order before Company will complete the process. Any variation will incur additional charges.

11) Changes in the Work:
During the course of this project, Purchaser may order changes in the work (both additions and deletions). The cost of these changes will be determined by the Company, and a change order must be completed and signed by both the Purchaser and the Company, which will detail the "General Scope of the Change Order". Should any change be essential to the completion of the project, and the Purchaser refuses to authorize such change order, then Company will be deemed to have performed its part of the project, and the project and Services will be terminated. Upon such termination, Company will submit a final billing to Purchaser for payment, less labor allowance for work not performed but including additional charges incurred due to the stoppage. No credit will be allowed for materials sold and supplied, which will remain the property of the Purchaser.

12) Warranty; Limitations of Liability:
Company warrants that all Company-supplied labor and Services will be performed in a good and workmanlike manner. Purchaser shall notify the Company in writing detailing any defects in Service for which a warranty claim is being made. COMPANY SHALL NOT IN ANY EVENT BE LIABLE FOR INDIRECT, SPECIAL, CONSEQUENTIAL, INCIDENTAL, PUNITIVE OR LIQUIDATED DAMAGES IN ANY ACTION ARISING FROM OR RELATED TO THIS AGREEMENT, WHETHER BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), INTENDED CONDUCT OR OTHERWISE, INCLUDING WITHOUT LIMITATION, DAMAGES RELATING TO LOSS OF PROFITS, INCOME OR GOODWILL, REGARDLESS OF WHETHER COMPANY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT WILL COMPANY'S LIABILITY FOR MONETARY DAMAGES UNDER THIS AGREEMENT EXCEED THE FEES PAID OR DUE AND PAYABLE FOR THE SERVICE UNDER THIS AGREEMENT (OR RELEVANT PURCHASE ORDER). The warranties or the materials are contained in a separate document between Company and the ultimate Owner of the materials, which will be provided to Owner at the time of completion of work.

13) Indemnification:
To the fullest extent permitted by law. Purchaser shall indemnify, defend and hold harmless the Company and its consultants, agents and employees or any of them from and against claims, damages, losses and expenses, including but not limited to attorney's fees, relating to furnishing of the materials or performance of the Services, provided that such claim, damage, loss or expense is attributable to bodily injury to, sickness, disease or death of a person, or injury to or destruction of tangible property, but only to the extent caused by the negligent acts or omissions of the Purchaser or its agents, employees, or subcontractors or anyone directly or indirectly employed by them or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge or reduce other rights or obligations of indemnity that would otherwise exist as to a party or person described in Section 13.

14) Delegation: Subcontractors:
The Services and furnishing of materials may be performed by subcontractors under appropriate agreements with the Company

15) Force Majeure: Impracticability:
The Company shall not be charged with any loss or damage for failure or delay in delivering or furnishing of materials when such failure or delay is due to any cause beyond the control of the Company, due to compliance with governmental regulations, or orders, or due to any acts of God, lockouts, slowdowns, wars or shortages in transportation, materials or labor.

16) Dispute Resolution:
Any controversy or claim arising out of or related to this agreement must be settled by binding arbitration administered in CA, 92705 by a single arbitrator selected by the parties or by the American Arbitration Association, and conducted in accordance with the construction industry arbitration rules. Judgement upon the award may be entered in any court having jurisdiction thereof.

17) Entire Agreement; No Reliance:
This agreement represents and contains the entire agreement between the parties. Prior discussion or verbal representations by the parties that are not contained in this agreement are not part of this agreement. Purchaser hereby acknowledges that it has not received or relied upon any statements or representations by Company or its agents which are not expressly stipulated herein, including without limitation any statements as to the materials, warranties or services provided hereunder.

Intials _____

KYA
EMPLOYEE OWNED

18) No Third-Party Beneficiaries:
This agreements creates no third party rights or obligations between Company and any other person, including any Owner who is not also a Purchaser. It is understood and agreed that the parties do not intend that any third party should be a beneficiary of this agreement.

19) Governing Law:
This agreement will be constructed and enforced in accordance with the laws of the State of California.

20) Assignment:
Purchaser may not assign this agreement, by operation of law or otherwise, without the prior written consent of the Company. The agreements shall be binding upon and ensure to the benefit of the Company and the Purchaser, and their successors and permitted assigns.

Executed to be effective as of the date executed by the company: KYA Services, LLC

Accepted by:

Signature:	Signature:
By: (Print)	By: (Print)
Title:	Title:
Date:	Date:

Intials _____

Coversheet

Review and Consideration of Approval of Declaration of Need for Fully Qualified Educators (CL-500)- John Henry High School

Section: IV. Business
Item: M. Review and Consideration of Approval of Declaration of Need for Fully Qualified Educators (CL-500)- John Henry High School
Purpose: Vote
Submitted by: Sally Li
Related Material: DECLARATION OF NEED 2026-2027- JHHS.pdf

BACKGROUND:

The Declaration of Need is a certification to the California Commission on Teacher Credentialing that a diligent search was conducted for fully qualified educators. The DON is requesting for limited-assignment permits and CLAD/English Learner Authorization for John Henry High School for the 2026-2027 school year.

RECOMMENDATION:

Staff recommends approval.

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: John Henry High School District CDS Code: 77354

Name of County: West Contra Costa County County CDS Code: 07

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 5/14/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Adrienne Barnes		CEO
Name	*Signature*	*Title*
	510-436-0172	
Fax Number	*Telephone Number*	*Date*

1450 Marina Way South, Richmond, CA 94804
Mailing Address

abarnes@amethodschools.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

Powered by BoardOnTrack

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	2
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	2
Special Education	
TOTAL	2

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	2- ELD

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. Insufficient capacity at this time

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an internship program.

REACH University and Alliant University

If no, explain why you do not participate in an internship program.

N/A

Coversheet

Review and Consideration of Approval of Get Empowered Summer Programming Downtown Charter Academy

Section: IV. Business
Item: N. Review and Consideration of Approval of Get Empowered Summer Programming Downtown Charter Academy
Purpose: Vote
Submitted by: Mary Busby
Related Material: DCA__Scope_Contract SUMMER -2026. (2).pdf

BACKGROUND:

Get Empowered to provide enrichment programming for the upcoming summer session. Our goal is to ensure that students have access to high-quality enrichment that aligns directly with the ELOP (Expanded Learning Opportunities Program) requirements. Students will have the opportunity to participate in Fitness Fun/Martial Arts and Visual Art/ Grafiti Art/ Theater Arts. The estimated cost to implement the program is $12,700 including staff, any training, and club facilitation. Funding will be supported through the school site budget.

RECOMMENDATION:

Staff recommends that the Board approve the adoption and implementation of the Get Empowered Program for the 2025-2026 summer.

GET EMPOWERED!

INDEPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement (this "Agreement") is made effective as of August 14, 2025 by and between Get Empowered of 2025 Pioneer Court, San Mateo, CA 94403 , and **Downtown Charter Academy** (c/o Amethod Public Schools),1450 Marina Way South, Richmond CA 94804, In this Agreement, the party who is contracting to receive the services shall be referred to as “DCA", and the party who will be providing the services shall be referred to as " Independent Contractor".

1. **DESCRIPTION OF SERVICES**. Beginning on **June 08 - 26th**, 2026 Independent Contractor will provide the following services (collectively, the "Services"): **sessions on the months of June 08 to 26th, 2026 dates: 14 days of Summer Camp classes.**

a **June: 08, 09, 10, 11, 12, 15, 16, 17, 18, 22, 23, 24, 25, 26** - from 1:00pm -3:00pm 2 back-to-back classes of **2 arts form/classes** per day. Get Empowered Clubs will run 4 classes/clubs and 2 sessions each day per art form/classes totaling 56 hours of service from June 8th to June 26th. Classes requested are: Fitness Fun/Martial Arts and Visual Art/ Grafitti Art/ Theater Arts

This work is expected to be completed by June 26, 2026 .

OBLIGATIONS OF THE PARTIES.
AMPS shall perform the following obligations:
FEE FOR SERVICE.
The rate is $200.00 per hour for clubs: Fitness Fun/Martial Arts and Visual Art/ Graffiti Art/ Theater Arts
Additional Stipend $1000 fee for materials/ supplies/ accidental of activities materials during classes + $500 stipend to cover for travel expenses. Per day 2 classes cost $800 X 14= 11.200 + $1500 = $12,700

1. REPRESENTATIONS AND WARRANTIES. Each party to this Agreement represents and warrants to the other party that he/she/it:-

1. Has full power, authority and legal right to execute and perform this Agreement;

2. Has taken all necessary legal and corporate action to authorize the execution and performance of this Agreement;

3. This Agreement constitutes the legal, valid and binding obligations of such party in accordance with its terms; and

4. Shall act in good faith to give effect to the intent of this Agreement and to take such other action as may be necessary or convenient to consummate the purpose and subject matter of this Agreement.

2. PAYMENT FOR SERVICES. RCA will pay compensation to Independent Contractor for the services at the rate of $200 per GE session includes instructor and $1000 Get Empowered fees for cost of supplies and any incidentals that might incur with instruments and $500 stipend for travel expenses. Invoices will be paid within 5 days of receipt to Accounts Payable via ACH direct deposit to East West Bank. The routing number is 322070381 and the account number is 8868035471.

3. TERM/TERMINATION. This Agreement shall be effective from the date first listed above for the period set forth on Section 1, or until completion of the Services, as applicable, unless sooner terminated by either party in accordance with the terms and conditions of this Agreement ("Term"). This Agreement is terminable by either party at any time, with or without cause, effective upon notice to the other party. If Company exercises its right to terminate the Agreement, any obligation it may otherwise have under this Agreement shall cease immediately, except that Company shall be obligated to compensate Contractor for work performed up to the time of termination. If Contractor exercises its right to terminate the Agreement, any obligation it may otherwise have under this Agreement shall cease immediately.

GET
EMPOWE
RED by:

_____ _____

Signature Date

_____ _____

Printed Name Title

AMETHOD
PUBLIC
SCHOOLS

_____ _____

Signature Date

_____ _____

Printed Name Title

Coversheet

Review and Consideration of Approval of Revision to Board Meeting Calendar 2025-2026

Section: IV. Business
Item: O. Review and Consideration of Approval of Revision to Board Meeting Calendar 2025-2026
Purpose: Vote
Submitted by:
Related Material: (05_2026) AMPS Board Meeting Calendar 2025-2026.pdf

Amethod Public Schools

2025-2026 Board Meeting Calendar

LOCATION: Home Office Board Room
1450 Marina Way South Richmond, CA. 94804

DATE	TIME
August 21, 2025	6:00 P.M.
August 28, 2025	6:00 P.M.
September 18, 2025	6:00 P.M.
October 16, 2025	6:00 P.M.
November 20, 2025	6:00 P.M.
December 1, 2025	6:00 P.M.
December 15, 2025	6:00 P.M.
January 28, 2026	6:00 P.M.
February 26, 2026	6:00 P.M.
March 19, 2026	6:00 P.M.
April 16, 2026	6:00 P.M.
May 14, 2026	6:00 P.M.
June__, 2026	6:00 P.M.

Note:

- All meetings are held in accordance with the Brown Act
- All meetings are accessible for remote viewing online via our school website
- Meeting times and locations are subject to change - changes will be posted in accordance with the Brown Act
- Board Trainings and Conferences are held throughout the year and are not reflected on this schedule

Board Amended: 12/15/2025

1450 Marina Way South Suite 300, Richmond, CA 94804 • Office 510.436.0172 • Fax 510.436.0173
amethodschools.org

Coversheet

Review and Consideration of Approval of Board Meeting Calendar 2026-2027

Section:	IV. Business
Item:	P. Review and Consideration of Approval of Board Meeting Calendar 2026-2027
Purpose:	Vote
Submitted by:	
Related Material:	2026-2027 Calendar At A Glance.pdf

2026-2027 Calendar

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July 2026

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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Coversheet

Review and Consideration of Approval of Cost of Living Adjustment (COLA) 2026-2027

Section: IV. Business
Item: Q. Review and Consideration of Approval of Cost of Living Adjustment (COLA) 2026-2027
Purpose: Vote
Submitted by: Adrienne Barnes

BACKGROUND:

Cost of Living Adjustment (COLA) for revenue is currently projected to be 2.87%. Actual COLA for revenue to AMPS is unknown; however, AMPS must determine its COLA for continuing employees for next year in order to facilitate Human Resources paperwork for 2026-27. The proposed budget drafts include staff COLAs of 3.0%.

RECOMMENDATION:

Staff recommends a 3.0% COLA in 2026-27 to all current employees who have been employed with AMPS as of March 1,2026, consistent with COLAs provided in prior years.

Coversheet

Review and Consideration of Approval of Lead Liberated Contract 2026-2027

Section: IV. Business
Item: R. Review and Consideration of Approval of Lead Liberated Contract 2026-2027
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: Lead Liberated Amethod Binder 5.7.2026.pdf

BACKGROUND:

AMPS has worked with Lead Liberated since July 2025 to create an Anti-racist learning community, beginning with our leadership team, and moving into our coaching with teachers. AMPS and Lead Liberated wish to continue this partnership.

RECOMMENDATION:

Staff recommends Board approval to negotiate a final contract up to $150k with Lead Liberated.

LEAD LIBERATED PARTNERSHIP CONTRACT SNAPSHOT
Partner Organization: Amethod Public Schools
Primary Partner Contact Name: Adrienne Barnes
Lead Liberated Contact: Tara O'Flaherty
Project Duration: July 2026 - June 2027
Contract Amount: $141,600

Terms of Contract

PARTNER will pay Lead Liberated for the services outlined in the Scope of Work in two payments as outlined below:

- The first installment of 50% of the contract amount ($70,800) will be invoiced immediately upon execution of this agreement.
- The second installment of 35% of the contract amount ($49,560) will be invoiced in January 2027, unless the PARTNER and Lead Liberated have agreed in writing to an alternate payment schedule.
- The final installment of 15% of the contract amount ($21,240) will be invoiced in May 2027.
- All invoices are payable within thirty (30) days of receipt

---

THIS SERVICE CONTRACT AGREEMENT (the "Agreement") is made and entered into effective July 1, 2026, by and between Lead Liberated, a California nonprofit public benefit corporation located at 484 Lake Park Ave., #278, Oakland, CA 94610 and Amethod Public Schools (PARTNER) located at 1450 Marina Way South, Richmond, CA 94804.

Partner Agreements

1. PARTNER will allocate appropriate time and human resources to permit Lead Liberated to complete the work outlined in the Scope of Work. PARTNER will actively participate in the activities set forth as part of the Scope of Work.

2. PARTNER will participate in Lead Liberated research and evaluation efforts including, but not limited to, data collection, surveys, and/or focus groups and will provide Lead Liberated with current data on school demographics, enrollment, staffing, and student achievement.

3. Should PARTNER seek services beyond the Scope of Work from Lead Liberated, the parties may negotiate an additional and/or amended Scope of Work. Any such amendment/extension of this Agreement shall require the written agreement of both PARTNER and Lead Liberated.

4. PARTNER agrees to indemnify, defend with counsel approved by Lead Liberated, and hold harmless Lead Liberated, its employees, Board of Directors, agents and affiliates from all liabilities, losses, claims and

damages of any kind, including, without limitation, all consequential damages and expenses (including attorney fees), arising from or in any way connected to any services and operations provided under this Agreement, except for the losses/ claims arising from the sole negligence or willful misconduct of Lead Liberated and its employees. It is understood and agreed that such indemnity shall survive the termination of this Agreement.

5. By participating in Lead Liberated's events and services, PARTNER grants Lead Liberated the right to:
    a. Take photographs and/or video recordings of PARTNER representatives during these events or meetings.
    b. Use and publish such photographs, videos, and any quotes or testimonials provided, in whole or in part, for the following purposes:
        i. Grant applications and reports
        ii. Company website content
        iii. Social media posts
        iv. Other promotional materials related to Lead Liberated

    PARTNER agrees that Lead Liberated may use these materials without further notification or any compensation. PARTNER waives any right to inspect or approve the finished products where such images or words appear. This release is effective on the date of signing and remains valid for future events and meetings unless explicitly revoked in writing.

6. Any notice given under this Agreement shall be sufficient if it is in writing via email to the assigned Lead Liberated Contact.

Mutual Contract Agreement

1. **Governing Law**: This Agreement shall be construed and enforced in accordance with the laws of the State of California. Any Litigation related to or arising from this Agreement may be brought only in a state court within Alameda County, CA or federal court located within the Northern District of California, and the parties' consent to the jurisdiction of such courts.

2. **Confidentiality**. Lead Liberated and PARTNER shall maintain the confidentiality of the contents of this Agreement and of any information which is nonpublic information furnished by one party to the other.

3. **Intellectual Property.** All materials developed, created, or provided by Lead Liberated, including without limitation all deliverables, content, and materials conceived, developed, or prepared within the scope of this Agreement, as well as any and all intellectual property rights therein (together, "LL Materials"), shall remain owned exclusively by Lead Liberated. Lead Liberated grants to PARTNER a limited, non-exclusive, royalty-free, world-wide, non-sublicensable license to use the LL Materials in connection with the services provided by Lead Liberated under this Agreement or any Scope of Work and/or for PARTNER's internal business purposes. PARTNER shall not amend, revise, modify, alter, or create derivative works based on the LL Materials. PARTNER may share or disclose the LL Materials to employees, contractors, agents, or representatives of PARTNER to use in connection with the services provided under this Agreement or any Scope of Work and/or for PARTNER's internal business purposes.

4. **Complete Agreement**: It is mutually understood and agreed that this Agreement constitutes the entire agreement between the parties (other than the Scope of Work) on the subjects encompassed herein; that all

prior agreements, oral or written, are expressly superseded; and that no changes or modifications to the terms of this Agreement shall be valid unless made in writing and signed by both parties.

5. **Attorney Fees**: If any action is brought for a declaration of rights under or to enforce the provisions of this Agreement, or for breach of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees as fixed by the Court.

6. **Authority**: Each person signing below represents and warrants that they are authorized to enter into this Agreement and to commit to their organization its terms.

IN WITNESS WHEREOF, the parties have executed this agreement.

Lead Liberated		**Amethod Public Schools**
L. Daneen Keaton	Tara O'Flaherty	Adrienne Barnes
Name	**Name**	**Name**
Signature	**Signature**	**Signature**
Founder & Executive Director	Director of Programs	Chief Executive Officer
Title	**Title**	**Title**
Date	**Date**	**Date**

AMPS
HONOR HARD WORK

LEAD LIBERATED

Partnering with Amethod Public Schools

to build an antiracist culture for student learning

March 2026

Lead Liberated is honored to submit this proposal to Chief Executive Officer, Adrienne Barnes, to continue the partnership with Amethod Public Schools. This proposal is designed to deepen and extend the learning of the leadership team, principals, and school-based leaders from SY25–26, equipping them to actively sustain and strengthen a coherent, antiracist learning culture across the network so that students meet network learning goals and teachers and leaders are retained and developed for long-term success.

Our Partnerships

We partner with organizations who have a clear mission and vision to interrupt racism by supporting them to create an antiracist organizational culture. We form partnerships through deep engagement, coaching, and professional development. Partners will develop technical and adaptive skills to grow their personal leadership and build teams that can co-design and implement antiracist practices and policies in service of their mission and vision.

How We Partner:

We believe antiracist leadership development happens at three distinct and overlapping levels: **personal** leadership, collective **practices** and organizational **policies**. The best way for an organization to achieve non racialized outcomes is to confront all the ways racism is pervasive in their organization, starting with the people who lead it. Lead Liberated will coach the leaders and principals and facilitate professional development for them. We provide support and accountability through 1:1 coaching and professional development to ensure leaders and their teams have the space to heal from racism, practice skills, and identify clear concrete next steps to develop an ***antiracist organizational culture.*** Additionally, this proposal will support the leadership team and principals to co-design with their community as strategic leaders. We will leverage listening sessions with community members (staff, families, students), instructional walkthroughs, and observation and feedback on coaching practices to support the Amethod leadership team to incorporate their community's input, feedback, and experience as they strategically co-design a stable and successful future for the network.

This Partnership consist of three key elements outlined below:

Establish Partnership Goals and Manage Partnership

The Lead Liberated Team will do the following to establish the Partnership:

SY26-27	Meet with Adrienne to establish Partnership goals and finalize scope of work by March 2, 2026. To ensure all goals in the Partnership are met, we will explicitly check-in two times a year to track progress towards goals and make adjustments as necessary.

Professional Learning

The professional learning is customized for Amethod Public Schools to achieve their network goals. Learning will focus on interrupting racism in their personal leadership and utilizing coaching practices to support staff development and retention in order to improve student learning..

SY26-27 Summer	July 21st and July 22nd PD Days (1 1/2 Days) for Amethod Leadership Team, Principals, and Instructional Coaches to participate in a customized Antiracist Leadership Institute to continue the work from the SY25-26 partnership. The outcomes will be co-created with the Amethod SLT in May 2026.
SY26-27 Bi-monthly	Professional development for the leadership team members to form as a high performing team through goal setting and strategic partnership to lead a strong network of schools. This plan will focus on improving the learning experience and outcomes for students who are closest to the pain at AMPS, align on AMPS network academic programming to support network consistency and campus autonomy, and codify systems and structures to support teacher and leader retention. Professional development sessions will be September, November, January, March, and May for a total of five times.
	Professional development for the principal team to strengthen leader development and their ability to effectively develop teachers. This will include observation and coaching of instructional coaches and principals to improve their skills and impact on teacher development, teacher retention, and student learning. Professional development sessions will be September, November, January, and March for a total of four times.
SY26-27 Five times	Observation of the Chief Executive Officer's facilitation of team meetings in order to inform her coaching and development. This will happen five times.

1:1 Leadership Coaching & Observations

Lead Liberated coaches will hold space for the leadership team and principals to heal from racism and make progress on their Liberated Leadership Goals. Lead Liberated coaches will also support principals in creating antiracist learning cultures through school walkthroughs and coaching on the observations.

Virtual individual coaching sessions are 90 minutes and scheduled between the coach and leader.

SY26-27 Monthly	Monthly coaching of four principals grounded in their Liberated Leadership goal from September through May (except for December) for a total of eight times.
	Monthly coaching of up to three leaders to support them on the progress towards their Liberated Leadership goal from September through May (except December) for a total of eight times.
	Additional monthly coaching of the Chief Executive Officer to support the preparation and facilitation of the leadership team from September through May (except December) for a total of six times.

In-person individual coaching sessions and school walkthroughs are 120 minutes and scheduled between the coach and principal.

SY26-27 3 Times	Monthly coaching of four principals anchored in observations from the school walkthrough and progress on coaching goals from September through May (except for December) for a total of three times.

Cost estimates

	Partnership Cost
SY26-27 Professional Learning and Leadership Coaching	Professional Learning: $75,750 1:1 Principal Leadership Coaching & Observations: $65,850
Total	**$141,600**

Important Notes:

- These are **estimated** costs and will be updated once details of the Partnership are discussed and finalized.
- It is assumed that Antiracist Leadership Institute and all PDs will be at Amethod so Lead Liberated is not renting a space. Amethod will need to provide food for participants.

Coversheet

Review and Consideration of Approval of College Board Invoice

Section:	IV. Business
Item:	S. Review and Consideration of Approval of College Board Invoice
Purpose:	Vote
Submitted by:	
Related Material:	collegeboard inv.a262466681-$34150-ochs.pdf

CollegeBoard

225 Liberty Street, 28th Floor, New York, NY 10281

Customer Number	246668
AI Code	054303
Invoice #	A262466681
Date	08/14/2025
Terms	Upon Receipt
PO Number	
Admin Year	AP2025

Bill To

Oakland Charter Hs Amps
2365 Coolidge Ave, Oakland, CA 94601, US

ATTN: Jasmine Nash
Email: jnash@amethodschools.org

DESCRIPTION	QUANTITY	UNIT PRICE	AMOUNT
Used AP Examinations	355	$90.00	$31,950.00
AP Unused Examination or Cancellation Fee	56	$40.00	$2,240.00

SUB-TOTAL	$34,190.00
SHIPPING & HANDLING	$0.00
TAX	$0.00
NET TOTAL	$34,190.00
CREDITS	$0.00
PAYMENTS	$0.00
CURRENT NET BALANCE	$34,150.00

4100 OCHS.

3/4/24

Customer Number: 246668 Invoice # A262466681 Invoice Total: $34,190.00

You must reference your invoice number when submitting the payment.
Checks should be payable to "College Board" and made payable in US dollars drawn on a US Bank.

College Board
P.O. Box 30171
New York, NY 10087-0171
Federal Tax ID: 13-1623965

Balance Due:	**$34,150.00**

Please make checks payable to "College Board"
For questions, contact Customer Service at:
Phone: 877-274-6474 Email: apexams@info.collegeboard.org

AMPS

PURCHASE ORDER

Bill To

Amethod Public Schools
1450 Marina Way South; Ste: 300
Richmond, CA 94804
510-436-0172
apsupport@amethodschools.org

DATE 02/05/2026
PURCHASE ORDER NO. AMPS373
VENDOR QUOTE NO. A262466681

Vendor Name College Board
Contact Name
Address PO: Box 30171
City, State, Zip New York, NY 10087-0171
Phone # 877-274-6474
Email apexams@info.collegeboard.org

School Site

Oakland Charter High School
Attn: Jasmine Nash
2365 Coolidge Ave
Oakland CA 94601
(510) 436-0101

SHIPPING METHOD	SHIPPING TERMS	SHIP VIA	PAYMENT	DELIVERY DATE
TBD	TBD	TBD	Net 30	TBD

ITEM NO.	DESCRIPTION	QTY	UNIT PRICE	TOTAL
1	Used AP Examinations	355	$90.00	$31,950.00
2	AP Unused Examination or Cancellation Fee	56	$40.00	$2,240.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00

Remarks / Instructions:

Please send all invoices to apsupport@amethodschools.org. If the purchase order is for services provided, invoices are processed after the services are rendered.

SUBTOTAL		34190.00
enter total amount **DISCOUNT**		0.00
SUBTOTAL LESS DISCOUNT	$	34,190.00
enter percentage **TAX RATE**		0.000%
TOTAL TAX		0.00
SHIPPING/HANDLING		
OTHER		0.00
TOTAL	$	**34,190.00**

THANK YOU

AUTHORIZED SIGNATURE Alan Veliz **DATE** 02/05/2026

2/5/26

For questions concerning this purchase order please contact the school site contact

www.amethodschools.org

Fwd: [EXTERNAL] Question Regarding Invoice - A262466681

Accounts Payable <apsupport@amethodschools.org> March 10, 2026 2:24 PM

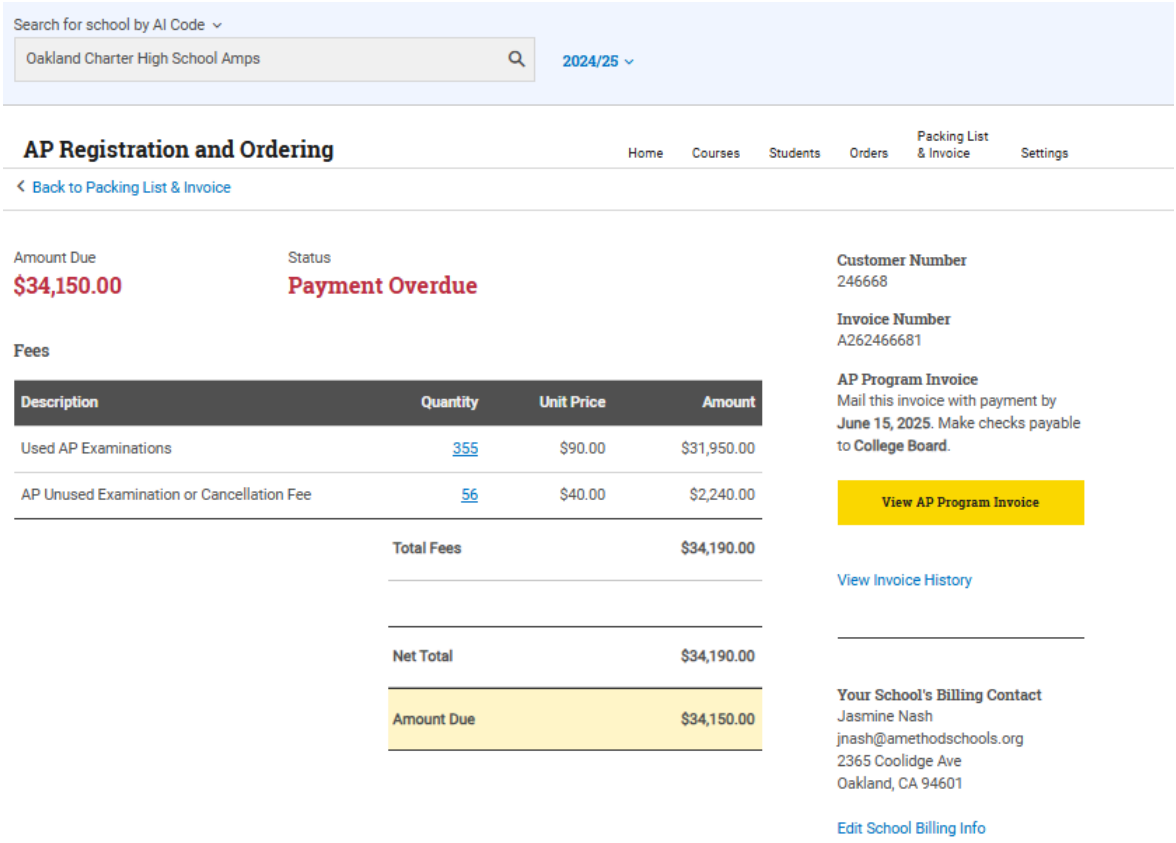
To: Perla Balderas <pbalderas@charterimpact.com> , Accounts Payable Amethod Public Schools <accountspayable_amethodpublicschools@charterimpact.com>

CAUTION: This message originated from an external domain, please use caution when clicking on links or opening attachments.

This domain is listed in Charter Impact's safelist.

---------- Forwarded message ---------
From: **APbilling** <APbilling@collegeboard.org>
Date: Tue, Mar 10, 2026 at 12:05 PM
Subject: RE: [EXTERNAL] Question Regarding Invoice - A262466681
To: Accounts Payable <apsupport@amethodschools.org>, APbilling <APbilling@collegeboard.org>

Please see the AP Central copy of the updated invoice and screenshot of the account showing the same amount due. I hope this helps.



Thanks

Sonya Harris Finance-Billing & Collections

The College Board

11955 Democracy Drive, Reston VA 20190

T: 571-392-2209

sharris@collegeboard.org

Challenging all students to own their future

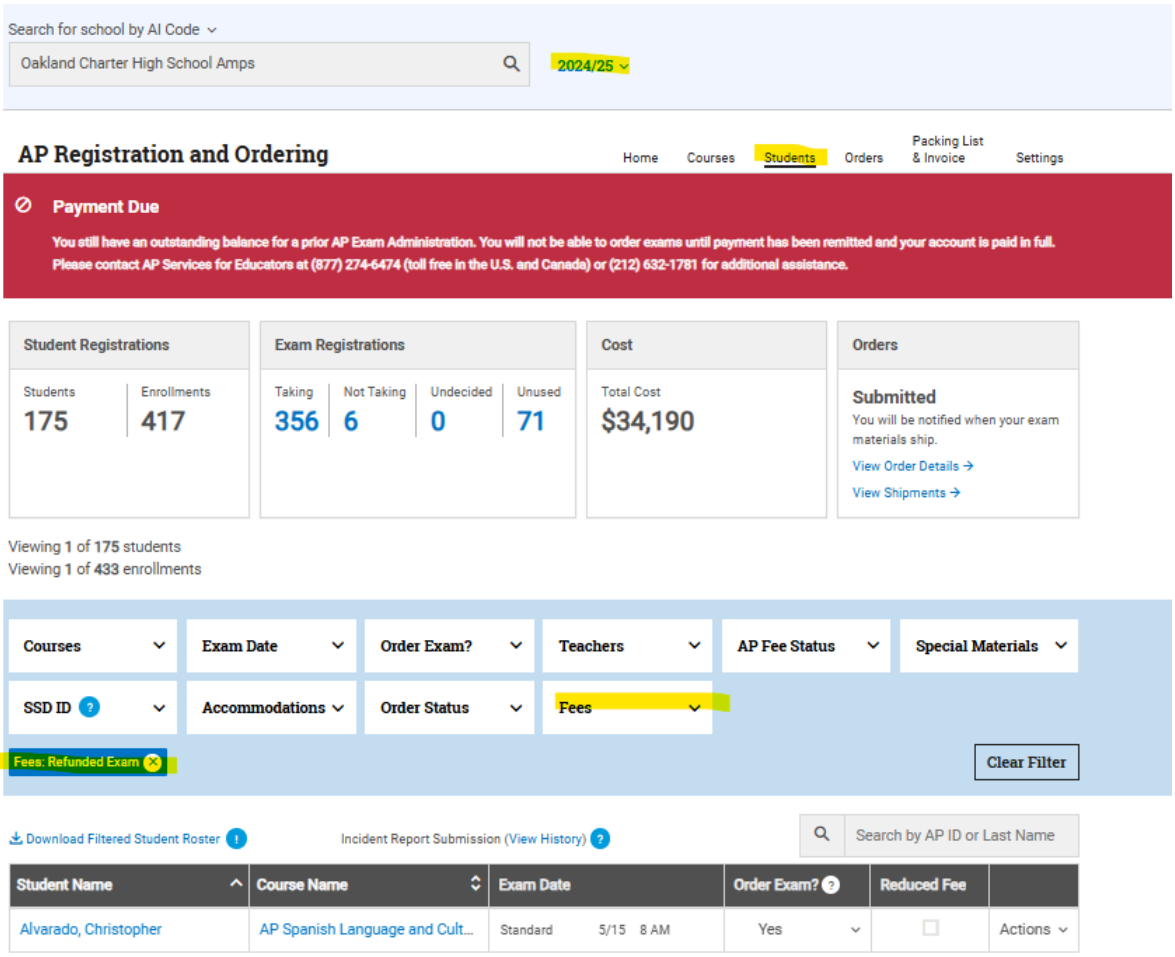
From: aveliz@amethodschools.org <aveliz@amethodschools.org> **On Behalf Of** Accounts Payable
Sent: Tuesday, March 10, 2026 3:01 PM
To: APbilling <APbilling@collegeboard.org>
Subject: Re: [EXTERNAL] Question Regarding Invoice - A262466681

Jasmine Nash no longer works for Oakland Charter High School (a school formerly within the AMPS network), so our finance department does not have access to the AP Central account.

Would you be able to pull an updated invoice from AP Central that reflects the net total and current net balance as equal? This will allow us to reconcile the invoice properly in our records.

On Tue, Mar 10, 2026 at 11:38 AM APbilling <APbilling@collegeboard.org> wrote:

> You will need to log into your AP Central account to review this detail as internal credits are not emailed to schools.



Thanks

Sonya Harris Finance-Billing & Collections

The College Board

11955 Democracy Drive, Reston VA 20190

T: 571-392-2209

sharris@collegeboard.org

Challenging all students to own their future

From: aveliz@amethodschools.org <aveliz@amethodschools.org> **On Behalf Of** Accounts Payable
Sent: Tuesday, March 10, 2026 2:28 PM
To: APbilling <APbilling@collegeboard.org>
Cc: accountsreceivable <accountsreceivable@collegeboard.org>

Thank you for your response. Could you please provide a credit memo for the used AP Exam adjustment that caused the $40 difference on Invoice A262466681?

This will help us reconcile the invoice properly in our records.

Thank you for your assistance!

On Tue, Mar 10, 2026 at 11:18 AM APbilling <APbilling@collegeboard.org> wrote:

> Good afternoon,
>
> There was a used AP exam credit adjustment that caused the difference in the invoice amount.
>
> Thanks
>
> Sonya Harris Finance-Billing & Collections
>
> The College Board
>
> 11955 Democracy Drive, Reston VA 20190
>
> T: 571-392-2209
>
> sharris@collegeboard.org
>
> Challenging all students to own their future
>
> ---
>
> **From:** aveliz@amethodschools.org <aveliz@amethodschools.org> **On Behalf Of** Accounts Payable
> **Sent:** Tuesday, March 10, 2026 2:08 PM
> **To:** accountsreceivable <accountsreceivable@collegeboard.org>; APbilling <APbilling@collegeboard.org>
> **Subject:** [EXTERNAL] Question Regarding Invoice - A262466681
>
> Hi,
>
> Please see the attached Invoice A262466681.
>
> Could you please clarify why the net total differs from the current net balance? There appears to be a $40 difference. Was a credit applied to this invoice?
>
> Thank you for your help**.**
>
> --
>
> **Finance & Accounting Department**
> **Amethod Public Schools**
> e: @apsupport@amethodschools.org
> a: 1450 Marina Way South, Suite 300
> Richmond CA 94804-3771
>
> **CONFIDENTIALITY NOTICE**
> *This message is intended only for the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If you are not the intended recipient, or the employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited, and you are requested to please notify us immediately and delete this message forthwith.*

AMPS
HONOR HARD WORK

Alan Veliz <aveliz@amethodschools.org>

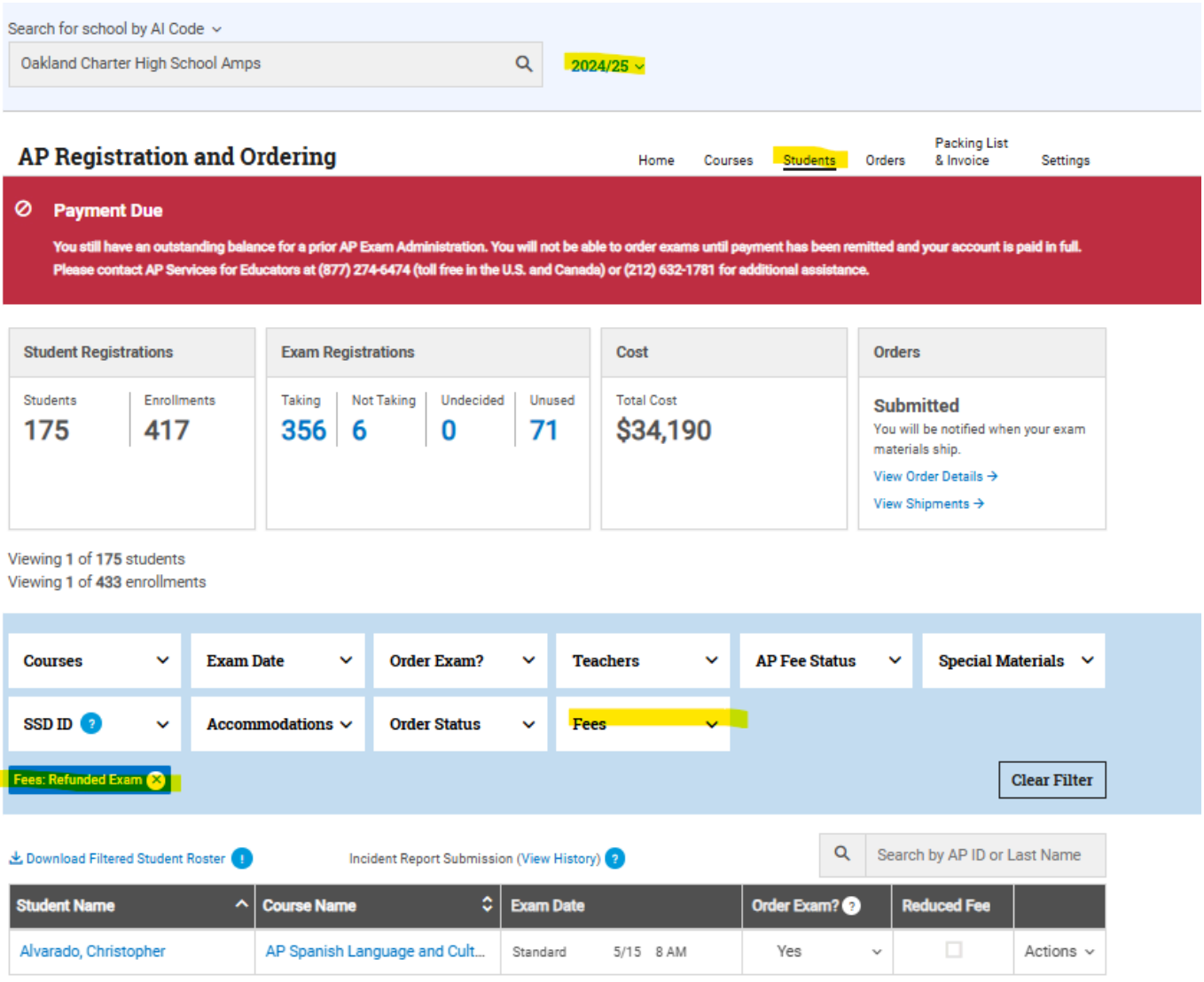
FW: [EXTERNAL] Question Regarding Invoice - A262466681 - Oakland Charter Hs Amps - AI code 054303

1 message

APbilling <APbilling@collegeboard.org> Wed, Mar 11, 2026 at 8:37 AM
To: "aveliz@amethodschools.org" <aveliz@amethodschools.org>
Cc: APbilling <APbilling@collegeboard.org>

Good afternoon,

I was advised from the AP Programs the $40 refund was issued to student# 14Y9UZ64. I also provided a screenshot below.



Thanks

Sonya Harris

Finance-Billing & Collections

The College Board

Coversheet

Review and Acceptance of Amethod Public Schools 2024-2025 Form 990

Section:	IV. Business
Item:	T. Review and Acceptance of Amethod Public Schools 2024-2025 Form 990
Purpose:	Vote
Submitted by:	
Related Material:	AMPS 2024 Tax Returns - DRAFT 05-08-2026.pdf

CLIENT'S COPY

DRAFT

TAX RETURN FILING INSTRUCTIONS

FORM 990

FOR THE YEAR ENDING
JUNE 30, 2025

PREPARED FOR:

AMETHOD PUBLIC SCHOOLS
1450 MARINA WAY SOUTH
RICHMOND, CA 94804

PREPARED BY:

CHRISTY WHITE ASSOCIATES
348 OLIVE STREET
SAN DIEGO, CA 92103

AMOUNT DUE OR REFUND:

NOT APPLICABLE

MAKE CHECK PAYABLE TO:

NOT APPLICABLE

MAIL TAX RETURN AND CHECK (IF APPLICABLE) TO:

NOT APPLICABLE

DRAFT

RETURN MUST BE MAILED ON OR BEFORE:

NOT APPLICABLE

SPECIAL INSTRUCTIONS:

THIS RETURN HAS QUALIFIED FOR ELECTRONIC FILING. AFTER YOU HAVE REVIEWED THE RETURN FOR COMPLETENESS AND ACCURACY, PLEASE SIGN, DATE AND RETURN FORM 8879-TE TO OUR OFFICE. WE WILL TRANSMIT THE RETURN ELECTRONICALLY TO THE IRS AND NO FURTHER ACTION IS REQUIRED. RETURN FORM 8879-TE TO US BY MAY 15, 2026

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS E-file Signature Authorization for a Tax Exempt Entity

For calendar year 2024, or fiscal year beginning JUL 1 , 2024, and ending JUN 30 , 20 25

Do not send to the IRS. Keep for your records.
Go to www.irs.gov/Form8879TE for the latest information.

OMB No. 1545-0047

2024

Name of filer
AMETHOD PUBLIC SCHOOLS

EIN or SSN
94-3185735

Name and title of officer or person subject to tax ADRIENNE BARNES
CEO

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a	**Form 990** check here	X	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	1b	37,068,737.
2a	**Form 990-EZ** check here		**b Total revenue,** if any (Form 990-EZ, line 9)	2b	
3a	**Form 1120-POL** check here		**b Total tax** (Form 1120-POL, line 22)	3b	
4a	**Form 990-PF** check here		**b Tax based on investment income** (Form 990-PF, Part V, line 5)	4b	
5a	**Form 8868** check here		**b Balance due** (Form 8868, line 3c)	5b	
6a	**Form 990-T** check here		**b Total tax** (Form 990-T, Part III, line 4)	6b	
7a	**Form 4720** check here		**b Total tax** (Form 4720, Part III, line 1)	7b	
8a	**Form 5227** check here		**b FMV of assets at end of tax year** (Form 5227, Item D)	8b	
9a	**Form 5330** check here		**b Tax due** (Form 5330, Part II, line 19)	9b	
10a	**Form 8038-CP** check here		**b Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	10b	

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2024 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PRINT

PIN: check one box only

[X] I authorize CHRISTY WHITE ASSOCIATES to enter my PIN 85735
ERO firm name
Enter five numbers, but do not enter all zeros

as my signature on the tax year 2024 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2024 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax Date

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 30316735211
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2024 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature CHRISTY WHITE Date _____

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

For Privacy Act and Paperwork Reduction Act Notice, see instructions. Form **8879-TE** (2024)

LHA 402521 12-26-24

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

A For the 2024 calendar year, or tax year beginning JUL 1, 2024 **and ending** JUN 30, 2025

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ termin-ated
- ☐ Amended return
- ☐ Applica-tion pending

C Name of organization
AMETHOD PUBLIC SCHOOLS

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) | Room/suite
1450 MARINA WAY SOUTH

City or town, state or province, country, and ZIP or foreign postal code
RICHMOND, CA 94804

D Employer identification number
94-3185735

E Telephone number
(510) 436-0172

G Gross receipts $ 37,068,737.

F Name and address of principal officer: BOARD CHAIR
SAME AS C ABOVE

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions

H(c) Group exemption number

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: AMETHODSCHOOLS.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other

L Year of formation: 1993 **M** State of legal domicile: CA

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: OPERATION OF SIX (6) PUBLIC CHARTER SCHOOLS SERVING GRADES TK TO 12.

2 Check this box ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	6
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	6
5	Total number of individuals employed in calendar year 2024 (Part V, line 2a)	5	302
6	Total number of volunteers (estimate if necessary)	6	10
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	41,438,679.	36,728,980.
9	Program service revenue (Part VIII, line 2g)	0.	0.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	90,365.	339,757.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	41,529,044.	37,068,737.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	17,582,317.	19,169,481.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) 8,687.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	17,480,151.	23,845,346.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	35,062,468.	43,014,827.
19	Revenue less expenses. Subtract line 18 from line 12	6,466,576.	-5,946,090.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	67,723,414.	58,091,006.
21	Total liabilities (Part X, line 26)	48,208,308.	44,521,990.
22	Net assets or fund balances. Subtract line 21 from line 20	19,515,106.	13,569,016.

DRAFT

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer — Date

ADRIENNE BARNES, CEO
Type or print name and title

Paid Preparer Use Only

Preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
MARCY KEARNEY			☐	P02370487

Firm's name CHRISTY WHITE ASSOCIATES — Firm's EIN 27-2956198

Firm's address 348 OLIVE STREET
SAN DIEGO, CA 92103 — Phone no. (619) 270-8222

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
TO PROVIDE A RIGOROUS COLLEGE PREPARATORY EDUCATION AND CHARACTER DEVELOPMENT PROGRAM THAT WILL PREPARE STUDENTS FROM UNDERSERVED COMMUNITIES TO SUCCEED IN COLLEGE AND BEYOND.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code: _____) (Expenses $ 38,024,588. including grants of $ _____) (Revenue $ _____)
WE ARE PROUD TO SERVE APPROXIMATELY 2,000 STUDENTS IN RICHMOND AND OAKLAND WITH A TEAM OF OVER 250 STAFF WHO WORK HARD EVERYDAY TO PRODUCE BETTER ACADEMIC OUTCOMES FOR KIDS. IT IS THE OBJECTIVE OF EVERY AMETHOD PUBLIC SCHOOL (AMPS) SITE TO CREATE A POSITIVE SCHOOL ENVIRONMENT AND SCHOLAR CULTURE WHERE BEING INQUISITIVE, AND DILIGENT WHILE TAKING PERSONAL RESPONSIBILITY OF SELF GROWTH IS THE NORM. IT IS THE ORGANIZATIONAL BELIEF THAT ANY CHILD HAS THE OPPORTUNITY TO BE SUCCESSFUL IF GIVEN A STRUCTURED EDUCATIONAL PROGRAM. AMPS SITES INCLUDE: OAKLAND CHARTER ACADEMY, RICHMOND CHARTER ACADEMY, DOWNTOWN CHARTER ACADEMY, BENITO JUAREZ ELEMENTARY, AND JOHN HENRY HIGH SCHOOL, AS WELL AS OAKLAND CHARTER HIGH SCHOOL (CLOSED 6/30/25).

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4b (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4c (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4d Other program services (Describe on Schedule O.)
(Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4e Total program service expenses 38,024,588.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

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Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties? (See the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in noncash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

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Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	40		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return 2a 302			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*	3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a		X
b	If "Yes," enter the name of the foreign country _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year 7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities 10b			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders 11a			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) 11b			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year 12b			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state? **Note:** See the instructions for additional information the organization must report on Schedule O.	13a		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans 13b			
c	Enter the amount of reserves on hand 13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	15		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16		X
17	**Section 501(c)(21) organizations.** Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17		

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Part VI Governance, Management, and Disclosure. *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	6		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	6		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b		X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records

THE ORGANIZATION - (510) 436-0172
1450 MARINA WAY SOUTH, RICHMOND, CA 94804

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Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) MARIA ARECHIGA MARTINEZ CHIEF STRATEGY/COMPLIANCE	40.00			X				201,305.	0.	7,979.
(2) SYLVIA FLORES CEO	40.00			X				182,114.	0.	6,615.
(3) PHILIP ELLINGBERG PRINCIPAL	40.00					X		152,338.	0.	1,360.
(4) LASONYA WALKER PRINCIPAL	40.00					X		142,222.	0.	0.
(5) MICHELLE COLEMAN DIRECTOR OF DATA & INSTRUCTION	40.00					X		136,362.	0.	240.
(6) JASMINE NASH SITE DIRECTOR	40.00					X		132,824.	0.	0.
(7) DENNIS CLARK DIRECTOR OF TECHNOLOGY	40.00					X		126,813.	0.	0.
(8) ADRIENNE BARNES COO/ACTING CEO	40.00			X				112,526.	0.	0.
(9) RODOLFO ORNELAS CHAIR	2.00	X		X				0.	0.	0.
(10) MARGIE DIGIORGIO VICE CHAIR	2.00	X		X				0.	0.	0.
(11) PETER H. HANLEY MEMBER	2.00	X						0.	0.	0.
(12) JORGE LERMA MEMBER	2.00	X						0.	0.	0.
(13) DAVIS LEUNG MEMBER	2.00	X						0.	0.	0.
(14) ELIZABETH MARTINEZ MEMBER	2.00	X						0.	0.	0.
(15) EDGAR QUIROZ PAST CHAIR	2.00	X		X				0.	0.	0.
(16) MONICA MONCADA PAST VICE CHAIR	2.00	X		X				0.	0.	0.
(17) GRACE BARRIGA PAST SECRETARY	2.00	X		X				0.	0.	0.

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Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal								1,186,504.	0.	16,194.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								1,186,504.	0.	16,194.

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2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 19

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
THE EDUCATION TEAM 3750 LANKERSHIM BLVD, LOS ANGELES, CA 90068	EDUCATIONAL SERVICES	615,680.
CONLEY FAMILY LIMITED PARTNERSHIP P.O. BOX 24333, OAKLAND, CA 94623	RENTS	479,582.
SINGA DEVELOPMENT LLC P.O. BOX 10664, OAKLAND, CA 94610	RENTS	364,501.
JUAN BAUTISTA 6800 MACARTHUR BLVD, OAKLAND, CA 94605	JANITORIAL SERVICES	204,513.
CHARTER IMPACT PO BOX 15126, SACRAMENTO, CA 95851	ACCOUNTING SERVICES	146,024.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 8

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Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	36,662,828.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	66,152.			
	g Noncash contributions included in lines 1a-1f	1g	$			
	h **Total.** Add lines 1a-1f		36,728,980.			
Program Service Revenue		**Business Code**				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross rents 6a	48,256.				
	b Less: rental expenses 6b	0.				
	c Rental income or (loss) 6c	48,256.				
	d Net rental income or (loss)		48,256.			48,256.
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory 7a					
	b Less: cost or other basis and sales expenses 7b					
	c Gain or (loss) 7c					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a					
	b Less: direct expenses 8b					
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19 9a					
	b Less: direct expenses 9b					
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances 10a					
	b Less: cost of goods sold 10b					
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		**Business Code**				
	11a OTHER INCOME	900099	291,501.			291,501.
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d		291,501.			
	12 **Total revenue.** See instructions		37,068,737.	0.	0.	339,757.

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	555,320.		555,320.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	15,832,397.	14,015,137.	1,817,260.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	1,224,846.	1,047,515.	177,331.	
10 Payroll taxes	1,556,918.	1,331,511.	225,407.	
11 Fees for services (nonemployees):				
a Management				
b Legal	324,642.		324,642.	
c Accounting	501,301.	266,340.	234,961.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	1,116,455.	1,107,768.		8,687.
12 Advertising and promotion	158,272.	158,272.		
13 Office expenses	241,895.	208,518.	33,377.	
14 Information technology	85,245.		85,245.	
15 Royalties				
16 Occupancy	7,846,152.	7,600,702.	245,450.	
17 Travel	69,157.	69,157.		
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	256,431.	256,431.		
20 Interest	358,365.		358,365.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	2,575,706.	2,202,801.	372,905.	
23 Insurance	399,261.		399,261.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a BOOKS AND SUPPLIES	4,503,470.	4,351,442.	152,028.	
b SUBSTITUTE TEACHERS	3,460,176.	3,460,176.	0.	0.
c SPECIAL EDUCATION	1,687,780.	1,687,780.		
d CHARTER AUTHORIZER FEES	261,038.	261,038.		
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e	43,014,827.	38,024,588.	4,981,552.	8,687.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720)				

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Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing	13,927,492.	1	11,773,823.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net		3	
	4	Accounts receivable, net	8,514,819.	4	7,545,443.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	660,657.	9	545,686.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 20,494,991.			
	b	Less: accumulated depreciation — 10b: 10,966,649.	12,104,048.	10c	9,528,342.
	11	Investments - publicly traded securities		11	
	12	Investments - other securities. See Part IV, line 11		12	
	13	Investments - program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11	32,516,398.	15	28,697,712.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	67,723,414.	16	58,091,006.
Liabilities	17	Accounts payable and accrued expenses	3,205,616.	17	3,613,089.
	18	Grants payable		18	
	19	Deferred revenue	236,039.	19	291,150.
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties	7,133,005.	23	6,767,669.
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	37,633,648.	25	33,850,082.
	26	**Total liabilities.** Add lines 17 through 25	48,208,308.	26	44,521,990.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here** ☒ **and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	19,515,106.	27	13,569,016.
	28	Net assets with donor restrictions		28	
		Organizations that do not follow FASB ASC 958, check here ☐ **and complete lines 29 through 33.**			
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	19,515,106.	32	13,569,016.
	33	Total liabilities and net assets/fund balances	67,723,414.	33	58,091,006.

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Form **990** (2024)

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	37,068,737.
2	Total expenses (must equal Part IX, column (A), line 25)	2	43,014,827.
3	Revenue less expenses. Subtract line 2 from line 1	3	-5,946,090.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	19,515,106.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	13,569,016.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a		X
b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2b	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	2c		X
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	3a	X	
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b	X	

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SCHEDULE A (Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

Name of the organization	Employer identification number
AMETHOD PUBLIC SCHOOLS	94-3185735

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

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Part II **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

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12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2024 (line 6, column (f), divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2023 Schedule A, Part II, line 14 ..... 15 %

16a **33 1/3% support test - 2024.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support test - 2023.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

17a **10% -facts-and-circumstances test - 2024.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

b **10% -facts-and-circumstances test - 2023.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

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14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2024 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2023 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2024** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2023** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2024.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support tests - 2023.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

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Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	11a		
b	A family member of a person described on line 11a above?	11b		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

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			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

a ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*

c ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	*Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No," provide details in **Part VI**.	3a		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in **Part VI** the role played by the organization in this regard.	3b		

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3.	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d **Total** (add lines 1a, 1b, and 1c)	1d		
e **Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d.	3		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by 0.035.	6		
7 Recoveries of prior-year distributions	7		
8 **Minimum Asset Amount** (add line 7 to line 6)	8		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	1		
2 Enter 0.85 of line 1.	2		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4 Enter greater of line 2 or line 3.	4		
5 Income tax imposed in prior year	5		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

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Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D - Distributions		Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	1	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4 Amounts paid to acquire exempt-use assets	4	
5 Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6 Other distributions (describe in **Part VI**). See instructions.	6	
7 **Total annual distributions.** Add lines 1 through 6.	7	
8 Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9 Distributable amount for 2024 from Section C, line 6	9	
10 Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2024	(iii) Distributable Amount for 2024
1 Distributable amount for 2024 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2024 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3 Excess distributions carryover, if any, to 2024			
a From 2019			
b From 2020			
c From 2021			
d From 2022			
e From 2023			
f **Total** of lines 3a through 3e			
g Applied to under distributions of prior years			
h Applied to 2024 distributable amount			
i Carryover from 2019 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2024 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2024 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2024, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI.** See instructions.			
6 Remaining underdistributions for 2024. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7 **Excess distributions carryover to 2025.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2020			
b Excess from 2021			
c Excess from 2022			
d Excess from 2023			
e Excess from 2024			

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Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

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SCHEDULE D (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
AMETHOD PUBLIC SCHOOLS

Employer identification number
94-3185735

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
- ☐ Preservation of land for public use (for example, recreation or education)
- ☐ Preservation of a historically important land area
- ☐ Protection of natural habitat
- ☐ Preservation of a certified historic structure
- ☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a	Total number of conservation easements 2a	
b	Total acreage restricted by conservation easements 2b	
c	Number of conservation easements on a certified historic structure included on line 2a 2c	
d	Number of conservation easements included on line 2c acquired after July 25, 2006, and not on a historic structure listed in the National Register 2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2d above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items.

(i) Revenue included on Form 990, Part VIII, line 1 $ _____

(ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 $ _____

b Assets included in Form 990, Part X $ _____

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Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply).

- a ☐ Public exhibition
- b ☐ Scholarly research
- c ☐ Preservation for future generations
- d ☐ Loan or exchange program
- e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII ☐

Part V Endowment Funds

Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

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2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment _____%
- b Permanent endowment _____%
- c Term endowment _____%

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations?	3a(i)		
(ii) Related organizations?	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings		13,653,373.	4,975,526.	8,677,847.
c Leasehold improvements		6,351,846.	5,532,631.	819,215.
d Equipment		489,772.	458,492.	31,280.
e Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, line 10c, column (B))*				9,528,342.

Part VII Investments - Other Securities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, line 12, col. (B))		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, line 13, col. (B))		

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Part IX Other Assets

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

	(a) Description	(b) Book value
(1)	DEPOSITS	120,000.
(2)	RIGHT-OF-USE ASSETS	28,577,712.
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. *(Column (b) must equal Form 990, Part X, line 15, col. (B))*		28,697,712.

Part X Other Liabilities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1.	(a) Description of liability	(b) Book value
(1)	Federal income taxes	
(2)	LEASE LIABILITIES	33,850,082.
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. *(Column (b) must equal Form 990, Part X, line 25, col. (B))*		33,850,082.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... X

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Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	37,068,737.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	37,068,737.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	37,068,737.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	43,014,827.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	43,014,827.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	43,014,827.

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Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:
MANAGEMENT BELIEVES ALL OF ITS SIGNIFICANT TAX POSITIONS WOULD BE UPHELD UNDER EXAMINATION; THEREFORE, NO PROVISION FOR INCOME TAX HAS BEEN RECORDED.

SCHEDULE E (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization: AMETHOD PUBLIC SCHOOLS

Employer identification number: 94-3185735

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	THE POLICY IS AVAILABLE ON THE SCHOOL'S WEBSITE AS WELL AS WITHIN THE SCHOOL'S CHARTER PETITION.			
4	Does the organization maintain the following:			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b		X
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
	THE ORGANIZATION IS A TUITION-FREE PUBLIC CHARTER SCHOOL; THEREFORE, SCHOLARSHIPS AND FINANCIAL ASSISTANCE ARE NOT APPLICABLE.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain in Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain in Part II	7	X	

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Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:
AS A PUBLIC CHARTER SCHOOL, THE ORGANIZATION RECEIVES GOVERNMENTAL FUNDING FROM THE U.S. AND CALIFORNIA DEPARTMENTS OF EDUCATION.

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SCHEDULE J (Form 990)

(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
AMETHOD PUBLIC SCHOOLS

Employer identification number
94-3185735

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☐ Compensation committee	☒ Written employment contract		
	☐ Independent compensation consultant	☐ Compensation survey or study		
	☐ Form 990 of other organizations	☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	4a		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	4b		X
c	Participate in or receive payment from an equity-based compensation arrangement?	4c		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	5a		X
b	Any related organization?	5b		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	6a		X
b	Any related organization?	6b		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		

DRAFT

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		**(B)** Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			**(C)** Retirement and other deferred compensation	**(D)** Nontaxable benefits	**(E)** Total of columns (B)(i)-(D)	**(F)** Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	**(ii)** Bonus & incentive compensation	**(iii)** Other reportable compensation				
(1) MARIA ARECHIGA MARTINEZ	(i)	201,305.	0.	0.	0.	7,979.	209,284.	0.
CHIEF STRATEGY/COMPLIANCE	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) SYLVIA FLORES	(i)	182,114.	0.	0.	0.	6,615.	188,729.	0.
CEO	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) PHILIP ELLINGBERG	(i)	152,338.	0.	0.	0.	1,360.	153,698.	0.
PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
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	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

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Part III **Supplemental Information**

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

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SCHEDULE O (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
AMETHOD PUBLIC SCHOOLS

Employer identification number
94-3185735

FORM 990, PART VI, SECTION B, LINE 11B:
A DRAFT OF THE FORM 990 IS PROVIDED TO MANAGEMENT AND DISBURSED TO THE BOARD MEMBERS FOR REVIEW AND COMMENT. MANAGEMENT WILL FINALIZE AFTER RECEIVING ANY INPUT OR FEEDBACK FROM THE BOARD.

FORM 990, PART VI, SECTION B, LINE 12C:
MANAGEMENT AND MEMBERS OF THE BOARD MUST ANNUALLY COMPLETE THE CA FORM 700 STATEMENT OF ECONOMIC INTEREST.

FORM 990, PART VI, SECTION B, LINE 15:
MANAGEMENT COMPENSATION IS REVIEWED AND APPROVED BY THE BOARD AT A PUBLIC MEETING AND DOCUMENTED IN A WRITTEN EMPLOYMENT AGREEMENT.

FORM 990, PART VI, SECTION C, LINE 19:
PUBLIC DOCUMENTS ARE AVAILABLE UPON REQUEST.

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2024 DEPRECIATION AND AMORTIZATION REPORT

FORM 990 PAGE 10 990

Asset No.	Description	Date Acquired	Method	Life	Conv	Line No.	Unadjusted Cost Or Basis	Bus % Excl	Section 179 Expense	* Reduction In Basis	Basis For Depreciation	Beginning Accumulated Depreciation	Current Sec 179 Expense	Current Year Deduction	Ending Accumulated Depreciation
1	EQUIPMENT	VARIOUS	SL	5.00		16	489,772.				489,772.	419,231.		39,261.	458,492.
2	BUILDINGS	VARIOUS	SL	30.00		16	13653373.				13653373.	3,553,213.		1,422,313.	4,975,526.
3	IMPROVEMENTS	VARIOUS	SL	30.00		16	6,351,846.				6,351,846.	4,418,499.		1,114,132.	5,532,631.
	* TOTAL 990 PAGE 10 DEPR						20494991.				20494991.	8,390,943.		2,575,706.	10966649.

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428111 04-01-24

(D) - Asset disposed

* ITC, Salvage, Bonus, Commercial Revitalization Deduction, GO Zone

TAX RETURN FILING INSTRUCTIONS

CALIFORNIA FORM 199

FOR THE YEAR ENDING
JUNE 30, 2025

PREPARED FOR:

AMETHOD PUBLIC SCHOOLS
1450 MARINA WAY SOUTH
RICHMOND, CA 94804

PREPARED BY:

CHRISTY WHITE ASSOCIATES
348 OLIVE STREET
SAN DIEGO, CA 92103

TO BE SIGNED AND DATED BY:

NOT APPLICABLE

AMOUNT OF TAX:

TOTAL TAX	$	0
LESS: PAYMENTS AND CREDITS	$	0
PLUS: OTHER AMOUNT	$	0
PLUS: INTEREST AND PENALTIES	$	0
NO PAYMENT IS REQUIRED	$	

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OVERPAYMENT:

CREDITED TO YOUR ESTIMATED TAX	$	0
OTHER AMOUNT	$	0
REFUNDED TO YOU	$	0

MAKE CHECK PAYABLE TO:

NOT APPLICABLE

MAIL TAX RETURN AND CHECK (IF APPLICABLE) TO:

THIS RETURN HAS QUALIFIED FOR ELECTRONIC FILING. PLEASE REVIEW THE RETURN FOR COMPLETENESS AND ACCURACY. WE WILL THEN TRANSMIT YOUR RETURN ELECTRONICALLY TO THE FTB. DO NOT MAIL THE PAPER COPY OF THE RETURN TO THE FTB.

RETURN MUST BE MAILED ON OR BEFORE:

NOT APPLICABLE

SPECIAL INSTRUCTIONS:

TAXABLE YEAR **2024**

California Exempt Organization Annual Information Return

428941 01-14-25
FORM **199**

Calendar Year 2024 or fiscal year beginning (mm/dd/yyyy) 07/01/2024 , and ending (mm/dd/yyyy) 06/30/2025 .

Corporation/Organization name	California corporation number
AMETHOD PUBLIC SCHOOLS	1863316
Additional information. See instructions.	FEIN 94-3185735
Street address (suite or room) 1450 MARINA WAY SOUTH	PMB no.
City RICHMOND / State CA / ZIP code 94804	
Foreign country name / Foreign province/state/county / Foreign postal code	

A First return ..... ☐ Yes ☒ No
B Amended return ..... ● ☐ Yes ☒ No
C IRC Section 4947(a)(1) trust ..... ☐ Yes ☒ No
D Final information return?
● ☐ Dissolved ☐ Surrendered (Withdrawn) ☐ Merged/Reorganized
Enter date: (mm/dd/yyyy) ●
E Check accounting method: (1) ☐ Cash (2) ☒ Accrual (3) ☐ Other
F Federal return filed? (1) ● ☐ 990T (2) ● ☐ 990PF
(3) ● ☐ Sch H (990) (4) ☒ Other 990 series
G Is this a group filing? See instructions ..... ● ☐ Yes ☒ No
H Is this organization in a group exemption ..... ☐ Yes ☒ No
If "Yes," what is the parent's name?

I Did the organization have any changes to its guidelines not reported to the FTB? See instructions ..... ● ☐ Yes ☒ No
J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. ..... ● ☐ Yes ☒ No
K Is the organization exempt under R&TC Section 23701g? ● ☐ Yes ☒ No
If "Yes," enter the gross receipts from nonmember sources $
L Is the organization a limited liability company? ..... ● ☐ Yes ☒ No
M Did the organization file Form 100 or Form 109 to report taxable income? ..... ● ☐ Yes ☒ No
N Is the organization under audit by the IRS or has the IRS audited in a prior year? ..... ● ☐ Yes ☒ No
O Is federal Form 1023/1024 pending? ..... ☐ Yes ☒ No
Date filed with IRS

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Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8 ●		1	339,757 00
	2	Gross dues and assessments from members and affiliates ●		2	00
	3	Gross contributions, gifts, grants, and similar amounts received ●		3	36,728,980 00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. **This line must be completed.** If the result is less than $50,000, see General Information B ●		4	37,068,737 00
	5	Cost of goods sold ●	5 00		
	6	Cost or other basis, and sales expenses of assets sold ●	6 00		
	7	Total costs. Add line 5 and line 6		7	00
	8	Total gross income. Subtract line 7 from line 4 ●		8	37,068,737 00
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18 ●		9	43,014,827 00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8 ●		10	-5,946,090 00
Payments	11	Total payments ●		11	00
	12	Use tax. See General Information K ●		12	00
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11 ●		13	00
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12 ●		14	00
	15	Penalties and interest. See General Information J		15	00
	16	**Balance due.** Add line 12 and line 15. Then subtract line 11 from the result ◉		16	00

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer ▶ | Title CEO | Date | ● Telephone (510) 436-0172

Paid Preparer's Use Only

Preparer's signature ▶ | Date | Check if self-employed ▶ ☐ | ● PTIN P02370487

Firm's name (or yours, if self-employed) and address ▶ CHRISTY WHITE ASSOCIATES
348 OLIVE STREET
SAN DIEGO, CA 92103

● Firm's FEIN 27-2956198
● Telephone (619) 270-8222

May the FTB discuss this return with the preparer shown above? See instructions ..... ● ☒ Yes ☐ No

AMETHOD PUBLIC SCHOOLS 94-3185735

Part II **Organizations with gross receipts of more than $50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.**

428951 01-14-25

	1 Gross sales or receipts from all business activities. See instructions	1		00
	2 Interest	2		00
	3 Dividends	3		00
Receipts	4 Gross rents	4	48,256	00
from	5 Gross royalties	5		00
Other	6 Gross amount received from sale of assets (See instructions)	6		00
Sources	7 Other income. Attach schedule SEE STATEMENT 1	7	291,501	00
	8 **Total** gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	8	339,757	00
	9 Contributions, gifts, grants, and similar amounts paid. Attach schedule	9		00
	10 Disbursements to or for members.	10		00
	11 Compensation of officers, directors, and trustees. Attach schedule SEE STATEMENT 2	11	555,320	00
	12 Other salaries and wages	12	15,832,397	00
Expenses	13 Interest	13	358,365	00
and	14 Taxes	14	1,556,918	00
Disburse-	15 Rents	15	7,846,152	00
ments	16 Depreciation and depletion (See instructions)	16	2,575,706	00
	17 Other expenses and disbursements. Attach schedule SEE STATEMENT 3	17	14,289,969	00
	18 **Total** expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	18	43,014,827	00

Schedule L **Balance Sheet**

	Beginning of taxable year		End of taxable year	
Assets	(a)	(b)	(c)	(d)
1 Cash		13,927,492		11,773,823
2 Net accounts receivable		8,514,819		7,545,443
3 Net notes receivable				
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments. Attach schedule				
10 a Depreciable assets	20,494,991		20,494,991	
b Less accumulated depreciation	8,390,943	12,104,048	10,966,649	9,528,342
11 Land				
12 Other assets. Attach schedule STMT 4		33,177,055		29,243,398
13 **Total assets**		67,723,414		58,091,006
Liabilities and net worth				
14 Accounts payable		3,205,616		3,613,089
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable		7,133,005		6,767,669
18 Other liabilities. Attach schedule STMT 5		37,869,687		34,141,232
19 Capital stock or principal fund				
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund		19,515,106		13,569,016
22 **Total liabilities and net worth**		67,723,414		58,091,006

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Schedule M-1 **Reconciliation of income per books with income per return**

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than $50,000.

1 Net income per books	-5,946,090	7 Income recorded on books this year not included in this return. Attach schedule	
2 Federal income tax		8 Deductions in this return not charged against book income this year. Attach schedule	
3 Excess of capital losses over capital gains			
4 Income not recorded on books this year. Attach schedule			
5 Expenses recorded on books this year not deducted in this return. Attach schedule		9 Total. Add line 7 and line 8	
6 Total. Add line 1 through line 5	-5,946,090	10 Net income per return. Subtract line 9 from line 6	-5,946,090

AMETHOD PUBLIC SCHOOLS 94-3185735

CA 199 OTHER INCOME STATEMENT 1

DESCRIPTION	AMOUNT
OTHER INCOME	291,501.
TOTAL TO FORM 199, PART II, LINE 7	291,501.

CA 199 COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 2

NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
MARIA ARECHIGA MARTINEZ 1450 MARINA WAY SOUTH RICHMOND, CA 94804	CHIEF STRATEGY/COMPLIANCE 40.00	210,073.
SYLVIA FLORES 1450 MARINA WAY SOUTH RICHMOND, CA 94804	CEO 40.00	124,933.
PHILIP ELLINGBERG 1450 MARINA WAY SOUTH RICHMOND, CA 94804	PRINCIPAL 40.00	0.
LASONYA WALKER 1450 MARINA WAY SOUTH RICHMOND, CA 94804	PRINCIPAL 40.00	0.
JASMINE NASH 1450 MARINA WAY SOUTH RICHMOND, CA 94804	SITE DIRECTOR 40.00	0.
ADRIENNE BARNES 1450 MARINA WAY SOUTH RICHMOND, CA 94804	COO/ACTING CEO 40.00	220,314.
RODOLFO ORNELAS 1450 MARINA WAY SOUTH RICHMOND, CA 94804	CHAIR 2.00	0.
MARGIE DIGIORGIO 1450 MARINA WAY SOUTH RICHMOND, CA 94804	VICE CHAIR 2.00	0.

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STATEMENT(S) 1, 2

AMETHOD PUBLIC SCHOOLS		94-3185735
PETER H. HANLEY 1450 MARINA WAY SOUTH RICHMOND, CA 94804	MEMBER 2.00	0.
JORGE LERMA 1450 MARINA WAY SOUTH RICHMOND, CA 94804	MEMBER 2.00	0.
DAVIS LEUNG 1450 MARINA WAY SOUTH RICHMOND, CA 94804	MEMBER 2.00	0.
ELIZABETH MARTINEZ 1450 MARINA WAY SOUTH RICHMOND, CA 94804	MEMBER 2.00	0.
EDGAR QUIROZ 1450 MARINA WAY SOUTH RICHMOND, CA 94804	PAST CHAIR 2.00	0.
MONICA MONCADA 1450 MARINA WAY SOUTH RICHMOND, CA 94804	PAST VICE CHAIR 2.00	0.
GRACE BARRIGA 1450 MARINA WAY SOUTH RICHMOND, CA 94804	PAST SECRETARY 2.00	0.
TOTAL TO FORM 199, PART II, LINE 11		555,320.

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STATEMENT(S) 2

AMETHOD PUBLIC SCHOOLS 94-3185735

CA 199 OTHER EXPENSES STATEMENT 3

DESCRIPTION	AMOUNT
BOOKS AND SUPPLIES	4,503,470.
SUBSTITUTE TEACHERS	3,460,176.
SPECIAL EDUCATION	1,687,780.
CHARTER AUTHORIZER FEES	261,038.
OTHER EMPLOYEE BENEFITS	1,224,846.
LEGAL FEES	324,642.
ACCOUNTING FEES	501,301.
OTHER PROFESSIONAL FEES	1,116,455.
ADVERTISING AND PROMOTION	158,272.
OFFICE EXPENSES	241,895.
INFORMATION TECHNOLOGY	85,245.
TRAVEL	69,157.
CONFERENCES AND CONVENTIONS	256,431.
INSURANCE	399,261.
TOTAL TO FORM 199, PART II, LINE 17	14,289,969.

CA 199 OTHER ASSETS STATEMENT 4

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DESCRIPTION	BEG. OF YEAR	END OF YEAR
PREPAID EXPENSES AND DEFERRED CHARGES	660,657.	545,686.
DEPOSITS	120,000.	120,000.
RIGHT-OF-USE ASSETS	32,396,398.	28,577,712.
TOTAL TO FORM 199, SCHEDULE L, LINE 12	33,177,055.	29,243,398.

CA 199 OTHER LIABILITIES STATEMENT 5

DESCRIPTION	BEG. OF YEAR	END OF YEAR
LEASE LIABILITIES	37,633,648.	33,850,082.
DEFERRED REVENUE	236,039.	291,150.
TOTAL TO FORM 199, SCHEDULE L, LINE 18	37,869,687.	34,141,232.

STATEMENT(S) 3, 4, 5

AMETHOD PUBLIC SCHOOLS 94-3185735

CA 199 FUND BALANCES STATEMENT 6

DESCRIPTION	BEG. OF YEAR	END OF YEAR
NET ASSETS WITHOUT DONOR RESTRICTIONS	19,515,106.	13,569,016.
TOTAL TO FORM 199, SCHEDULE L, LINE 21	19,515,106.	13,569,016.

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STATEMENT(S) 6

TAXABLE YEAR **2024**

Corporation Depreciation and Amortization

CALIFORNIA FORM **3885**

Attach to Form 100 or Form 100W. FORM 199 FEIN 94-3185735

Corporation name: AMETHOD PUBLIC SCHOOLS

California corporation number: 1863316

Part I Election To Expense Certain Property Under IRC Section 179

1	Maximum deduction under IRC Section 179 for California	1	$25,000
2	Total cost of IRC Section 179 property placed in service	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation	3	$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	

	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
6			
7	Listed property (elected IRC Section 179 cost)	7	
8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8	
9	Tentative deduction. Enter the **smaller** of line 5 or line 8	9	
10	Carryover of disallowed deduction from prior taxable years	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12	
13	Carryover of disallowed deduction to 2025. Add line 9 and line 10, less line 12	13	

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
14	1 EQUIPMENT							
		VARIOUS	489,772	419,231	SL	5.00	39,261	
	2 BUILDINGS							
		VARIOUS	13,653,373	3,553,213	SL	30.00	1,422,313	
	3 IMPROVEMENTS							
		VARIOUS	6,351,846	4,418,499	SL	30.00	1,114,132	
TOTALS			20,494,991	8,390,943				

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15	Add the amounts in column (g) and column (h). The total of column (h) may not exceed $2,000. See instructions for line 14, column (h)	15	2,575,706

Part III Summary

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) **or** Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) **or** Depreciation (if no election is made), enter the amount from line 15, column (g) ◉	16	2,575,706
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22 ◉	17	2,575,706
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.) ◉	18	0

Part IV Amortization

	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instructions)	(f) Period or percentage	(g) Amortization for this year
19							

20	Total. Add the amounts in column (g)	20	
21	Total amortization claimed for federal purposes from federal Form 4562, line 44	21	
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12 ◉	22	

022

Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR **2024**

California e-file Return Authorization for Exempt Organizations

FORM **8453-EO**

Exempt Organization name	Identifying number
AMETHOD PUBLIC SCHOOLS	94-3185735

Part I Electronic Return Information (whole dollars only)

1	Total gross receipts or unrelated business taxable income (Form 199, line 4 or Form 109, line 5)	1	37,068,737
2	Total gross income or total tax (Form 199, line 8 or Form 109, line 14)	2	37,068,737
3	Refund (Form 109, line 26)	3	
4	Balance due or Total amount due (Form 199, line 16 or Form 109, line 29)	4	

Part II Settle Your Account Electronically for Taxable Year 2024

5 ☐ Direct deposit of refund (Form 109 only.)

6 ☐ Electronic funds withdrawal **6a** Amount **6b** Withdrawal date (mm/dd/yyyy)

Part III Schedule of Estimated Tax Payments for Taxable Year 2025 (These are **not** installment payments for the current amount the exempt organization owes.)

	First Payment	Second Payment	Third Payment	Fourth Payment
7 Amount				
8 Withdrawal Date				

Part IV Banking Information (Have you verified the exempt organization's banking information?)

9 Routing number _____

10 Account number **11** Type of account: ☐ Checking ☐ Savings

Part V Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 5, I declare that the bank account specified in Part IV for the direct deposit refund agrees with the authorization stated on my return. If I check Part II, box 6, I authorize an electronic funds withdrawal for the amount listed on line 6a and any estimated payment amounts listed on Part III, line 7 from the bank account specified in Part IV.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2024 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's tax liability, the exempt organization will remain liable for the tax liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay or the date when the refund was sent.**

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Sign Here ▶ _____ (Signature of officer) _____ (Date) ▶ CEO (Title)

Part VI Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB. I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2024 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign

ERO's signature ▶ CHRISTY WHITE | Date | Check if also paid preparer ☒ X | Check if self-employed ☐ | ERO's PTIN P02370487

Firm's name (or yours if self-employed) and address ▶ CHRISTY WHITE ASSOCIATES
348 OLIVE STREET
SAN DIEGO, CA

Firm's FEIN 27-2956198

ZIP code 92103

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign

Paid preparer's signature ▶ | Date | Check if self-employed ☐ | Paid preparer's PTIN

Firm's name (or yours if self-employed) and address ▶

Firm's FEIN

ZIP code

FTB 8453-EO 2024

429021 01-02-25

Coversheet

Talent Acquisition Update

Section:	IV. Business
Item:	U. Talent Acquisition Update
Purpose:	FYI
Submitted by:	
Related Material:	AMPS_Board Deck 5.11.2026.pptx.pdf AMPS TA Board Update 5.11.2026.docx.pdf



Board Update: Talent Acquisition

Amethod Public Schools | May 11, 2026

PREPARED BY HEATHER EYERMAN, DIRECTOR OF HR, VERTEX EDUCATION

Key Metrics at a Glance

32

Open Roles

All AMPS sites

7

Roles Filled

This week

444

Active Candidates

In pipeline

400+

Prior Applicants Re-Engaged

2025–26 outreach

Hiring Progress & Strategic

7 Roles Filled Last Week

- **Teach Start Fellows** — Fellowship pipeline placements
- **Internal Transfers** — Staff mobilized to fill vacancies
- **Existing Candidate Pool** — Pipeline conversions

Site-Level Partnerships

- **Site-Specific Workflows** — Tailored per school
- **Candidate Progression** — Reduced hiring drop-off
- **Efficiency & Consistency** — Faster decisions

Risks & Outlook

Risks & Considerations

- High posting volume may slow net progress
- Site-level execution must remain consistent

Outlook: Positioned to Accelerate

- 444 active candidates support near-term needs
- Improved processes expected to lift fill rates
- Conversion & stakeholder alignment are top priorities

Board Update: Talent Acquisition
Amethod Public Schools | As of Monday, May 11, 2026

1. Executive Summary

Talent Acquisition efforts remain strong, with a healthy candidate pipeline and continued progress in filling roles. Strategic focus on re-engaging prior applicants and strengthening site-level hiring processes is expected to accelerate hiring outcomes in the coming weeks.

2. Key Metrics

- **Open Roles:** 32
- **New Roles Posted (Last 2 Business Days):** 5
- **Roles Filled (Last Week):** 7
- **Active Candidate Pipeline:** 444

3. Hiring Progress & Pipeline

- Successfully filled 7 roles last week through a diversified approach:
    - Teach Start Fellows
    - Internal transfers
    - Existing candidate pool
- Conducted targeted outreach to 400+ prior applicants (2025–2026 school year) to strengthen pipeline and re-engage qualified candidates
- Pipeline remains robust, supporting current and near-term hiring needs

4. Strategic Actions

- Partnered closely with school site leadership to:
    - Develop and implement site-specific hiring workflows
    - Improve candidate progression through each stage of the hiring process
- Focus on increasing efficiency, consistency, and speed across all sites

5. Risks & Considerations

- Continued volume of new role postings may impact pace of net progress if not offset by accelerated hiring
- Dependence on site-level execution of hiring workflows to maintain momentum

6. Outlook

- Strong pipeline and improved hiring processes position the team to increase fill rates in the coming weeks
- Continued focus on candidate conversion and stakeholder alignment will be critical to meeting hiring goals

Prepared by: Heather Eyerman
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