



Alta Public Schools

Meeting of a APS Board Meeting

Date and Time

Wednesday June 11, 2025 at 6:00 PM PDT

Location

Zoom: <https://altaps-org.zoom.us/j/85950702827>; ID: 859 5070 2827; Telephone: (669) 900-6833,,85950702827
#

In Person:

8001 Santa Fe Ave., Walnut Park, CA 90255

2410 Broadway, Walnut Park, CA 90255

2547 Flower St., Huntington Park, CA 90255

10616 S. Western Ave., Los Angeles CA 900047

6350 N Laurel Canyon Blvd, #201, North Hollywood CA 91606

9850 Wilshire Blvd., Beverly Hills, CA 90201

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Greg Tanner	3 m
B. Call the Meeting to Order		Greg Tanner	1 m

	Purpose	Presenter	Time
II. Public Comment			6:04 PM
A. Public Comment	FYI	Greg Tanner	2 m
2 minutes speaking time; 4 minutes with translation; total 45 minutes			
III. Consent Agenda			6:06 PM
A. Approve Minutes of the March 19, 2025 Board Meeting	Approve Minutes	Xavier Reyes	2 m
B. Approve New Hires	Vote	Guadalupe Mendez	1 m
AMCS: EXL Youth Leaders; Dominic Medrano, Christina Salas, Flores Katens			
IV. Academic Report			6:09 PM
A. Academic Report Presentation	FYI	Rachel Villalobos	10 m
• Suspensions/Expulsions • Attendance • WASC • PYP IB Renewal • Summer School • Reclassification • iReady • CAASPP			
B. Review and Discuss AMCS and PTLA LCAP (available for comment until 1 day before the Board adoption meeting)	Discuss	Rachel Villalobos	10 m
V. Action Items			6:29 PM
A. Review and Approve APS Independent Studies Master Agreement	Vote	Rachel Villalobos	5 m

	Purpose	Presenter	Time
B. Review & Approve the FY25-26 Education Protection Account (EPA) Plans for AMCS and PTLAMS	Vote	Xavier Reyes	5 m
C. Review & Approve the FY25-26 Budgets for Academia Moderna, Prepa Tec LA and Central Office	Vote	Xavier Reyes	15 m
D. Review & Approve the ConApps for Academia Moderna and Prepa Tec LA	Vote	Xavier Reyes	10 m
E. Review & Approve the APS Organizational Chart for FY2025-2026	Vote	Xavier Reyes	10 m
F. Review & Approval of Revised APS Financial Policies and Procedures Manual	Vote	Xavier Reyes	10 m
G. Review & Approve Answer to the LAUSD Fiscal Letter of Concern for Prepa Tec LA	Vote	Xavier Reyes	10 m
H. Review & Approve the Resolution Appointing Lead Petitioners, Xavier Reyes, Rachel Villalobos, and Esther Cuevas for the Renewal Application for PTLAMS to LAUSD	Vote	Xavier Reyes	10 m
VI. Organization Management, Programs and Operations Report			7:44 PM
A. OMPO Report	Discuss	Xavier Reyes	10 m
a. Outreach, Enrollment and Retention Report			
b. Meal Program update			
c. HR update			
VII. Closed Session			7:54 PM
A. Personnel Matters (1 Item).	Discuss	Guadalupe Mendez	15 m
VIII. Closing Items			8:09 PM
A. Adjourn Meeting	Vote	Greg Tanner	1 m
B. NEXT BOARD MEETING: July , 2025	FYI	Greg Tanner	1 m

Coversheet

Approve Minutes of the March 19, 2025 Board Meeting

Section:	III. Consent Agenda
Item:	A. Approve Minutes of the March 19, 2025 Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Meeting of the APS Board on March 19, 2025



Alta Public Schools

Minutes

Meeting of the APS Board

Date and Time

Wednesday March 19, 2025 at 6:00 PM

Location

Zoom: <https://altaps-org.zoom.us/j/83280986858>, Meeting ID: 832 8098 6858, Phone: (669)900-6833

In Person:

8001 Santa Fe Ave., Walnut Park, CA 90255

2410 Broadway, Walnut Park, CA 90255

2547 Flower St., Huntington Park, CA 90255

10616 S. Western Ave., Los Angeles CA 900047

6350 N Laurel Canyon Blvd, #201, North Hollywood CA 91606

9850 Wilshire Blvd., Beverly Hills, CA 90201

Directors Present

G. Tanner (remote), L. Castellanos (remote), M. Castro (remote), R. Carranza, S. Cortez (remote)

Directors Absent

M. Porras

Guests Present

G. Mendez, N. Saenz, R. Villalobos, X. Reyes (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

G. Tanner called a meeting of the board of directors of Alta Public Schools to order on Wednesday Mar 19, 2025 at 6:06 PM.

II. Public Comment

A. Public Comment

No Public Speakers.

III. Consent Agenda

A. Approve Minutes of the February 12, 2025 Board Meeting

R. Carranza made a motion to approve the minutes from February 12, 2025 Meeting of the Alta Public Schools Board on 02-12-25.

S. Cortez seconded the motion.

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

Roll Call

G. Tanner	Aye
R. Carranza	Aye
S. Cortez	Aye
M. Castro	Aye
L. Castellanos	Aye
M. Porras	Absent

B. Approve New Hires

R. Carranza made a motion to Approve Consent Agenda.

S. Cortez seconded the motion.

Motion was made to approve consent agenda.

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

Roll Call

L. Castellanos	Aye
S. Cortez	Aye
G. Tanner	Aye
M. Porras	Absent
R. Carranza	Aye
M. Castro	Aye

IV. Closed Session

A.

Personnel Matters (2 Items)

No action was taken.

V. Academic Report

A. Academic Report Presentation

G. Tanner made a motion to Table Items V and VI A, B, and C. and item VII until March 26, 2025.

R. Carranza seconded the motion.

Motion to table Item V Academic Report

Action Item VI - Item A, B, and C tabled until the March 26. 2025.

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

Roll Call

R. Carranza	Aye
M. Castro	Aye
S. Cortez	Aye
L. Castellanos	Aye
M. Porras	Absent
G. Tanner	Aye

VI. Action Items

A. Approve February 2024 Financials for Academia Moderna, Prepa Tec LA and Central Office

Item was Tabled.

B. Approve Fiscal Recovery Plan for Alta Public Schools

Item was tabled.

C. Approve the New Alta Public Schools Organizational Chart

Item was tabled.

D. APS Special Education Compliance Policy

R. Carranza made a motion to Approve APS Special Education Compliance Policy.

G. Tanner seconded the motion.

Staff report was presented by Superintendent Rachel Villalobos.

Board members and staff ensued in a brief discussion.

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

Roll Call

S. Cortez	Aye
G. Tanner	Aye

Roll Call

M. Castro Aye
M. Porras Absent
R. Carranza Aye
L. Castellanos Aye

E. LAUSD Compliance Monitoring & Certification of Board Compliance Review

G. Tanner made a motion to Approve LAUSD Certification of Compliance Monitoring and Certification of Board Plans Review for Academia Moderna Charter School.

R. Carranza seconded the motion.

Staff report was presented by Superintendent Rachel Villalobos

Motion: Approve LAUSD Certification of Compliance Monitoring and Certification of Board Plans Review for Academia Moderna Charter School 2024-2025.

Moved: Greg Tanner

Seconded by Dr. Raul Carranza

Ayes:

Mario Castro
Luz Maria Castellanos
Sam Cortes
Greg Tanner
Dr. Raul Carranza

Noes:

None

Absent:

Mary Porras

Motion: Approve LAUSD Certification of Compliance Monitoring and Certification of Board Plans Review for Prepatec LA Middle School 2024-225

Moved by Mario Castro

Seconded by Sam Cortez

Ayes:

Mario Castro
Luz Maria Castellanos
Sam Cortes
Greg Tanner
Dr. Raul Carranza

Noes:

None

Absent:

Mary Porras

Motion: Approve Master Plan for English Learners Certification.

Motion by Dr. Raul Carranza

Seconded by Mario Castro

Ayes:

Mario Castro

Luz Maria Castellanos

Sam Cortes

Greg Tanner

Dr. Raul Carranza

Noes:

None

Absent:

Mary Porras

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

Roll Call

R. Carranza Aye

M. Porras Absent

G. Tanner Aye

M. Castro Aye

S. Cortez Aye

L. Castellanos Aye

F. APS Immigration Policy

R. Carranza made a motion to Approve APS Immigration Policy.

S. Cortez seconded the motion.

Presentation and staff report was presented by Superintendent Rachel Villalobos.

Board members and staff ensued in a brief discussion.

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

Roll Call

S. Cortez	Aye
L. Castellanos	Aye
R. Carranza	Aye
M. Castro	Aye
G. Tanner	Aye
M. Porras	Absent

VII. 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 6:50 PM.

Respectfully Submitted,
R. Carranza

B. NEXT BOARD MEETING: April 9, 2025

Coversheet

Academic Report Presentation

Section:	IV. Academic Report
Item:	A. Academic Report Presentation
Purpose:	FYI
Submitted by:	
Related Material:	VCR Academia_Prepa Initial.pdf PYP IB Renewal 2024-25.pdf 11.APS Board Presentaton 06.11.2025 (1).pdf



INITIAL VISIT VISITING COMMITTEE REPORT

Name of School:	<u>Academia Moderna Charter School & Prepa Tec Los Angeles</u>						
School Address:	<u>2410 Broadway & 8001 Sante Fe, Walnut Park, 90255</u>						
Grades Reviewed:	<u>TK – 5th & 6th – 8th</u>						
School Enrollment:	<u>401 & 336</u>						
School Type(s):	<u>Comprehensive Charter Schools</u> Comprehensive, Independent Study, Home Study, Online Distance Learning, etc. (if more than one school type, list approximate percentages)						
Initial Visit Chair:	<u>Dr. Wendy Parcel 619-433-4222 wparcel@ascwac.org</u>						
	<table><tr><th>Name</th><th>Phone</th><th>Email</th></tr><tr><td> </td><td> </td><td> </td></tr></table>	Name	Phone	Email			
Name	Phone	Email					
Initial Visit Team Member(s):	<u> </u>						
Date of Visit:	<u>June 3, 2025</u>						

Introduction

[Excerpts from Initial Visit Report, including the school's purpose and schoolwide learner outcomes]

Academia Moderna Charter School and Prepa Tec Los Angeles are part of ALTA Public Schools. Xavier Reyes, founder and CEO of ALTA Public Schools, established Academia Moderna Charter School and Prepa Tec Middle School to serve his native Southeast Los Angeles community. After working as Director of Outreach for the California Charter School Association in 2007, Reyes recognized that no educational organizations were creating charter schools in his area. Motivated by this need, he and his wife Griselda Hidalgo used personal funds to establish a non-profit organization, lease a building, and launch Academia Moderna. While renovating the facility, they actively recruited families interested in better educational opportunities for their children. Their vision expanded one grade level at a time, ultimately providing students with access to the rigorous International Baccalaureate program—an educational opportunity that would otherwise be unavailable to children in this urban community.

Academia Moderna Elementary School was granted approval of its Charter Petition from Los Angeles Unified School District on July 17, 2019, and opened its doors for instruction on September 21, 2019. It is located in the unincorporated city of Walnut Park in Southeast Los Angeles and serves students from Huntington Park, Bell, Bell Gardens, Cudahy, Compton, and Southeast Los Angeles.

Academia Moderna's 2024/25 enrollment includes 17 students in TK, 51 in Kindergarten, 52 in Grade 1, 53 in Grade 2, 67 in Grade 3, 78 in Grade 4, and 80 in Grade 5. Walnut Park has a population that is 98.7% Latino. The school's student population reflects these demographics.

Academia Moderna's English proficiency distribution shows 1.0% Newcomers, 15.1% at Level 1, 16.3% at Level 2, 12.1% at Level 3, 4.1% at Level 4/RFEP, and 5.5% IFEP students.

Academia Moderna serves diverse special populations with 10.1% in Special Education, 43.5% English Language Learners, 0.2% Foster Youth, 4.1% Homeless students, and 2.7% Newcomers.

The yearly attrition rate is 1.7% disenrolling and 2.2% enrolling.

CAASPP assessment scores (percentage of students who met or exceeded standards):

- 2023/24: ELA 23.72%, Math 13.99%
- 2022/23: ELA 15.32%, Math 8.52%
- 2021/22: ELA 28.19%, Math 11.01%

For ELL students:

- 2023/24: ELA 9.57%, Math 7.45%
- 2022/23: ELA 5.82%, Math 3.88%
- 2021/22: ELA 4.00%, Math 2.67%

Academia Moderna & Prepa Tec Initial Visit Visiting Committee Report

For Special Education students:

- 2023/24: ELA 0.00%, Math 0.00%
- 2022/23: ELA 6.25%, Math 6.25%
- 2021/22: ELA 0.00%, Math 0.00%

Prepa Tec Middle School was granted approval of its Charter Petition from Los Angeles Unified School District on July 1, 2013, and opened its doors for instruction on August 20, 2013. Like Academia Moderna, it is located in Walnut Park and serves the same surrounding communities.

Prepa Tec Middle School's 2024/25 enrollment consists of 85 students in Grade 6, 113 in Grade 7, and 114 in Grade 8.

The school's demographic breakdown is 98.7% Latino and 1.3% African American.

Prepa Tec's English proficiency breakdown includes 1.3% Newcomers, 4.2% at Level 1, 5.4% at Level 2, 10.6% at Level 3, 0.64% at Level 4/RFEP, and 7.1% IFEP students.

Prepa Tec Middle School serves diverse special populations comprising 10.2% Special Education students, 28.9% English Language Learners, 0.7% Foster Youth, 1.6% Homeless students, and 2.3% Newcomers.

The yearly attrition rate is 1.2% disenrolling and 0.9% enrolling.

CAASPP assessment scores:

- 2023/24: ELA 27.37%, Math 7.77%
- 2022/23: ELA 23.99%, Math 5.92%
- 2021/22: ELA 21.07%, Math 6.34%

For ELL students:

- 2023/24: ELA 3.57%, Math 1.19%
- 2022/23: ELA 7.21%, Math 0.00%
- 2021/22: ELA 2.38%, Math 0.00%

For Special Education students:

- 2023/24: ELA 3.33%, Math 0.00%
- 2022/23: ELA 0.00%, Math 0.00%
- 2021/22: ELA 0.00%, Math 0.00%

For local data, the schools have switched recently to using iReady and in discussions with the teachers it is evident that this change has been beneficial. The teachers spoke about how iReady is not just a tool they use for ongoing assessments, but also has built-in tools and resources that help with personalized instruction for each student. The platform also suggests student grouping, a tool that the teachers are finding beneficial. Finally, the teachers note that students are more encouraged, as they can see their previous scores, their growth, and find it motivating to keep

Academia Moderna & Prepa Tec Initial Visit Visiting Committee Report

improving.

Mission

To provide a world class education for every student through an inquiry and investigation model.

Vision

Creating world class schools for dynamic world citizens in communities of need.

Core Values

The schools call, as a way of life, LRFL.

- Learning
- Rigor
- Family
- Leadership

ALTA Public Schools have one governing body who set policy and oversee the operation of the schools. Board members attend ongoing conferences/training to ensure they remain prepared for their duties.

In addition to analyzing state data and iReady for local assessments, the schools monitor subgroup needs to inform the creation of the SPSA and LCAP.

The schools are working to infuse the CCSS into the IB Framework. They have explored the idea of modifying grade levels into grade programs with a better alignment within the IB Framework, but also understand that they are working on teacher mindsets as well. The alignment of the state standards (the what) to the IB Framework (the why) helps teachers to deepen their own understanding and also leads to more inquiry-based learning for students. The students mentioned that they find the work relevant and challenging, but also understand that the teachers are there to support them in making mistakes along the way in order to grow. The VC believes that a major reason why students feel comfortable having a growth mindset is because they note that the school culture is supportive and allows them to be themselves; the students said they don't feel judged.

Students also appreciate the variety of choices the school offers, especially in the area of after school clubs. Parents echoed this statement.

It was evident in speaking to all stakeholders that the school is fulfilling a great need in the local community and that everyone is appreciative of all the hard work and dedication shown by the administration, faculty and staff.

Continuous School Improvement

Strengths

The schools provided a thorough initial visit report, including supporting evidence. During the initial visit there was the opportunity for meaningful dialogue with the stakeholders. The visiting committee found many positive aspects to the school which follow.

- Academia Moderna and Prepa Tec's Mission and Vision are the foundation for the schools and are meeting a need in the community.
- The administration, faculty and staff are all dedicated to the mission and vision and are working to make a difference in the lives of the children and the families.
- The structure of the academic day allows for a good deal of collaboration and reflection by the teachers. This leads to greater understanding of student needs and how to address those needs.
- The schools have created cultures where students feel valued, respected and heard.
- The intersection of CCSS and IB works to provide a rigorous and relevant curriculum to the students.
- The choices provided to the students, not just during the school day, but also in the afterschool program helps support the development and growth of the whole student.

Areas for Growth

The schools have identified areas for further development and the visiting committee concurs with these. The school leadership and teachers will use these identified areas of growth, which are aligned to the LCAP, to implement and monitor their schoolwide action plan.

1. Provide a safe and welcoming environment where students are engaged in Quality Learning by a Diverse Qualified Staff
2. Provide a safe and welcoming environment where students are engaged in Quality Learning by a Diverse Qualified Staff
3. Actively Engage Students, Family & Community in student learning and well being.

All feedback was formatted under each of the 4 Programme Standards and Practices.

1. Purpose

Strengths

- Holistic approach
- International mindedness is evident (countries of focus, IB Learner Profile attributes)
- Continuity across all stakeholders
- Parents love our values (IB LP attributes), consistency, and communication

Areas to Note

- Create a cohesive site based mission statement, not just a charter wide one and annually review it.

2. Environment

Strengths

- Things are in place to archive program resources if administration changes
- Lots of resources for students
- Student driven decisions
- Teacher input for curriculum
- Lots of services and programs for students
- Self esteem across students and staff is promoted
- Lots of teacher support
- Unit reflections
- Daily collaboration for teachers

Areas to Note

- Support protocol to transition to MYP (parent information meetings, collaboration to have MYP students come over, uniforms are different, families have to enroll again).

3. Culture

Strengths

- Ethical academic practices
- Clear consequences for students (PRIDE posters everywhere and used in staff verbiage)
- Students understand expectations

Areas to Note

- Share policies with students in student friendly verbiage and with families throughout the year

4. Learning

Strengths

- Coherent curriculum
- International mindedness is evident
- IB LP focus of the month
- Country of focus per classroom
- Teacher collaboration
- Curriculum integration into the POI
- Students take ownership of learning
- Celebrate all cultures of all stakeholders
- Welcoming and inclusive environment
- We prioritize data to feed forward

Areas to Note

- Utilize IB terminology more fluidly
- Target conceptual understanding

They also suggested that we send a group of people to the Transdisciplinary workshop that IB offers.



Alta Public Schools

Academia Moderna | Prepa Tec

Board Meeting
06/11/2025



AMCS - Staff Recognitions



Mrs. Palomares

RSP Aide



Mr. Delgado

Spanish Teacher

AMCS - Student Recognitions



AMCS - Student Recognitions



Pictured are Samantha Hernandez and her aunt along with Henry and Deborah Guillen with their mom and baby sister.

We raffled off two sets of 4 Disneyland tickets to families that have donated their time/treasures/talent.

Both of these families have been integral to the ongoing success at Academia Moderna.

AMCS - Suspensions & Expulsions

Month	Suspensions	Expulsions
August	0	0
September	0	0
October	2	0
November	0	0
December	0	0
January	0	0
February	0	0
March	1	0
April	1	0
May	0	0
June	0	0

AMCS - ADA

May 2025- 91.32%

			92.17%	93.94%
93.42%	92.91%	93.67%	92.91%	88.61%
88.10%	94.18%	92.91%	91.14%	86.33%
87.34%	92.41%	91.65%	88.86%	88.25%
n/a	91.39%	94.94%	92.15%	90.38%

June 2025- 88.86%

86.58%	91.90%	93.67%	83.29%	n/a
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For the 24/25 school year, there were 4 students who had **perfect attendance!** They are pictured above enjoying lunch with our attendance clerk, Ms. Palomares.

PTMS - Staff Recognitions

Add a picture here

Mrs. Florido,
Night Custodian

Add a picture here

Dr. Newell,
Interim Principal



PTMS - Student Recognitions



Add a picture here

Add a picture here

Add a picture here

Victor_____
6th Grade
Thinker

Kylee Ortiz
7th Grade
Reflective

Hazel Barrientos
8th Grade
Thi

PTLA - Suspensions & Expulsions

Month	Suspensions	Expulsions
August	0	0
September	3	0
October	0	0
November	3	0
December	3	0
January	0	0
February	0	0
March	0	0
April	0	0
May	0	0
June	0	0



PTLA - ADA

May 2025- 92.05%

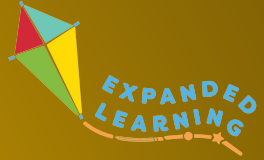
			91.61%	90.32%
90.96%	95.48%	97.10%	93.20%	88.67%
90.29%	94.49%	93.53%	97.09%	missing
91.56%	94.16%	91.88%	95.45%	84.74%
n/a	89.58%	89.90%	92.18%	88.93%

June 2025- 78.27%

91.2%	80.78%	62.86%	missing
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academia
moderna



Expanded Learning

1. Summer School

- a. June 9th - July 11th
 - i. Morning Session: Academics with certificated teacher.
 - ii. Afternoon Session: Enrichment & Recreation, Enrichment Vendors
- b. Field Trips on Fridays
 - i. PTLA: 85 Students
 - ii. AMCS: 140 Students
- c. Cadet Corp Sleepover Camp: Battleship Iowa July 14th-6th
 - i. Sargent Marroquin, Ms Mayra Sanchez & Mr Martin Ramirez
 - ii. 27 Cadets rising 5th-8th grade

Academic Report

- Independent Studies Master Agreement - Vote
- AMCS and PTLA LCAP - FYI
- PYP IB Renewal
- Reclassifications - FYI
 - AMCS -
 - PTLA - 19
- Summer School - FYI
 - June 9th - July 11th
- CAASPP - FYI
 - AMCS - 100%
 - PTLA - 97.25%

Academic Report

- iReady
 - AMCS Overall Growth
 - Reading - 82%
 - Math - 83%
 - PTLA Overall Growth
 - Reading - 161%
 - Math - 114%
- CAASPP
 - AMCS - 100%
 - PTLA - 97.25%

Coversheet

Review and Discuss AMCS and PTLA LCAP (available for comment until 1 day before the Board adoption meeting)

Section: IV. Academic Report

Item: B. Review and Discuss AMCS and PTLA LCAP (available for comment until 1 day before the Board adoption meeting)

Purpose: Discuss

Submitted by:

Related Material:

2025_Local_Control_and_Accountability_Plan_Prep_Tec_Los_Angeles_Middle_School_20250611.pdf

2025_Local_Control_and_Accountability_Plan_Academia_Moderna_20250611.pdf



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Prepa Tec-LOS ANGELES

CDS Code: 19 64733 0127936

School Year: 2025-26

LEA contact information:

Rachel Villalobos

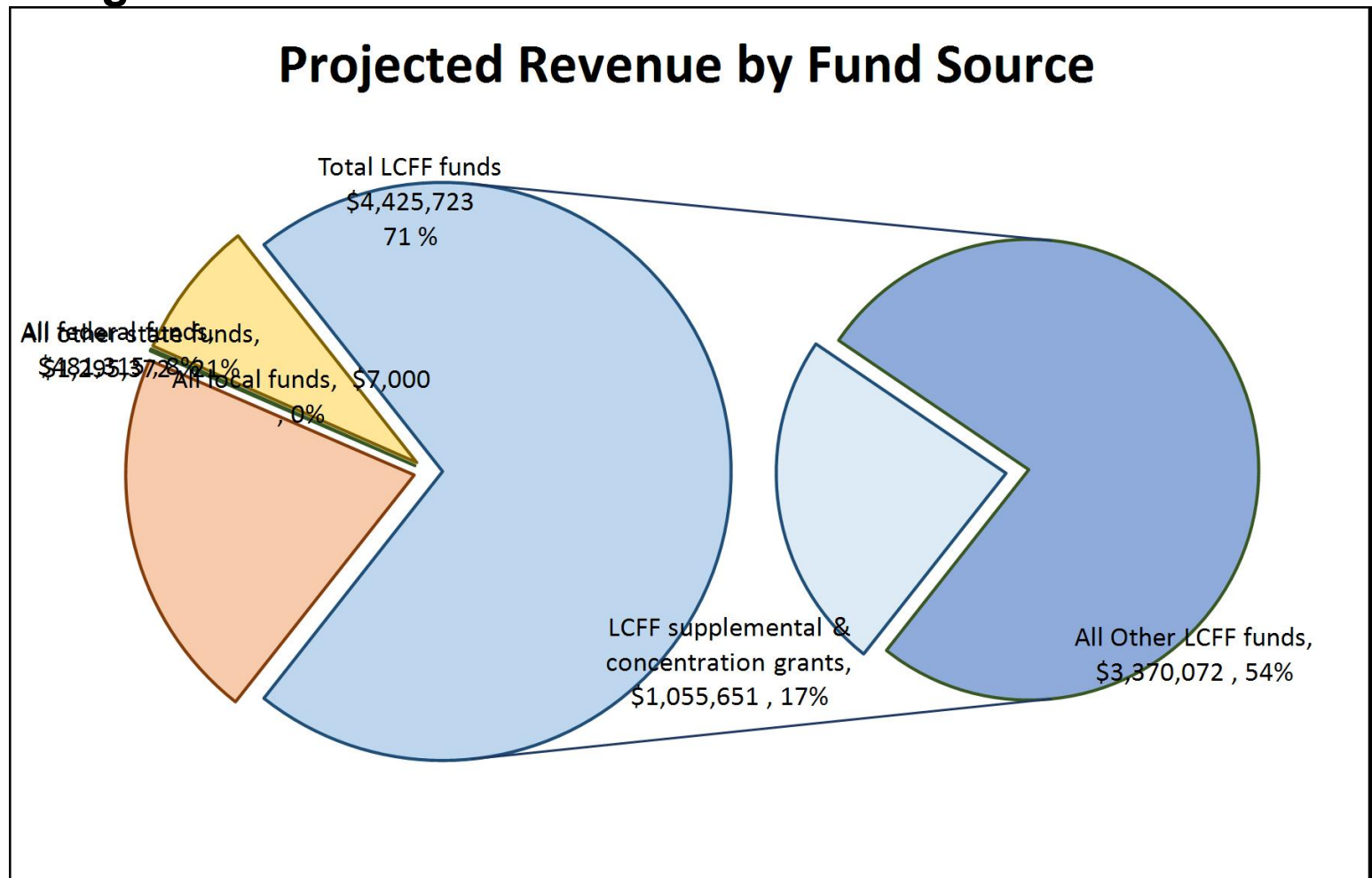
Superintendent of Instruction

r.villalobos@altaps.org

(323) 800-2739

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 2025-26 School Year

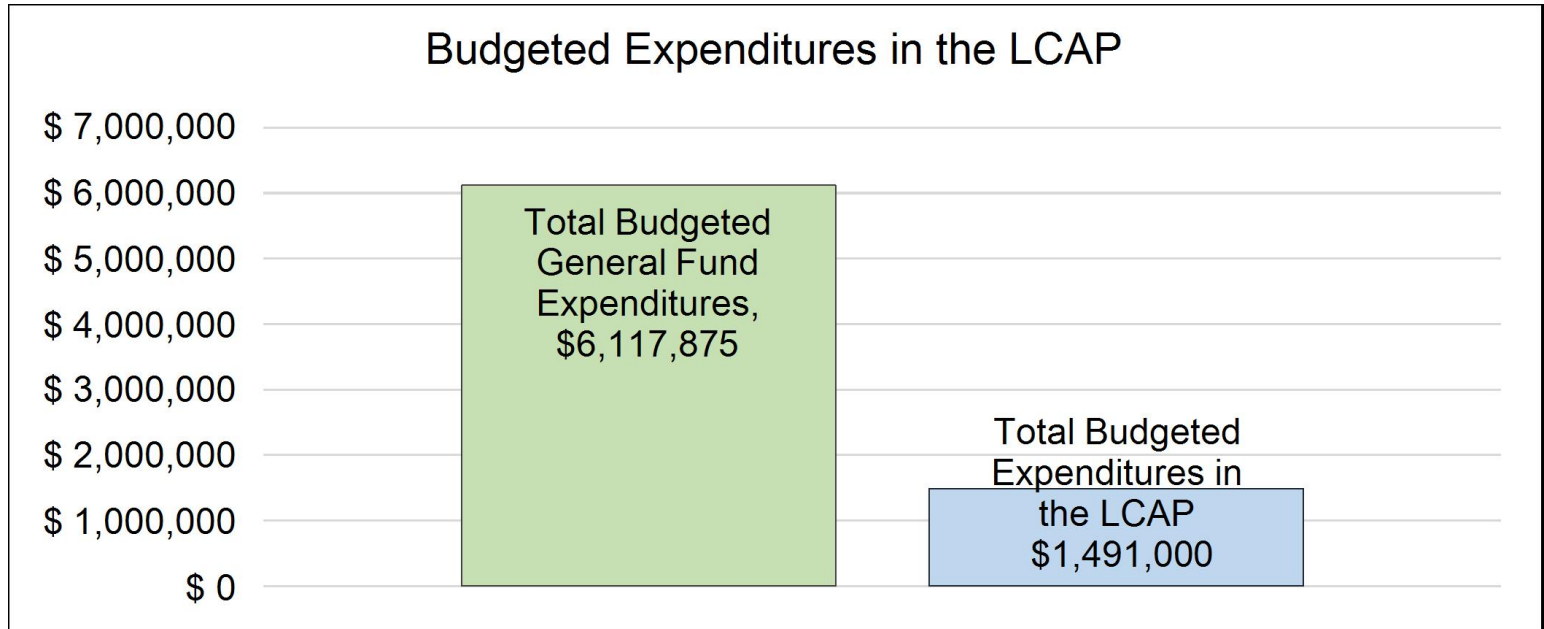


This chart shows the total general purpose revenue Prepa Tec-LOS ANGELES expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Prepa Tec-LOS ANGELES is \$6209410, of which \$4425723 is Local Control Funding Formula (LCFF), \$1295372 is other state funds, \$7000 is local funds, and \$481315 is federal funds. Of the \$4425723 in LCFF Funds, \$1055651 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 Prepa Tec-LOS ANGELES plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

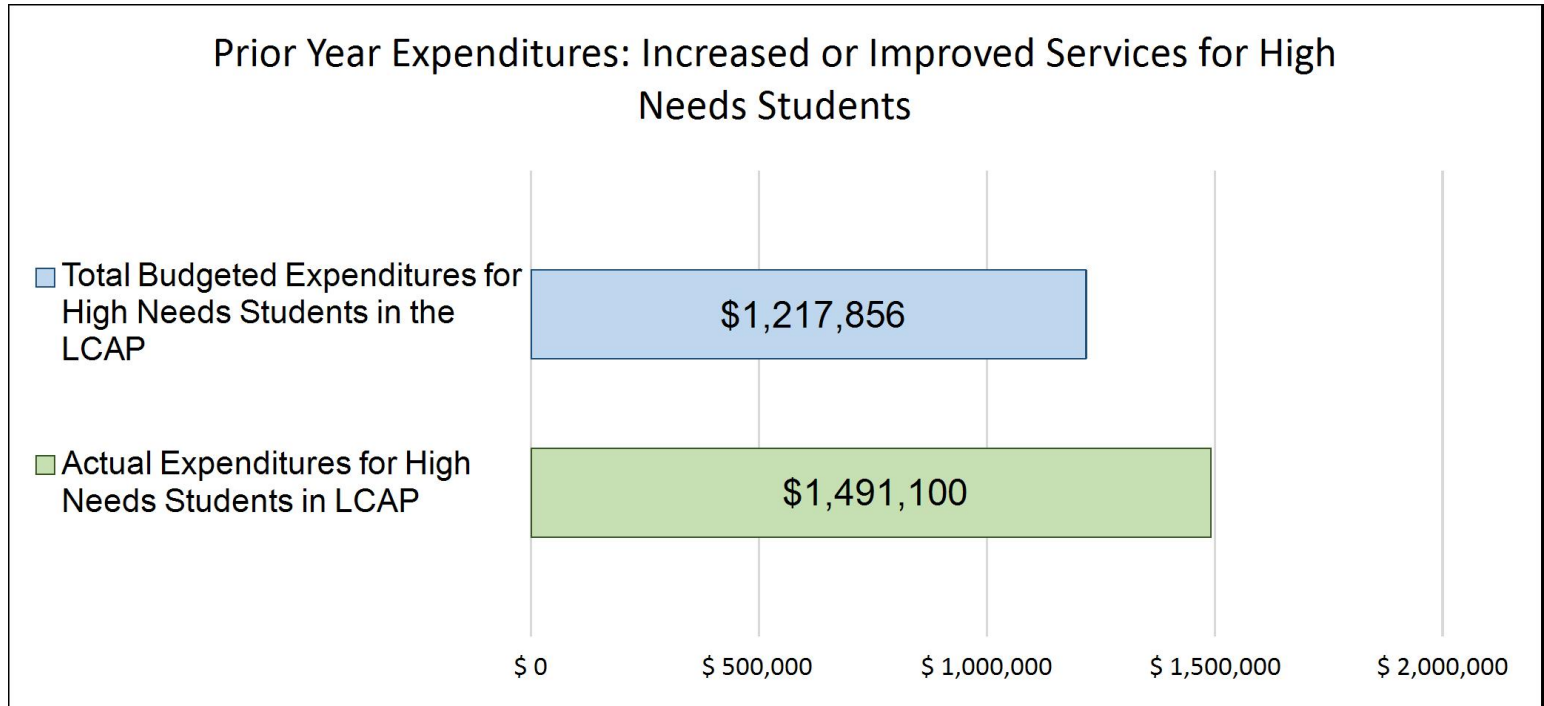
The text description of the above chart is as follows: Prepa Tec-LOS ANGELES plans to spend \$6117875 for the 2025-26 school year. Of that amount, \$1491000 is tied to actions/services in the LCAP and \$4626875 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Prepa Tec-LOS ANGELES is projecting it will receive \$1055651 based on the enrollment of foster youth, English learner, and low-income students. Prepa Tec-LOS ANGELES must describe how it intends to increase or improve services for high needs students in the LCAP. Prepa Tec-LOS ANGELES plans to spend \$1491000 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 2024-25



This chart compares what Prepa Tec-LOS ANGELES budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Prepa Tec-LOS ANGELES 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 2024-25, Prepa Tec-LOS ANGELES's LCAP budgeted \$1217856 for planned actions to increase or improve services for high needs students. Prepa Tec-LOS ANGELES actually spent \$1491100 for actions to increase or improve services for high needs students in 2024-25.



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
Prepa Tec-LOS ANGELES	Rachel Villalobos Superintendent of Instruction	r.villalobos@altaps.org (323) 800-2739

Plan Summary [2025-26]

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.

Prep Tec Middle School has a student population of 315 students in Grades 6, 7, & 8 and is located in Walnut Park, California. This LEA currently serves families from the surrounding municipalities of Huntington Park, Bell, Bell Gardens, Cudahy.

The ethnic composition of Prepa Tec Middle School is 99.5% Latino, 0.2% African American, and 0.2% other. Within this composition, 43.5% of the students are English Language Learners, 10.16% are students with learning disabilities and 1.4% are foster youth. Ninety-four percent of our students are eligible for the Free and Reduced Lunch Program.

What makes our school unique in this urban setting is that Prepa Tec Middle School received International Baccalaureate authorization in 2021. This Middle Years Program (MYP) is an inquiry based, standards based curriculum that is arranged in six transdisciplinary themes that are universal and applicable across all cultures. Our MYP Students learn international mindedness that promotes the exploration of local and global issues in real-life contexts. This curriculum supports the LEA Vision of a world class school for dynamic world citizens in a community of need.

The four pillars of our vision are: Standards Based Instruction, High Academic Achievement, Community Participation and Positive Student Character Development. Our teaching staff aligns the California Common Core State Standards within the IB Framework to provide a curriculum which challenges our students daily to comprehend, analyze and evaluate affective goals. This measurable methodology reflects the development of personal, social and cultural competencies for our students. Our community and families play an important role in this development as they share in the academic and social growth of their children through an active and supportive interest in the MYP Units. A

huge component of students' social growth is the Positive Behavior Interventions & Supports Program adopted five years ago. This program focuses on positive reinforcements for accepted behavioral expectations and provides children the opportunity to learn from their mistakes.

Prepa Tec Middle School is a beacon in the community where students, staff and parents work collaboratively to ensure a new generation of world leaders.

Reflections: Annual Performance

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

Based on a review of the California School Dashboard, Prepa Tec Los Angeles has a clear vision of the priority areas needed to support our students academically and socially during the 2024/25 LCAP Cycle.

According to the 2023 CA Dashboard:

the Smarter Balance Summative Assessment resulted in the following:

ELA...

Group.....	Distance From Standard.....	Difference from Year Before.....	Perf. Group
All Students.....	61.3 Points.....	Increased 25.6 Points.....	Yellow
Hispanic.....	61.1 Points.....	Increased 25.3 Points.....	Yellow
ELL.....	101 Points.....	Increased 36.7 Points.....	Orange
SWD.....	168.1 Points.....	Increased 8.3 Points.....	Orange
SED.....	61.6 Points.....	Increased 29.7 Points.....	Yellow

Math...

Group.....	Distance From Standard.....	Difference from Year Before.....	Perf. Group
All Students.....	134.9 Points.....	Increased 3.1 Points.....	Orange
Hispanic.....	134.5 Points.....	Maintained 2.8 Points.....	Red
ELL.....	164.1 Points.....	Increased 12.5 Points.....	Orange
SWD.....	196.5 Points.....	Increased 17.8 Points.....	Orange
SED.....	134.4 Points.....	Increased 3.5 Points.....	Orange

Student English Language Acquisition Results - Summative ELPAC:

46.1% Are Making Progress Towards English Language Proficiency

45.1% Progressed at Least One ELPI Level

4.9% Maintained ELPI Level 4

30.5% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H

19.5% Decreased at Least One ELPI Level

Students Suspended at Least One Day:

2.0% = All Students

2.9% = SWD
 1.9% = ELL
 2.0% = Hispanic
 2.0% = SED

Chronic Absenteeism by subgroup:

29.5% = All Students
 45.7% = SWD
 29.5% = ELL
 29.0% = Hispanic
 29.7% = SED

The i-Ready internal assessment was given three times during the 2023/24 School Year, Fall, Winter and Spring. This assessment in reading and mathematics did show growth in both curricular areas from Diagnostic #1 in the Fall to Diagnostic #3 in the Spring.

Fall reading scores:

5% @ mid or above grade level,
 6% @ early on grade level,
 14% @ one grade level below,
 13% @ two grade levels below and
 62% @three or more grade levels below.

Spring reading scores:

8% @ mid or above grade level,
 9% @ early on grade level,
 19% @ one grade level below,
 12% @ two grade levels below and
 52% @ three or more grade levels below.

Fall Math scores:

0% @ mid or above grade level,
 2% @ early on grade level,
 16% @ one grade level below,
 17% @ two grade levels below and
 64% @three or more grade levels below.

Spring Math scores:

2% @ mid or above grade level,
 8% @ early on grade level,
 27% @ one grade level below,

17% @ two grade levels below and
45% @ three or more grade levels below.

The school administration has reflected on the above areas in need of positive growth. Initial holistic ideas to be developed academically for Students with Disabilities are to build cognitive flexibility utilizing metacognitive strategies. SWD students require problem solving strategies for learning content. To support English Language Learners, there will be a focus on targeted interventions with a focus on academic English. To decrease chronic absenteeism the LEA will hold weekly SART Meetings, buddy a student with a staff member and conduct home visits in order to facilitate students attending school on a regular basis.

Reflections: Technical Assistance

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

NA - Prepa Tec was not selected 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.

N/A - Prepa Tec exited ATSI in 2023

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners 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
Los Angeles County Office of Education	The LEA and the Los Angeles County Office of Education - Learning Acceleration and Academic Support (LAAS) Unit met during the spring of 2024 to discuss work to be done in 2024-25 school year which contributed to this year's LCAP
Principal	The Principal provided feedback and direction during weekly meetings from 08/16/2023 through 05/22/2024
IB Coordinator	IB Coordinator participated in on-going discussions regarding the LCAP, its progress and changes needed
Teachers and other Certificated Staff	Teachers and other certificated staff engaged in dialogue at staff meetings from 08/16/2023 through 05/12/2024. They Completed a survey and participated in an LCAP review in May where they provided input
Classified Staff	Classified staff engaged in dialogue at staff meetings from 08/16/2023 through 05/12/2024. They Completed a survey and participated in an LCAP review in May where they provided input
Parents	Parents provided on going feedback through seven scheduled School Site Council meetings five DELAC Meetings, four Coffee with the Principal meetings and an LCAP Presentation Meeting on 05/23/2004. In addition to this meeting schedule, a survey was provided to teachers in May of 2024 with a responses focused on Customer Service, support for teachers, facilities and operations. school culture, student engagement, parent engagement, school culture and the extended learning program. Prolmote the Community

Educational Partner(s)	Process for Engagement
	Advisory Committee (CAC) as a means to engage parents of students with disabilities.
Students	Students participated in the Survey in May, 2024. In addition, students were informally interviewed
SELPA	Met with Los Angeles County Charter SELPA representative to review LCAP and obtain input on 5/30/2024

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

Educational partners provided continuous feedback through a variety of forums in which they actively participated in. These public forums consisted of School Site Council(SSC), the District Language Advisory Council (DLAC), Coffee with the Principal, Student Led Conferences, community forums and IB Informational meetings. Feedback was triangulated to ensure that responses reflected the support of more than one subgroup. Responses focused on student engagement (attendance), EL reclassification rate and EL performance on standardized assessments, parental involvement and school culture.

Educational Partners' input and commentary received during the LCAP review process assisted in the development of identified needs, goals, and actions for the LCAP. The process for identifying LCAP priorities involved targeted meetings with stakeholder groups reviewing local and state data and outcomes of metrics to solicit ideas and trends based on the data analysis. Priorities identified by stakeholder groups included, but are not limited to:

- Continued support for data analysis and Professional Learning Community (PLC) implementation
- Increase academic interventions and support for English Learners and at-risk students
- Increase counseling support for students and continue to develop Positive Behavior Interventions and Supports (PBIS), restorative practices, and social emotional wellness
- Maintain parent workshops and educational opportunities
- Increase methods of parent communication

Educational Partners' input and commentary received during the LCAP review process assisted in the development of identified needs, goals, and actions for the LCAP. The process for identifying LCAP priorities involved targeted meetings with stakeholder groups reviewing local and state data and outcomes of metrics to solicit ideas and trends based on the data analysis. Feedback was triangulated to ensure that responses reflected the support of more than one subgroup. Responses focused on student engagement (attendance), EL reclassification rate and EL performance on standardized assessments, parental involvement and school culture. Others priorities include:

- Continued support for data analysis and Professional Learning Community (PLC) implementation
- Increase academic interventions and support for English Learners, Students with Disabilities (SWD) and at-risk students
- Increase counseling support for students and continue to develop Positive Behavior Interventions and Supports (PBIS), restorative practices, and social emotional wellness
- Enhance parent workshops and educational opportunities
- Increase methods of parent communication

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a safe and welcoming environment where students are engaged in Quality Learning by a Diverse Qualified Staff	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal # 1 was developed to support the Basic Conditions of Learning for the LEA. These Basic Conditions are identified as a clean and well maintained facility, highly qualified teachers and an instructional program aligned to the state standards. Clean and well maintained schools can alleviate student stress levels, create a sense of order and calmness and reduce absenteeism which affects academic learning. Data has shown that students taught by highly qualified, well trained teachers score one grade level higher than students taught by unqualified teachers. A highly qualified teacher is knowledgeable in content and maintains an effective delivery of that content.

All students have the right to educational opportunity. The instructional alignment to the state standards provides the opportunity for all students attending a standards based organization a consistent learning objective in every content area. In addition to instruction in the State Standards, English Learners also have access and are instructed in English language Development Standards. A standards based education promotes high expectations and accountability for all students, teachers and administrators. It is also imperative that all students have access to a Broad Course of Study. Allowing students to select classes that are aligned to 21st Century skills will enable students to have access to the wonderful opportunities available in the professional world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Williams Act, Yearly Facilities Inspection	December 2023 98% Excellent	May 2024 98% Excellent		100%	
1.2	SARC Report:	2021-22	2024/25		100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Appropriately Credentialed Teachers by Subject Area	88.74%	98%			
1.3	All Students Access to Standards Based Instructional Materials. Measured by Williams' Textbook Sufficiency Report	Nov. 2023 LACOE determined a sufficiency of instructional materials exists	May 2024 No deficiency in Instructional materials		100% Sufficiency	
1.4	All students receive a Broad Course of Study aligned to the IB framework as evidenced by Master Schedule Course offerings, which includes: Performing Arts, Graphic Arts, Information Technology	100%	100%		100%	
1.5	All students, including English Learners & SWD, receive instruction aligned to state adopted academic content and performance standards as evidenced by Master Schedule and Weekly Unit Plans.	100%	100%		100%	
1.6	English Learner Students have access to and are instructed in English Language Development as	100%	100%		100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	evidenced by Master Schedule and Weekly Unit Plans					

Goal Analysis [2024-25]

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.

Textbook adoption Science \$39,328.00 Prepa Tec Middle School received 100% sufficiency for Williams Facilities and Williams Instructional Materials 20.5% of English Language Learner Students (16 out of 78)

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.

No material difference between budgeted expenditures & actual expenditures

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

New science program focused on student centered experiments

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.

N/A

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	LEA is maintained in good repair	Custodial staff will adhere to a systematic process to ensure a well maintained and fully operational environment, enhancing curbside appeal and including all instructional technology updates tools, devices, accessories, and programs. Site will maintain current level of access to	\$228,200.00	No

Action #	Title	Description	Total Funds	Contributing
		internet connected devices and provide additional access to account for growth.		
1.2	Teachers within the LEA are appropriately assigned and fully credentialed	The Human Resources Department will recruit, hire and retain certificated staff that are fully credentialed and appropriately assigned to the correct grade level and/or content area. Stipends are offered to teachers to participate in events and projects, making substantial contributions and assuming leadership roles to improve and enrich the academic program cultivating academic success of students.	\$23,000.00	Yes
1.3	Standards Aligned Instructional Materials	The LEA will conduct an annual audit of all existing and required new adoption instructional materials during a six week review prior to the 3rd academic quarter inclusive of input from students, parents and staff to ensure all instructional materials are standards based.	\$0.00	No
1.4	Broad Course of Study	The LEA will provide rigorous courses aligned with college and career skills and CA Common Core standards; and implement the International Baccalaureate framework and courses which includes 21st Century areas of study. The IB framework is composed of three core elements that aim to broaden students' educational experience and challenge them to apply their knowledge and skills.	\$10,000.00	No
1.5	Implementation and Instruction in the Common Core State Standards	The LEA will provide ongoing professional development on standards based instruction, multi tiered systems of support, and literacy development in alignment with the IB framework for faculty and staff to ensure effective teaching and learning strategies.	\$8,000.00	No
1.6	Implementation/instruction in the English Language Development Standards	All teachers will receive ELD professional development to implement targeted interventions and appropriate instructional strategies for all English Language Learners to ensure students academic success and language proficiency. An ELD teacher will lead designated classes for EL	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learners and monitor EL and LTEL student progress toward academic performance and Redesignation readiness		
1.7	Support and Instruction for Students with Disabilities	The LEA will provide Instructional Assistants, instructional technology, adaptive materials to support classroom teachers with implementation of special education supports (accommodations/modifications) that are aligned with their individual academic needs in order to promote academic progress and inclusion. Education Specialist(s) will provide each classroom teacher with IEP-at-a-Glance for SWD to ensure appropriate instructional adaptations (accommodations/modifications) are aligned with their individual academic needs in order to promote academic progress and inclusion.	\$70,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Academic Success by increasing pupil outcomes for all statewide and local assessments, i.e. SBAC, ELPAC, iReady and EL Reclassification.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Student Academic success is paramount to the LEA and is measured through statewide and district assessments. The purpose of these assessments provides the LEA with a template which informs teachers, administrators and parents of the educational level and/or placement of a student in relationship to other students within that grade level. From this data the LEA will modify instruction, identify sub areas of student academic levels, identify gaps in knowledge and establish a benchmark for individual students. Reclassification of EL Learners will increase the learning trajectory of EL learners by opening the door for more rigorous academic courses. To support the program of reclassification, the LEA will provide focused training on effective ELD instruction, establish a constant ELD instructional time and set ELPI goals for families and students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA School Dashboard English Language Arts (ELA) Academic Indicator	2023 Dashboard Distance from Standard: *All Students- 61.3 Points *Hispanic-61.1 Points *ELL-101 Points *LTELs [TBD] *RFEP-36.9 Points *EO-60.2 Points *SWD-168.1 Points	2023 Dashboard Distance from Standard: *All Students- 61.3 Points *Hispanic-61.1 Points *ELL-101 Points *LTELs [TBD] *RFEP-36.9 Points *EO-60.2 Points		2026 Dashboard Distance from Standard All Students- 51.3 DFS Hispanic- 51.3 DFS ELL 91 DFS LTELS (TBD) RFEP 26.9 DFS EO 52.2 DFS SWD 168.1 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Socioeconomically Disadvantaged-61.6 Points	*SWD-168.1 Points *Socioeconomically Disadvantaged-61.6 Points		Socioeconomically Disadvantage 51.6 DFS	
2.2	CA School Dashboard Mathematics Academics Academic Indicator	2023 Dashboard Distance from Standard: *All Students-134.9 Points *Hispanic-134.5 Points *EL-164.1Points *LTELs [TBD] *RFEP-123.8 Points *EO-146.6 Points *SWD-196.5 Points *Socioeconomically Disadvantaged-134.4 Points	2023 Dashboard Distance from Standard: *All Students-134.9 Points *Hispanic-134.5 Points *EL-164.1Points *LTELs [TBD] *RFEP-123.8 Points *EO-146.6 Points *SWD-196.5 Points *Socioeconomically Disadvantaged-134.4 Points		2026 Dashboard Distance From Standard All Students-124.9 DFS Hispanic-124.5 DFS EL-154.1 DFS LTELS (TBD) RFEP-113.8 DFS EO-136.6DFS SWD-186.5 DFS Socioeconomically Disadvantaged-124.4 DFS	
2.3	Dashboard Documentation - English Learner Progress Indicator (ELPI)	2023 Dashboard: 46.1% Making Progress toward English Language Proficiency. 45.1% Progressed at least 1 ELPI level. 4.9% Maintained ELPI Lvl 4 30.5% Maintained ELPI Lvl 1, 2L, 2H, 3L, 3H 19.5% Decreased at least One ELPI Level	2023 Dashboard: 46.1% Making Progress toward English Language Proficiency. 45.1% Progressed at least 1 ELPI level. 4.9% Maintained ELPI Lvl 4 30.5% Maintained ELPI Lvl 1, 2L, 2H, 3L, 3H		Increase Students Making Progress toward English Language Proficiency by 20%. Increase students who Progressed at least 1 ELPI level by 15% Reduce students who decrease	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			19.5% Decreased at least One ELPI		ELPI levels by 10%	
2.4	I-Ready Reading	Spring 2023 Student Scores: All Students 8%-Mid or Above Grade Level 9%-Early on Grade Level 19%-One Grade Level Below 12%-Two Grade Levels Below 52%-Three or More Grade Levels Below English Learners 2%-On or Above Grade Level 7%-One Grade Level Below 40%-Two Grade Levels Below 51% Three or more grade levels below SWD 3%-On or Above Grade Level	Spring 2024 Student Scores: All Students 12%-Mid or Above Grade Level 16%-Early on Grade Level 18%-One Grade Level Below 10%-Two Grade Levels Below 44%-Three or More Grade Levels Below English Learners 13% - Mid or Above Grade Level 12% - Early on grade level 23% - One Grade Level Below 31%-Two grade levels below 21% - Three or more grade levels below SWD 7%-Mid or Above Grade Level 8%Early on grade level		All Students 20% Will Score Mid or Above Grade Level 20% Will Score Early on Grade Level 35% Will Score One Grade Level Below 20% Will Score Two or More Grade Levels Below 0.5% Will Score Three or More Grade Levels Below Grade 6 20% Will Score Mid or Above Grade Level 15% Will Score Early on Grade Level 35% Will Score One Grade Level Below 25% Will Score Two or More Grade Levels Below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3%-One Grade Level Below 93%-Two or More Grade Levels Below Grade 6 0.8%-Mid or Above Grade Level 0.4%-Early on Grade Level 21%-One Grade Level Below 17%-Two Grade Levels Below 50%-Three or More Grade Levels Below Grade 7 0.8%-Mid or Above Grade Level 10%-Early on Grade Level 16%-One Grade Level Below 11%-Two Grade Levels Below 54%-Three or More Grade Levels Below	16%-One Grade Level Below 38% -Two grade levels below 31% - Three or more grade levels below Grade 6 17% - Mid or Above Grade Level 13% - Early on Grade Level 23% - One Grade Level Below 14% - Two Grade Levels Below 33 % - Three or More Grade Levels Below Grade 7 10% - Mid or Above Grade Level 18% - Early on Grade Level 19% - One Grade Level Below		0.5% Will Score Three Grade Levels Below Grade 7 20% Will Score Mid or Above Grade level 35% Will Score Early On Grade Level 30% Will Score One Grade Level Below 10% Will Score Two Grade levels Below 0.5% Will Score Three or More Grade levels Below Grade 8 20% Will Score Mid or Above Grade Level 35% Will Score Early On Grade Level 30% Will Score One Grade Level Below 10% Will Score Two Grade levels Below 0.5% Will Score Three or More Grade Levels Below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8 0.8%-Mid or Above Grade Level 13%-Early on Grade Level 19%-One Grade Level Below 0.7%-Two Grade Levels Below 53%-Three or More Grade Levels Below	10% - Two Grade Levels Below 43%-Three or More Grade Levels Below Grade 8 9% - Mid or Above Grade Level 16% - Early on Grade Level 14% - One Grade Level Below 8% - Two Grade Levels Below 53% - Three Or More Grade levels below			
2.5	I-Ready Math	Spring 2024 Student Scores: All Students 2%-Mid or Above Grade Level 8%-Early On Grade Level 27%-One Grade Level Below 17%-Two Grade Levels Below 45%-Three or More Grade Levels Below	Spring 2024 Student Scores: All Students 7% - Mid or Above Grade Level 7% - Early On Grade Level 22% - One Grade Level Below 15% - Two Grade Levels Below 49% -Three or More Grade Levels Below		All Students 20% Will Score Above Grade Level 25% Will Score Early On Grade level 30% Will Score One Grade Level Below 15% Will Score Two Grade Levels Below 10% Will Score Three or More	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners 1%-On or Above Grade Level 11%-One Grade Level Below 88%-Two or More Grade Levels Below SWD 0%-On or Above Grade Level 0%-One Grade Level Below 100%-Two or More Grade Levels Below Grade 6 0.0%-Above Grade level 11%-Early On Grade level 34%-One Grade Level Below 22%-Two Grade Levels Below 33%-Three or More Grade levels Below Grade 7	English Learners 7% - Mid or Above Grade Level 7% - Early On Grade Level 25% - One Grade Level Below 16% - Two Grade Levels Below 45% Three or more grade levels below SWD 7% - Mid or Above Grade Level 8% - Early On Grade level 25% - One Grade Level Below 16% -Two Grade Levels Below 44% - Three or More Grade levels Below Grade 6 4% - Mid OrAbove Grade level 8% - Early On Grade level 30% - One Grade Level Below 18% -Two Grade Levels Below		Grade Levels Below Socio-Economically Disadvantaged 35%-On or Above Grade Level 40%-One Grade Level Below 25%-Two or More Grade Levels Below English Learners 35%-On or Above Grade Level 40%-One Grade Level Below 25%-Two or More Grade Levels Below SWD 35%-On or Above Grade Level 40%-One Grade Level Below 25%-Two or More Grade Levels Below Grade 6 15% All Score Mid or Above Grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.2%-Mid or Above Grade level 0.4%-Early On Grade Level 19%-One Grade level Below 13%-Two Grade levels Below 62%-Three or More Grade levels Below Grade 8 0.6%-Mid or Above Grade Level 11%-Early On Grade level 31%-One Grade Level Below 17%-Two Grade Levels Below 36%-Three or More Grade Levels Below	40% - Three or More Grade levels Below Grade 7 12% - Mid or Above Grade level 7% - Early On Grade Level 29%-One Grade level Below 14%-Two Grade levels Below 48%-Three or More Grade levels Below Grade 8 7% - Mid or Above Grade Level 6% - Early On Grade level 18% - One Grade Level Below 15% - Two Grade Levels Below 54%-Three Or More Grade levels Below		20% Will Score Early on Grade Level 25% Will Score One Grade Levels Below 30% Will Score Two Grade Levels Below 10% Will Score Three or More Grade Levels Below Grade 7 15% Will Score Above Grade Level 25% Will Score Early On Grade Level 25% Will Score One Grade level Below 25% All Score Two Grade levels Below 10% Will Score Three or More Grade Levels Below Grade 8 25% Will Score Above Grade Level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					20% Will Score Early On Grade Level 20% Will Score One Grade Level Below 25% Will Score Two Grade levels Below 10% Will Score Three or More Grade levels Below	

Goal Analysis [2024-25]

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.

Aligned instructional focus in ELA (Reading) and mathematics showed growth on iReady Assessment # 4. PTMS grew 161% in ELA and 114% in mathematics

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.

N/A

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

A two week instructional bootcamp focused on targeted ELA and math concepts played a large roll in iReady Assessment Growth

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.

An overall growth of 10% over the 2024/25, 2025/26 and 2026/27 School Years is projected for PTMS

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	Student Achievement (English/mathematics)	The LEA will provide high impact monitoring and tutoring during Advisory Period and incentives for students based on formative/summative assessment data of student achievement in order to motivate and celebrate students' performance and close the academic achievement gap.	\$298,000.00	Yes
2.2	Professional Development	The LEA will provide ongoing professional development for faculty and staff on effective teaching strategies, ELD (LTEL) reclassification, iReady, and SEL in alignment with high leverage focus areas in ELA and mathematics to close academic achievement gap.	\$269,000.00	Yes
2.3	Long Term English Language Learner (LTEL) Progress	The LEA will provide staff targeted ELD instruction for LTEL students to increase reclassification rate.	\$111,000.00	Yes
2.4	Academic Support and Intervention Programs	The LEA will provide all students academic support and intervention program implementation support and intervention program implementation such as i-Ready (Reading and mathematics) and Second Step to increase student engagement and resiliency with local and statewide assessment fostering continuous academic growth and proficiency in core subjects.	\$45,000.00	Yes
2.5	21st Century Educational Technology	The LEA will provide instructional materials including (chromebook and accessories, wifi, hot spots, manipulatives, monitoring platforms, and programs) that will enhance student achievement. The LEA will maintain student and staff access to up-to-date 1:1 technology devices.	\$125,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Actively Engage Students, Family & Community in student learning and well being	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is developed by the LEA to support students, families and the organization in an equitable manner. Engagement is a level of involvement, commitment and connection that individuals have toward the LEA mission and vision. Benefits for students are improved social well being and cognitive skills, a reduction of anxiety and aggression, better grades, improved attendance and increased literacy and numeracy growth. Input was provided for the 2024/25 LCAP through a series of meetings with staff, parents and students. Ideas for engagement of students were: additional and ongoing incentives, campus murals, high school and college fairs and guest motivational speakers.

Engagement benefits families through inclusion and connection to the LEA, access to LEA resources, mutually supportive relationships and a higher level of a sense of agency. Input from parents and community members to increase engagement were parent workshops/classes, e.g. English Classes, Technology Classes, Homework Assistance Classes and classes in how to apply for college scholarships and grants. Day to day parental involvement focused on parents volunteering regularly at the LEA and the establishment of a Parent Teacher Association (PTA). This engagement will support the LEA through improved moral, continuity of staff, insight into family dynamics and a better understanding of multicultural and community awareness. Increased family and student engagement benefits the students directly through: increased critical thinking, limitless creative thinking and open communication & collaboration.

Pupil engagement and involvement is demonstrated through consistent attendance and consistent positive behavior. It is this consistency that goes toward establishing a positive day to day climate and a culture of learning. The LEA will focus on supporting students that are chronically absent and students whose behavior may preclude them learning to their full potential through a multi-tiered-system of supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate Measured by SIS Attendance Documentation	The 2023/24 SIS Attendance Rate: 90.12% - All Students 90.12%-SWD 90.12% -ELL Students	The 2023/24 SIS Attendance Rate: 91.26% - All Students 91.32%-SWD 91.44% -ELL Students		Increase Attendance Rate by 6% for all students including subgroups	
3.2	Chronic Absenteeism Rate per California Dashboard	2023 Dashboard - Percent Chronically Absent: 42.5%-All Students 29%-Hispanic 29.7%-Socioeconomically Disadvantaged 45.7%-SWD 29.5%-ELL	2023 Dashboard - Percent Chronically Absent: 36.4%-All Students 26.4%-Hispanic 26.4%-Socioeconomically Disadvantaged 45.7%-SWD 29.5%-ELL		Reduce chronic absenteeism rate for all students including subgroups by 20%	
3.3	Suspension Rate Data Source: California Dashboard	2023 Dashboard, Percent suspended at least one day: All Students-2% ELL-1.9% Hispanic-2% Socioeconomically Disadvantaged-2% SWD-2.9%	2023 Dashboard, Percent suspended at least one day: All Students-1.1% ELL-1.1% Hispanic-1.1% Socioeconomically Disadvantaged-1.1%		Reduce suspension rate: All students including subgroups to < 1%	
3.4	Discipline Referral Rate Data Source: PBIS Data Base	2023/24 School Year the percent of students were sent out of the classroom for disciplinary reasons: 8% of all students	2023/24 School Year the percent of students were sent out of the classroom for		Reduce the discipline referrals: all students including subgroups to < 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11% of SWD 6% of ELL students	disciplinary reasons: 6% of all students 5.3% of SWD 6% of ELL students			
3.5	Survey Results Students, Parents, Teachers, Classified Staff High Quality Teaching and Learning	2023/24 Survey taken from 134 Respondents. Percent Feel There is High Quality Teaching & Learning: 73.7% of Parents 46.68% of Students 42.86% of Teachers 45.83% of Classified Staff	2023/24 Survey taken from 134 Respondents. Percent Feel There is High Quality Teaching & Learning: 82.6% of Parents 51.68% of Students 47.16% of Teachers 49.24% of Classified Staff		Increase percent that Feel there is High Quality Teaching & Learning: by 10% for Parents by 20% for Students by 30% for Teachers by 30% for Classified Staff	
3.6	Survey Results Students, Parents, Teachers, Classified Staff School Participation & Engagement	2023/24 Percent Feel Engaged in the School: 70.62% of Parents 35.35% of Students 41.18% of Teachers 31.94% of Classified Staff	2023/24 Percent Feel Engaged in the School: 76.55% of Parents 39.55% of Students 51.38% of Teachers 51.13% of Classified Staff		Increase Percent That Feel Engaged in the LEA: by 10% for Parents by 30% for Students by 30% for Teachers by 35% for Classified Staff	
3.7	Survey Results	2023/24 - Percent Feel the LEA has a Positive Environment:	2023/24 - Percent Feel the LEA has a		Increase Percentage of Parents that Feel	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students, Parents, Teachers, Classified Staff School Environment	72.56% of Parents 35.89% of Students 44% of Teachers 28.65% of Classified Staff	Positive Environment: 77.11% of Parents 38.93% of Students 51.1% of Teachers 37.22% of Classified Staff		the LEA has a Positive Environment: by 9% for Parents by 30% for Students by 30% for Teachers by 45% for Classified Staff	
3.8	Survey Results Students, Parents, Teachers, Classified Staff School Culture	2023/24 - Percent Feel the LEA has a Positive Culture: 72.11% of Parents 31.63% of Students 60.67% of Teachers 35.83% of Classified Staff	2023/24 - Percent Feel the LEA has a Positive Culture: 78.23% of Parents 39.12% of Students 65.66% of Teachers 47.35% of Classified Staff		Increase Percent that Feel the LEA Has a Positive Culture: Parents to 90% Students to 85% Teachers to 90% Classified Staff to 90%	

Goal Analysis [2024-25]

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.

Survey results indicated a growth of 3%. to 5% in parent, student, employee interaction, culture and a high quality of teaching and learning. The ADA for the 2024/25 School Year grew from 90.12% to 91.26%. The percentage of chronically absent students decreased by app. 5%

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.

N/A

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

A weekly Attendance Meeting to strategize effective ways to increase ADA and reduce chronic absenteeism contributed to the increase of 1.2 % ADA and a reduction of 4.7% for chronically absent students

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 with the same process for the 2024/25 School Year

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance Rate	The LEA will provide student incentives, including awards, assemblies and college field trips to motivate and celebrate student attendance. The LEA will provide monthly parent resources, Tier 2 and 3 incentives and targeted interventions for students identified as chronically absent to increase Average Daily Attendance	\$64,000.00	Yes
3.2	Discipline Referral & Suspension Rate	The LEA will implement a multi-tiered system of supports (MTSS) including Positive Behavior Interventions and Supports (PBIS) to provide Tier 1-3 professional development for staff implementation, incentivize students, and reduce the suspension rate using alternative means for correction and restorative practices, including social-emotional and/or behavioral services for students who require tier 2 and 3 behavior interventions to decrease the suspension rate.	\$27,000.00	No
3.3	Schoolwide Culture & Climate	The LEA will provide a multi-tiered system of supports (MTSS) increasing stakeholder participation in teaching and promoting school wide behavior expectations using research based program implementation to prevent bullying, fights, and promote digital citizenship and healthy lifestyle to promote a safe and welcoming school campus.	\$32,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Increase Family Engagement	The LEA will provide ongoing digital communication, Parent Liaison, special events, recognition and celebrations to increase the involvement of parents and family to promote a positive school culture.	\$150,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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.

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
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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.

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
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1055651	\$124572

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
33.202%	39.220%	\$1,217,856.00	72.422%

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
1.2	Action: Teachers within the LEA are appropriately assigned and fully credentialed Need: ELL students require a teacher credentialed and knowledgeable about teaching ELL students and ability to train other staff on approaches to EL reclassification needs	While all teachers require appropriate credentials, EL coordinator will monitor academic and EL development and focus attention on reclassifying and monitoring academic achievement of EL students	Teacher contact record, Unit Plans, iReady reports, Writing Assessment progress

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		
2.1	Action: Student Achievement (English/mathematics) Need: EL and Low Income students score lowest in all areas. There is a need for focused attention and recognition and celebration of proximal growth. Scope: LEA-wide	While the approach benefits all students. In particular, our ELL and Low Income students benefit increases due to more explicit attention	Awards Assembly rosters, iReady & writing assessment data. Focus student contact records
2.2	Action: Professional Development Need: Distance from Standard for Low Income Students is 61.6 points in ELA and 134.4 points in Math. For ELL students it is 101 points in ELA and 164.1 points in Math - It is evident that the students required varied approaches to meet their needs and increase academic achievement Scope: LEA-wide	Providing Teachers with strategies and resources aimed to meet the needs of ELL and Low Income Students will benefit these students specifically; and help all other students	iReady Results, Attendance Records, Unit Plans, Professional Development records
2.4	Action: Academic Support and Intervention Programs	While all students will receive focused support and intervention as needed; the unduplicated Students	Attendance, iReady results, Intervention Data

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
	Need: ELL, Foster Youth, and Low Income students require focused attention, intervention and support Scope: LEA-wide	will be a priority, monitoring on-going progress and provided varied levels of support	
2.5	Action: 21st Century Educational Technology Need: ELL, Foster Youth, and Low Income students lack the resources to pay for repairs required for the use of their technology. Scope: LEA-wide	All students are required to pay for ChromeBook repairs; however the selected student groups will be provide support when needed, including hot spot, etc.	Equipment distribution log, Loaner records, repair costs
3.1	Action: Attendance Rate Need: ELL, Foster Youth, Low Income students are less likely to have adults actively involved in their education. As a result, students are less likely to see the value in coming to school every day and it's impact on their learning. Scope: LEA-wide	Incentives,wards, assemblies, and college field trips will benefit all students; but with a focused attention to the selected student groups, and outreach to their parents for targeted supports the student growth mindset begins to take hold	Attendance Records, Parent Intervention Mtg. Logs, Awards records, assembly and field trip participation records
3.3	Action: Schoolwide Culture & Climate	MTSS/PBIS approach as well as digital citizenship will increase the likelihood that all students, but	PBIS Dashboard, Discipline referral records,

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
	Need: ELL, Foster Youth, Low Income students are less likely to experience success in their education as evidenced by Dashboard data. As a result, students are less likely to see the connection between student behavior and impact on academic achievement Scope: LEA-wide	more importantly the selected group of students will benefit and demonstrate academic progress and success.	PowerSchool system, Staff PD records
3.4	Action: Increase Family Engagement Need: ELL and Low Income students require increased parental involvement to improve attendance, behavior and academic success. Scope: LEA-wide	Family Engagement is for all families; however there will be a focused push to involve the families of Low Income and ELL students and thus impact student outcomes	Family involvement sign in sheets, parent calls log, improvement in student outcomes

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: Implementation/instruction in the English Language Development Standards Need: English language Proficiency: 19.5% decreased ELPI level and Distance from Standard on CAASPP Dashboard is 101 points. EL Students require focused English Language Development to reach proficiency Scope: Limited to Unduplicated Student Group(s)	ELD instruction will align ELD Standards to the Common Core State Standards to ensure the instructional program is focused on language support in speaking, writing and reading. Teachers will also receive PD on the reclassification process in order to better support students	ELPI Growth, PD Agendas, PD Sign-in Sheets, Unit Plans
1.7	Action: Support and Instruction for Students with Disabilities Need: Dashboard results indicated SWD fall significantly behind all other students. Ensuring the Special Education Staff is 100% staffed, focus training in how to better support SPED students in E/LA and mathematics Scope: Limited to Unduplicated Student Group(s)	The SPED teacher will provide every classroom teacher a IEP At-a-Glance, then dialogue with that teacher regarding instructional modifications that support the academic growth of the special needs student	PD Agendas & Sign-in sheets IEP IEP Accommodations addressed in Unit Plans
2.3	Action: Long Term English Language Learner (LTTEL) Progress	The LEA will work collaboratively with the County Office of Education to provide Professional Development focused on ELD Instruction. All	PD Agendas, Assessments, ELPI levels

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The reclassification rate of English Language Students is unacceptable and does not meet the goal of the LEA Scope: Limited to Unduplicated Student Group(s)	teachers will be provided individual ELPI scores for their EL Students, so they understand the baseline and timeline for reclassification.	

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.

Appropriately staffed low teacher student ratio enables the teachers to meet the students' programmatic needs, provide student success updates to parents and manage student achievement monitoring protocols

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:75
Staff-to-student ratio of certificated staff providing direct services to students		1:24

2025-26 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	3179479	1055651	33.202%	39.220%	72.422%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,491,100.00	\$0.00	\$0.00	\$0.00	\$1,491,100.00	\$857,320.00	\$633,780.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	LEA is maintained in good repair	All	No			All Schools	Yearlong (ongoing)	\$136,920.00	\$91,280.00	\$228,200.00				\$228,200.00	
1	1.2	Teachers within the LEA are appropriately assigned and fully credentialed	English Learners	Yes	LEA-wide	English Learners	All Schools	Fall and throughout the year	\$23,000.00	\$0.00	\$23,000.00				\$23,000.00	
1	1.3	Standards Aligned Instructional Materials	All	No			All Schools	Spring Each year	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Broad Course of Study	All	No			All Schools	Fall and Spring	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.5	Implementation and Instruction in the Common Core State Standards	All	No			All Schools	Throughout the Year	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
1	1.6	Implementation/instruction in the English Language Development Standards	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Yearlong	\$25,000.00	\$5,000.00	\$30,000.00				\$30,000.00	
1	1.7	Support and Instruction for Students with Disabilities		Yes	Limited to Unduplicated Student Group(s)		All Schools	Throughout the Year	\$20,000.00	\$50,000.00	\$70,000.00				\$70,000.00	
2	2.1	Student Achievement (English/mathematics)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Yearlong	\$168,000.00	\$130,000.00	\$298,000.00				\$298,000.00	
2	2.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners	All Schools	Yearlong	\$140,000.00	\$129,000.00	\$269,000.00				\$269,000.00	

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
						Low Income										
2	2.3	Long Term English Language Learner (LTEL) Progress	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Yearlong	\$110,000.00	\$1,000.00	\$111,000.00				\$111,000.00	
2	2.4	Academic Support and Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Yearlong	\$25,000.00	\$20,000.00	\$45,000.00				\$45,000.00	
2	2.5	21st Century Educational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearlong	\$25,000.00	\$100,500.00	\$125,500.00				\$125,500.00	
3	3.1	Attendance Rate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearlong	\$29,000.00	\$35,000.00	\$64,000.00				\$64,000.00	
3	3.2	Discipline Referral & Suspension Rate	All	No			All Schools	Yearlong	\$15,000.00	\$12,000.00	\$27,000.00				\$27,000.00	
3	3.3	Schoolwide Culture & Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearlong	\$21,400.00	\$11,000.00	\$32,400.00				\$32,400.00	
3	3.4	Increase Family Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Yearlong	\$119,000.00	\$31,000.00	\$150,000.00				\$150,000.00	

2025-26 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
3179479	1055651	33.202%	39.220%	72.422%	\$1,217,900.00	0.000%	38.305 %	Total:	\$1,217,900.00
								LEA-wide Total:	\$1,006,900.00
								Limited Total:	\$211,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Teachers within the LEA are appropriately assigned and fully credentialed	Yes	LEA-wide	English Learners	All Schools	\$23,000.00	
1	1.6	Implementation/instruction in the English Language Development Standards	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$30,000.00	
1	1.7	Support and Instruction for Students with Disabilities	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$70,000.00	
2	2.1	Student Achievement (English/mathematics)	Yes	LEA-wide	English Learners Low Income	All Schools	\$298,000.00	
2	2.2	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$269,000.00	
2	2.3	Long Term English Language Learner (LTEL) Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$111,000.00	
2	2.4	Academic Support and Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$45,000.00	

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 (%)
2	2.5	21st Century Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,500.00	
3	3.1	Attendance Rate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,000.00	
3	3.3	Schoolwide Culture & Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,400.00	
3	3.4	Increase Family Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$150,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,491,100.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	LEA is maintained in good repair	No	\$228,200.00	
1	1.2	Teachers within the LEA are appropriately assigned and fully credentialed	Yes	\$23,000.00	
1	1.3	Standards Aligned Instructional Materials	No	\$0.00	
1	1.4	Broad Course of Study	No	\$10,000.00	
1	1.5	Implementation and Instruction in the Common Core State Standards	No	\$8,000.00	
1	1.6	Implementation/instruction in the English Language Development Standards	Yes	\$30,000.00	
1	1.7	Support and Instruction for Students with Disabilities	Yes	\$70,000.00	
2	2.1	Student Achievement (English/mathematics)	Yes	\$298,000.00	
2	2.2	Professional Development	Yes	\$269,000.00	
2	2.3	Long Term English Language Learner (LTEL) Progress	Yes	\$111,000.00	
2	2.4	Academic Support and Intervention Programs	Yes	\$45,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	21st Century Educational Technology	Yes	\$125,500.00	
3	3.1	Attendance Rate	Yes	\$64,000.00	
3	3.2	Discipline Referral & Suspension Rate	No	\$27,000.00	
3	3.3	Schoolwide Culture & Climate	Yes	\$32,400.00	
3	3.4	Increase Family Engagement	Yes	\$150,000.00	

2024-25 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)
1217856	\$1,217,900.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Teachers within the LEA are appropriately assigned and fully credentialed	Yes	\$23,000.00			
1	1.6	Implementation/instruction in the English Language Development Standards	Yes	\$30,000.00			
1	1.7	Support and Instruction for Students with Disabilities	Yes	\$70,000.00			
2	2.1	Student Achievement (English/mathematics)	Yes	\$298,000.00			
2	2.2	Professional Development	Yes	\$269,000.00			
2	2.3	Long Term English Language Learner (LTEL) Progress	Yes	\$111,000.00			
2	2.4	Academic Support and Intervention Programs	Yes	\$45,000.00			
2	2.5	21st Century Educational Technology	Yes	\$125,500.00			
3	3.1	Attendance Rate	Yes	\$64,000.00			
3	3.3	Schoolwide Culture & Climate	Yes	\$32,400.00			
3	3.4	Increase Family Engagement	Yes	\$150,000.00			

2024-25 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)
3105230	1217856	0.00	39.220%	\$0.00	0.000%	0.000%	\$1,217,856.00	39.220%

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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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:

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- 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



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Academia Moderna Charter School

CDS Code: 19647330120097

School Year: 2025-26

LEA contact information:

Rachel Villalobos

Superintendent of Instruction

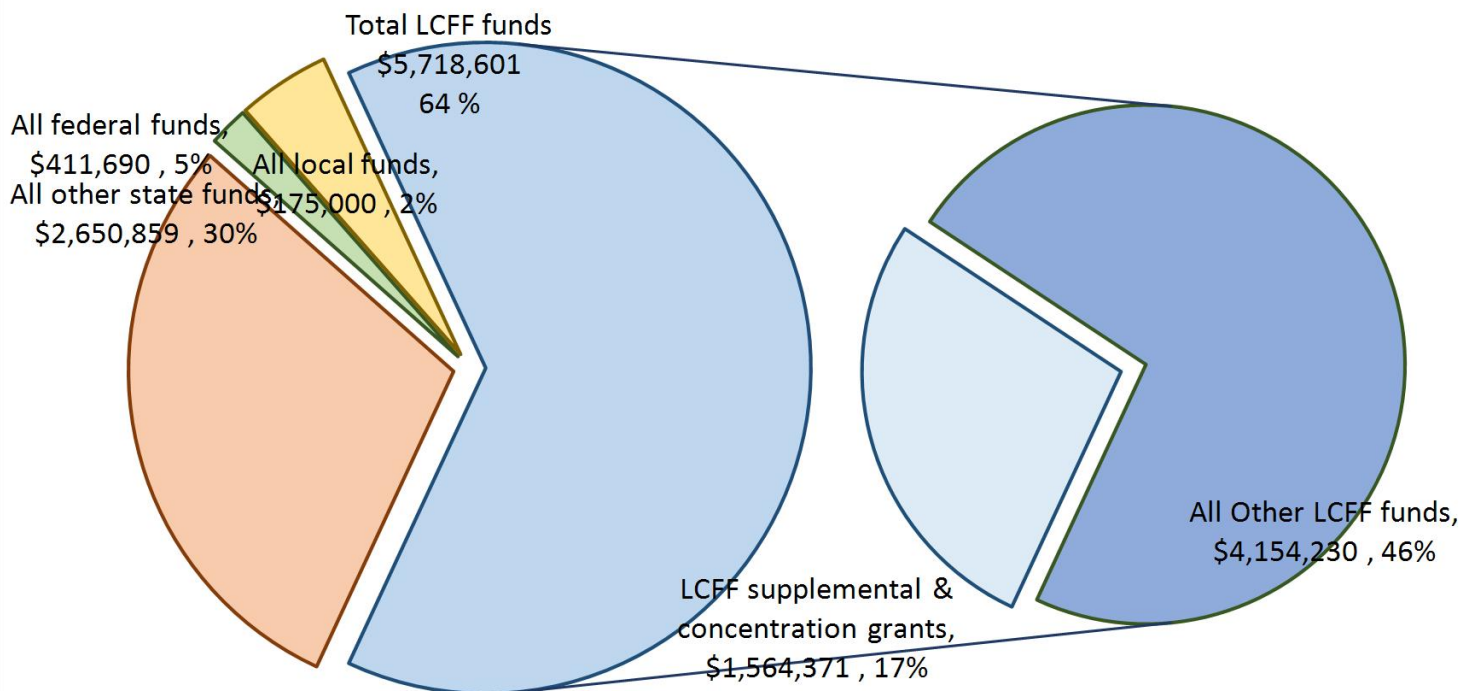
t.evans@academiamoderna.org

323-923-0383

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 2025-26 School Year

Projected Revenue by Fund Source

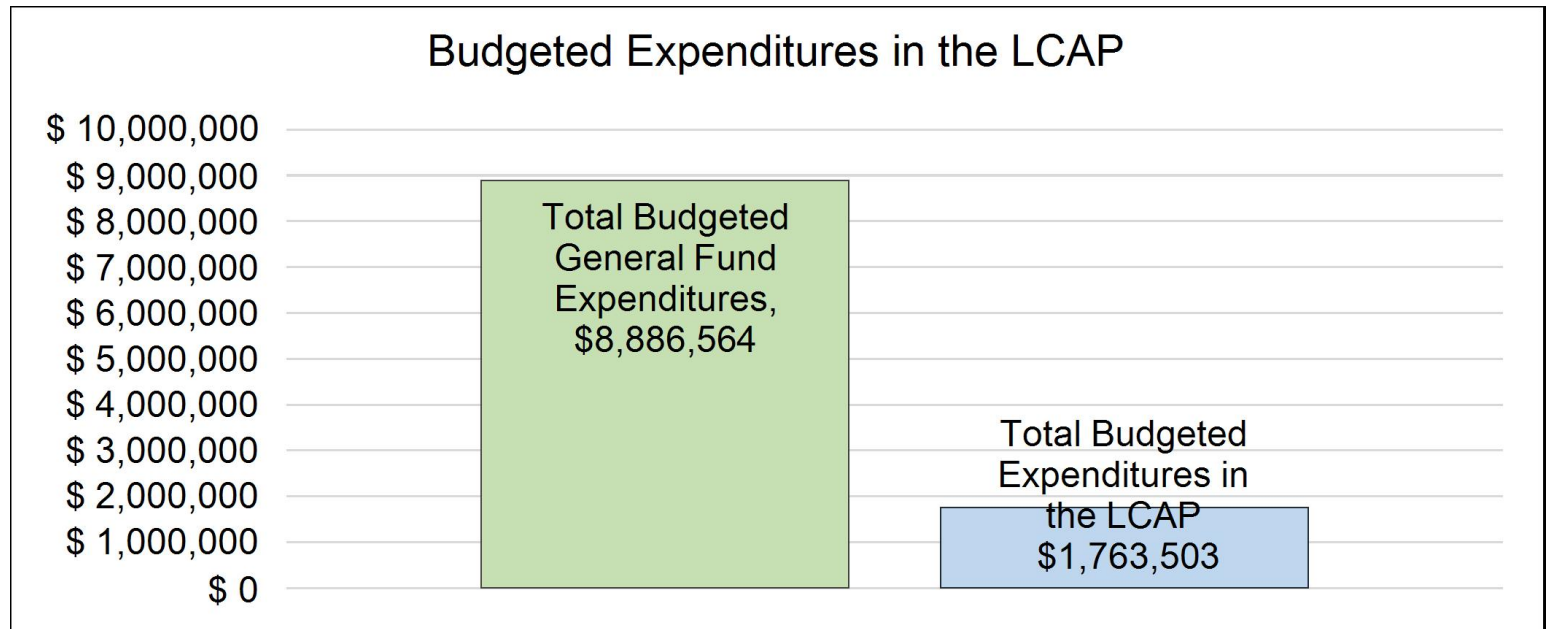


This chart shows the total general purpose revenue Academia Moderna Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academia Moderna Charter School is \$8955824, of which \$5718601 is Local Control Funding Formula (LCFF), \$2650859 is other state funds, \$175000 is local funds, and \$411690 is federal funds. Of the \$5718601 in LCFF Funds, \$1564371 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 Academia Moderna Charter School plans to spend for 2025-26. 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: Academia Moderna Charter School plans to spend \$8886564 for the 2025-26 school year. Of that amount, \$1763503 is tied to actions/services in the LCAP and \$7123058 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

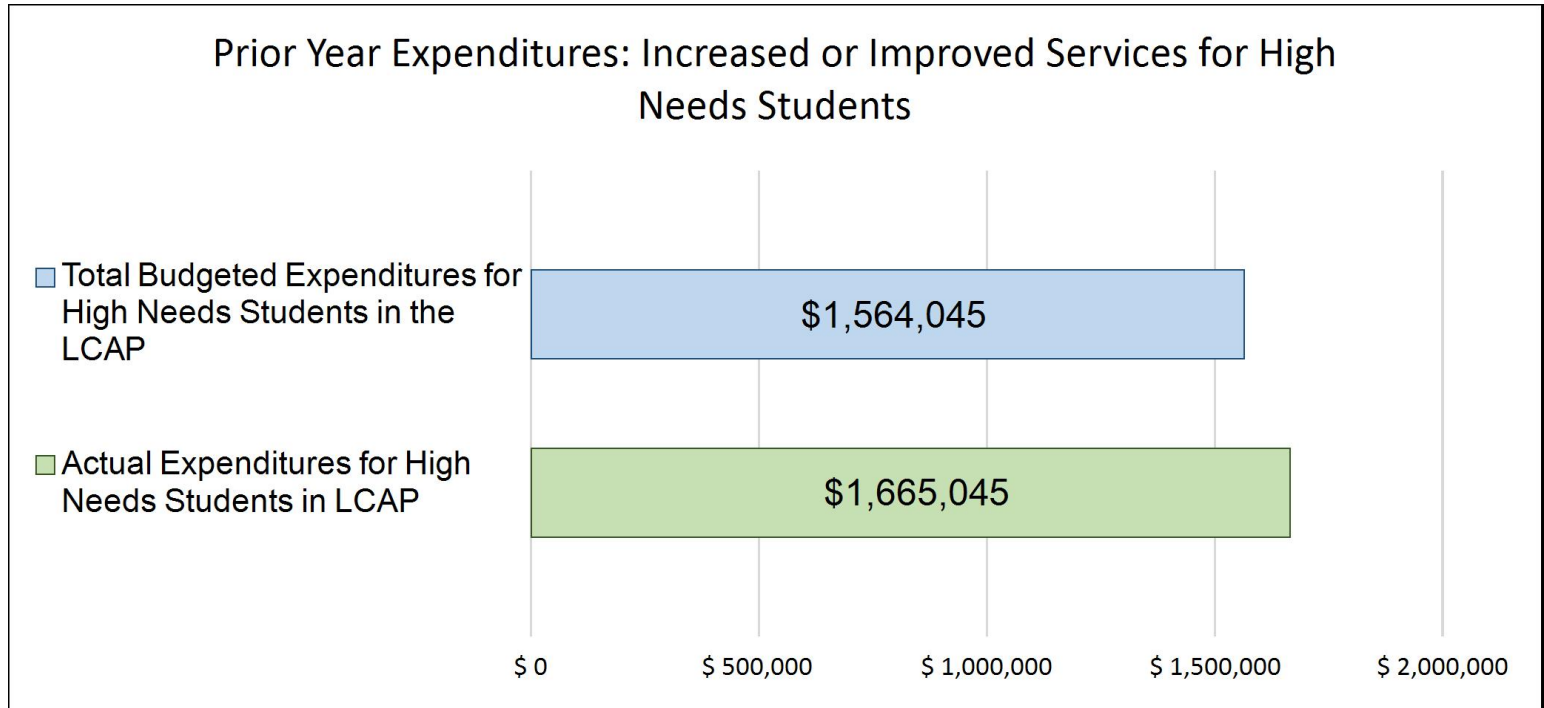
Expenses associated with the Operations of the school are not a part of the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Academia Moderna Charter School is projecting it will receive \$1564371 based on the enrollment of foster youth, English learner, and low-income students. Academia Moderna Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Academia Moderna Charter School plans to spend \$ 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Academia Moderna Charter School's LCAP budgeted \$1564045 for planned actions to increase or improve services for high needs students. Academia Moderna Charter School actually spent \$1665045 for actions to increase or improve services for high needs students in 2024-25.



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
Academia Moderna Charter School	Rachel Villalobos Superintendent of Instruction	r.villalobos@altaps.org 323-923-0383

Plan Summary [2025-26]

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.

Academia Moderna is a Pre-K through 5th Grade Charter School of 444 students located in Walnut Park, California. This LEA currently serves families from the surrounding municipalities of Huntington Park, Bell, Bell Gardens, Cudahy.

The ethnic composition of Academia Moderna is 99.5% Latino, 0.2% African American, and 0.2% other. Within this composition, 43.5% of the students are English Language Learners, 8.9% are students with learning disabilities and 1.4% are foster youth. Ninety-three percent of our students are eligible for the Free and Reduced Lunch Program.

What makes our school unique in this urban setting is that Academia Moderna received International Baccalaureate authorization in 2014. This Primary Years Program (PYP) is an inquiry based, standards based curriculum that is arranged in six transdisciplinary themes that are universal and applicable across all cultures. Our PYP Students learn international mindedness that promotes the exploration of local and global issues in real-life contexts. This curriculum supports the LEA Vision of a world class school for dynamic world citizens in a community of need.

The four pillars of our vision are: Standards Based Instruction, High Academic Achievement, Community Participation and Positive Student Character Development. Our teaching staff aligns the California Common Core State Standards within the IB Framework to provide a curriculum which challenges our students daily to comprehend, analyze and evaluate affective goals. This measurable methodology reflects the development of personal, social and cultural competencies for our students. Our community and families play an important role in this development as they share in the academic and social growth of their children through their supportive interest in PYP Units. A huge

component of students' social growth is the Positive Behavior Interventions & Supports Program adopted five years ago. This program focuses on positive reinforcements for accepted behavioral expectations and provides children the opportunity to learn from their mistakes.

Academia Moderna Elementary School is a beacon in the community where students, staff and parents work collaboratively to ensure a new generation of world leaders.

Reflections: Annual Performance

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

Based on a review of the California School Dashboard, Academia Moderna has a clear vision of the priority areas needed to support our students academically and socially during the 2024/25 LCAP Cycle.

According to the 2023 CA Dashboard:

the Smarter Balance Summative Assessment resulted in the following:

ELA...

Group.....	Distance From Standard.....	Difference from Year Before.....	Perf. Group
All Students.....	55.6 Points.....	Increased 15 Points.....	Yellow
Hispanic.....	55.3 Points.....	Increased 15.6 Points.....	Yellow
ELL.....	68.2 Points.....	Increased 10.4 Points.....	Yellow
SWD.....	138 Points.....	Increased 8.3 Points.....	No Color
SED.....	53.9 Points.....	Increased 19.6 Points.....	Yellow

Math...

Group.....	Distance From Standard.....	Difference from Year Before.....	Perf. Group
All Students.....	85.3 Points.....	Increased 15.5 Points.....	Yellow
Hispanic.....	85.2 Points.....	Increased 15.4 Points.....	Yellow
ELL.....	97.1 Points.....	Increased 4.8 Points.....	Orange
SWD.....	156 Points.....	Declined 7.3 Points.....	No Color
SED.....	84.7 Points.....	Increased 15.4 Points.....	Yellow

Student English Language Acquisition Results - Summative ELPAC:

30.8% Are Making Progress Towards English Language Proficiency

29.4% Progressed at Least One ELPI Level

1.4% Maintained ELPI Level 4

37.8% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H

31.5% Decreased at Least One ELPI Level

Students Suspended at Least One Day:

0.6% = All Students

0.0% = SWD
 0.9% = ELL
 0.6% = Hispanic
 0.7% = SED

Chronic Absenteeism by subgroup:

45.8% = All Students
 41.7% = SWD
 41.6% = ELL
 45.9% = Hispanic
 46% = SED

The i-Ready internal assessment was given three times during the 2023/24 School Year, Fall, Winter and Spring. This assessment in reading and mathematics did show growth in both curricular areas from Diagnostic #1 in the Fall to Diagnostic #3 in the Spring.

Fall reading scores:

3% @ mid or above grade level,
 6% @ early on grade level,
 47% @ one grade level below,
 25% @ two grade levels below and
 18% @three or more grade levels below.

Spring reading scores:

11% @ mid or above grade level,
 17% @ early on grade level,
 46% @ one grade level below,
 14% @ two grade levels below and
 12% @ three or more grade levels below.

Fall Math scores:

1% @ mid or above grade level,
 3% @ early on grade level,
 52% @ one grade level below,
 26% @ two grade levels below and
 19% @three or more grade levels below.

Spring Math scores:

5% @ mid or above grade level,
 9% @ early on grade level,
 57% @ one grade level below,

15% @ two grade levels below and
14% @ three or more grade levels below.

The school administration has reflected on the above areas in need of positive growth. Initial holistic ideas to be developed academically for Students with Disabilities are to build cognitive flexibility utilizing metacognitive strategies. SWD students require problem solving strategies for learning content. To support English Language Learners, there will be a focus on targeted interventions with a focus on academic English. To decrease chronic absenteeism the LEA will hold weekly SART Meetings, buddy a student with a staff member and conduct home visits in order to facilitate students attending school on a regular basis.

Reflections: Technical Assistance

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

N/A - Academia Moderna was not selected 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.

N/A - Academia Moderna exited ATSI in 2023

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners 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
Los Angeles County Office of Education	The LEA and the Los Angeles County Office of Education - Learning Acceleration and Academic Support (LAAS) Unit met during the spring of 2024 to discuss work to be done in 2024-25 school year which contributed to this year's LCAP
Principal	The Principal provided feedback and direction during weekly meetings from 08/16/2023 through 05/22/2024
IB Coordinator	IB Coordinator participated in on-going discussions regarding the LCAP, its progress and changes needed
Teachers and other Certificated Staff	Teachers and other certificated staff engaged in dialogue at staff meetings from 08/16/2023 through 05/12/2024. They completed a survey and participated in an LCAP review in May where they provided input
Classified Staff	Classified staff engaged in dialogue at staff meetings from 08/16/2023 through 05/12/2024. They Completed a survey and participated in an LCAP review in May where they provided input
SELPA	Met with Los Angeles County Charter SELPA representative to review LCAP and obtain input on 5/30/2024
Parents	Parents provided on going feedback through seven scheduled School Site Council meetings five DELAC Meetings, four Coffee with the Principal meetings and an LCAP Presentation Meeting on 05/23/2004. In addition to this meeting schedule, a survey was provided to teachers in May of 2024 with a responses focused on customer service, support for teachers, facilities and operations,

Educational Partner(s)	Process for Engagement
	school culture, student engagement, parent engagement, school culture and the extended learning program. Promote the Community Advisory Committee (CAC) as a means to engage parents of students with disabilities.

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

Educational partners provided continuous feedback through a variety of forums in which they actively participated in. These public forums consisted of School Site Council(SSC), the District Language Advisory Council (DLAC), Coffee with the Principal, Student Led Conferences, community forums and IB Informational meetings. Feedback was triangulated to ensure that responses reflected the support of more than one subgroup. Responses focused on student engagement (attendance), EL reclassification rate and EL performance on standardized assessments, parental involvement and school culture.

Educational Partners' input and commentary received during the LCAP review process assisted in the development of identified needs, goals, and actions for the LCAP. The process for identifying LCAP priorities involved targeted meetings with stakeholder groups reviewing local and state data and outcomes of metrics to solicit ideas and trends based on the data analysis. Priorities identified by stakeholder groups included, but are not limited to:

- Continued support for data analysis and Professional Learning Community (PLC) implementation
- Increase academic interventions and support for English Learners and at-risk students
- Increase counseling support for students and continue to develop Positive Behavior Interventions and Supports (PBIS), restorative practices, and social emotional wellness
- Maintain parent workshops and educational opportunities
- Increase methods of parent communication

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To provide a safe and welcoming environment where students are engaged in Quality Learning by a Diverse Qualified Staff	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal # 1 was developed to support the Basic Conditions of Learning for the LEA. These Basic Conditions are identified as a clean and well maintained facility, highly qualified teachers and an instructional program aligned to the state standards. Clean and well maintained schools can alleviate student stress levels, create a sense of order and calmness and reduce absenteeism which affects academic learning. Data has shown that students taught by highly qualified, well trained teachers score one grade level higher than students taught by unqualified teachers. A highly qualified teacher is knowledgeable in content and maintains an effective delivery of that content.

All students have the right to educational opportunity. The instructional alignment to the state standards provides the opportunity for all students attending a standards based organization a consistent learning objective focus in each content area. In addition to instruction in the State Standards, English Learners also have access and are instructed in English language Development Standards. A standards based education promotes high expectations and accountability for all students, teachers and administrators. It is also imperative that all students have access to a Broad Course of Study. Allowing students to select classes that are aligned to 21st Century skills will enable students to have access to the wonderful opportunities available in the professional world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Williams Act Facility Inspection.	November 2023 97% Excellent	Year 1 outcome aligns with the Baseline Williams Documentation 97%		100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	SARC Report: Appropriately Assigned and Fully Credentialed Multiple- Subject Teachers by Grade Level	2021-22 100%	2024/25 100% teaching staff is fully credentialed		100%	
1.3	All Students Access to Standards Based Instructional Materials. Measured by Williams' Textbook Sufficiency Report	Nov. 2023 LACOE determined a sufficiency of instructional materials exists	100% Williams Textbook Inventory		100% Sufficiency	
1.4	All students receive a Broad Course of Study. Master Schedule Course offerings, which includes STEAM, Spanish & Physical Education	100%	"Specials" are provided daily in foreign language, art and physical education		100%	
1.5	All students, including English Learners & SWD receive instruction aligned to state adopted academic content and performance standards as evidenced by Master Schedule and Weekly Unit Plans.	100%	English Language Learners receive 35 minutes daily in ELD Instruction. SWD receive daily support via the push-in model		100%	
1.6	English Learner Students have access to and are instructed in English Language Development as evidenced by Master	100%	ELL students receive daily ELD Instruction. (Master Schedule)		100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Schedule and Weekly Unit Plans					

Goal Analysis [2024-25]

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.

This goal had three priority areas: Williams Facilities, Instructional Materials and English Language Development. Facilities & instructional materials received a superior sufficiency rating during Williams Inspections. ELD Instruction of thirty-five minutes a day allows Academia Moderna to reclassify 24 out of 173 English Language Development Students. A percentage of 13.9%

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.

N/A

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

Specific actions relating to this goal are: Instructional Materials Inventory, Facilities Inventory and a documented plan for our English Language Development Program. e.g. number of instructional minutes per day, documented levels of current E.L. students and a documented reclassification process.

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.

Continued focus on inventory of instructional materials and facilities. Continued documentation of progress of E.L. Learners.

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	LEA is maintained in good repair	Custodial staff will adhere to a systematic process to ensure a well maintained and fully operational environment, enhancing curbside appeal and including all instructional technology updates tools, devices,	\$279,613.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		accessories, and programs. Site will maintain current level of access to internet connected devices and provide additional access to account for growth.		
1.2	Teachers within the LEA are appropriately assigned and fully credentialed	The Human Resources Department will recruit, hire and retain certificated staff that are fully credentialed and appropriately assigned to the correct grade level and/or content area. Stipends are offered to teachers to participate in events and projects, making substantial contributions and assuming leadership roles to improve and enrich the academic program cultivating academic success of students.	\$228,000.00	Yes
1.3	Standards Aligned Instructional Materials	The LEA will conduct an annual audit of all existing and required new adoption instructional materials during a six week review prior to the 3rd academic quarter inclusive of input from students, parents and staff to ensure all instructional materials are standards based.	\$0.00	No
1.4	Broad Course of Study	The LEA will provide rigorous courses aligned with college and career skills and CA Common Core standards; and implement the International Baccalaureate framework and courses which includes 21st Century areas of study. The IB rigorous framework is composed of three core elements that aim to broaden students' educational experience and challenge them to apply their knowledge and skills.	\$13,000.00	No
1.5	Implementation and Instruction in the Common Core State Standards	The LEA will provide ongoing professional development on standards based instruction, multi tiered systems of support, and literacy development in alignment with the IB framework for faculty and staff to ensure effective teaching and learning strategies.	\$11,000.00	No
1.6	Implementation/instruction in the the English Language	All teachers will receive ELD professional development to implement targeted interventions and appropriate instructional strategies for all English Language Learners to ensure students academic success and	\$61,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Development Standards	language proficiency. An EL Coordinator will monitor EL and LTEL student progress toward academic performance and Redesignation readiness		
1.7	Support and Instruction for Students with Disabilities	The LEA will provide Instructional Assistants, instructional technology, adaptive materials to support classroom teachers with implementation of special education supports (accommodations/modifications) that are aligned with their individual academic needs in order to promote educational benefit. Education Specialist(s) will provide each classroom teacher with IEP-at-a-Glance for SWD to ensure appropriate instructional adaptations (accommodations/modifications) are aligned with their individual academic needs in order to promote academic progress and inclusion.	\$210,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Demonstrate Student Academic Success by increasing pupil outcomes for all statewide and local assessments, i.e. SBAC, ELPAC, iReady, DRA and EL Reclassification.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Student Academic success is paramount to the LEA and is measured through statewide and district assessments. The purpose of these assessments provides the LEA with a template which informs teachers, administrators and parents of the educational level and/or placement of a student in relationship to other students within that grade level. From this data the LEA will modify instruction, identify sub areas of student academic levels, identify gaps in knowledge and establish a benchmark for individual students. Reclassification of EL Learners will increase the learning trajectory of EL learners by opening the door for more rigorous academic courses. To support the program of reclassification, the LEA will provide focused training on effective ELD instruction, establish a constant ELD instructional time and set ELPI goals for families and students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA School Dashboard English Language Arts (ELA) Academic Indicator	2023 Dashboard Distance from Standard: *All Students-55.3 DFS *Hispanic-55.3 DFS *ELL-68.2 DFS *LTEs [TBD] *EO-52.8 DFS *SWD-138 DFS *Socioeconomically Disadvantaged-53.9 DFS	2024/25 Dashboard distance from standard: All students - 53.2 DFS ELL - 53.2 DFS LTEs - TBD E.O. - 49.7 DFS Socioeconomically disadvantaged 52.2 DFS		2026 Dashboard Distance From Standard All Students-45.3 DFS Hispanic-45.3 DFS ELL-58.2 DFS LTEs (TBD) EO-42.8 DFS SWD-128 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Recently RFEP-2.6 + DFS			Socioeconomically Disadvantaged 43.9 DFS RFEP +4.6 DFS	
2.2	CA School Dashboard Mathematics Academics Academic Indicator	2023 Dashboard Distance from Standard: *All Students-85.3 DFS *Hispanic-85.2 DFS *ELL-97.1 DFS *LTELs [TBD] *Recently RFEP-55.1 DFS *EO-80.9 DFS *SWD-156 DFS *Socioeconomically Disadvantaged-84.7 DFS	2024 CA School Dashboard Mathematics Academics Indicator All students 91.2 DFS E.L.L. 128.7 DFS LTELS 41.2 DFS E.O 93 points DFS Socioeconomically Disadvantaged 85.2 DFS		2026 Dashboard Distance From Standard All Students-75.3 DFS Hispanic-75.2 DFS ELL 87.1 DFS LTELS (TBD) RFEP-45.1 DFS EO-70.9 DFS SWD-146 DFS Socioeconomically Disadvantaged-74.7 DFS	
2.3	Dashboard Documentation - English Learner Progress Indicator (ELPI)	2023 Dashboard: 30.8% Making Progress toward English Language Proficiency. 29.4% Progressed at least 1 ELPI level. 1.4% Maintained ELPI Lvl 4 37.8% Maintained ELPI Lvl 1, 2L, 2H, 3L, 3H 31.5% Decreased at least One ELPI Level	2024 Dashboard 41.2% making progress toward English Language Proficiency 38.8% progressed 1 ELPI L 3.3% maintained ELPI L (Level 4) 36.2% maintained ELPI L (Levels 1, 2L, 2H, 3H 3L) 21.7 decreased 1 ELPI L		Increase Students Making Progress toward English Language Proficiency by 20%. Increase students who Progressed at least 1 ELPI level by 15% Reduce students who decrease ELPI levels by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	I-Ready Reading	Spring 2024 Student Scores: All Students 10%-Mid or Above Grade Level 18%-Early On Grade Level 46%-One Grade Level Below 14%-Two Grade Levels Below 12%-Three or More grade levels Below English Learners 2%-Mid or Above Grade Level 4% - Early on grade level 42%-One Grade Level below 19%-Two or More Grade Levels Below 33% Three or more grade levels below SWD 5%-On or Above Grade Level	Spring 2025 Student Scores 11% - Mid or Above Grade level 17% - Early on Grade level 44% - One Grade Level Below 18% - Two Grade Levels Below 10% Three or more Grade levels Below English Language Learners 11% - Mid or above grade level 16% - Early on grade level 26% - One grade level below 19% - Two grade levels below 18% - Three or more grade levels below SWD 7% - Honor above Grade level		All Students 40% Score Mid or Above Grade Level 30% Score Early On Grade level 20% Score One Grade level Below 10% Score Two Grade Levels Below 0% Score Three or More Grade levels Below English Learners 26%-On or Above Grade Level 52%-One Grade Level Below 53%-Two or More Grade Levels Below SWD 15%-On or Above Grade Level 34%-One Grade Level Below 51%-Two or More Grade Levels Below Grade 1 All Students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24%-One Grade Level Below 71%-Two or More Grade Levels Below Kindergarten 9%-Mid or Above Grade level 33%-Early On Grade Level 55%-One Grade level Below 0%-Two or More Grade levels Below Grade 1 6%-Mid or Above Grade level 6%-Early On Grade level 81%-One Grade Level Below 8%-Two grade levels Below 0%-Three or More Grade levels Below	22% - One Grade Level Below 71% - Two or more Grade Levels Below Kindergarten 20% - Mid or Above Grade level 26% - Early on Grade level 54% - One Grade Levels Below 0% - Two Grade Levels Below 0% - Three or more grade levels below Grade 1 10% - Mid or Above Grade level 12% - Early on Grade level 70% - One Grade Level Below 8 % - Two Grade levels Below		35% Score Mid or Above Grade Level 30% Score Early On Grade level 20% Score One Grade level Below 15% Score Two Grade Levels Below 0% Score Three or More Grade levels Below Grade 2 35% Score Mid or Above Grade Level 25% Score Early On Grade level 20% Score One Grade level Below 15% Score Two Grade Levels Below 5% Score Three or More Grade levels Below Grade 3 35% Score Mid or Above Grade Level 25% Score Early On Grade level 20% Score One Grade level Below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 2 19%-Mid or Above Grade level 15%-Early On Grade level 47%-One Grade Level Below 19%-Two Grade levels Below 0%-Three or More Grade levels Below Grade 3 9%-Mid or Above Grade Level 25%-Early On Grade Level 16%-One Grade Level Below 28%-Two Grade Levels Below 23%-Three or More Grade levels Below Grade 4	0% - Three or more grade levels below Grade 2 11% - Mid or Above Grade Level 8% - Early on Grade level 43% - One Grade Level Below 38% - Two Grade levels Below 0% - Three or more Grade levels below Grade 3 11% - Mid or Above Grade level 23% - Early on Grade Level 27% - One Grade level Below 23% - Two Grade levels below 17% - Three or more Grade Levels Below		15% Score Two Grade Levels Below 5% Score Three or More Grade levels Below Grade 4 35% Score Mid or Above Grade Level 25% Score Early On Grade level 20% Score One Grade level Below 15% Score Two Grade Levels Below 5% Score Three or More Grade levels Below Grade 5 35% Score Mid or Above Grade Level 25% Score Early On Grade level 20% Score One Grade level Below 15% Score Two Grade Levels Below 5% Score Three or More Grade levels Below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10%-Mid or Above Grade level 14%-Early On Grade level 52%-One Grade level Below 7%-Two Grade Levels Below 17%-Three or More Grade Levels Below	Grade 4 Grade 5 11% - Mid or Above Grade level 14% - Early on Grade level 47% - one grade level below 9% - Two Grade levels Below 20% - Three or More Grade levels below			
		Grade 5 6%-Mid or Above Grade Level 12%-Early On Grade level 31%-One Grade level Below 22%-Two Grade Levels Below 29%-Three or More Grade levels Below	Grade 5 4% - Mid or Above Grade Level 15% - Early on Grade level 31% - One grade level below 33% - Two Grade levels Below			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			18% - Three or More Grade Levels Below			
2.5	I-Ready Math	Spring 2024 Student Scores: All Students 5%-Mid or Above Grade level 9%-Early On Grade level 57%-One Grade Level Below 15%-Two Grade Levels Below 14%-Three or More Grade Levels Below English Learners 2%-On or Above Grade Level 60%-One Grade Level Below 38%-Two or More Grade Levels Below SWD 0%-On or Above Grade Level	Spring 2025 Student Scores 11% - Mid or Above Grade level 17% - Early on Grade level 44% - One Grade Level Below 18% - Two Grade Levels Below 10% Three or more Grade levels Below English Language Learners 5% - mid or above grade level 13% - Early on grade level 68% - one grade level below 15% - two grade levels below 9% - three or more grade levels below		All Students 25% Will Score Mid or Above Grade level 25% Will Score Early On Grade Level 25% Will Score one Grade level Below 20% Will Score Two Grade levels Below 5% Will Score Three or More Grade levels Below Socio-Economically Disadvantaged 30%-On or Above Grade Level 50%-One Grade Level Below 20%-Two or More Grade Levels Below English Learners 30%-On or Above Grade Level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		36%-One Grade Level Below 64%-Two or More Grade Levels Below Kindergarten 12%-Mid or Above Grade Level 10%-Early On Grade Level 78%-One Grade Level Below 0%-Two Grade Levels Below Grade 1 4%-Mid or Above Grade Level 2%-Early On Grade level 78%-One Grade level Below 17%-Two Grade levels Below 0%-Three or More Grade levels Below Grade 2	SWD 7% - Honor above Grade level 12% - One Grade Level Below 56% - One grade level below 15% - Two grade levels below 0.9% - Three or more grade levels below Kindergarten 17% - Mid or Above Grade level 14% - Early on Grade level 69% One Grade Levels Below 0% - Two Grade Levels Below 0% Below Three or more grade levels below Grade 1 6% - Mid or Above Grade level 1% - Early on Grade level 72% - One Grade Level Below 12% - Two Grade levels Below		50%-One Grade Level Below 20%-Two or More Grade Levels Below SWD 30%-On or Above Grade Level 50%-One Grade Level Below 20%-Two or More Grade Levels Below Kindergarten 35% Will Score Mid or Above Grade level 30% Will Score Early On Grade Level 25% Will Score one Grade level Below 10% Will Score Two Grade levels Below 0% Will Score Three or More Grade levels Below Grade 1 25% Will Score Mid or Above Grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7%-Mid or Above Grade Level 16%-Early On Grade level 62%-One Grade level Below 15%-Two Grade levels Below 0%-Three or More grade levels Below Grade 3 5%-Mid or Above Grade level 8%-Early On Grade level 54%-One Grade level Below 16%-Two Grade levels Below 17%-Three or More grade levels Below Grade 4 1%-Mid or Above Grade Level 11%-Early On Grade level 49%-One Grade level Below 19%-Two Grade levels Below 20%-Three or More Grade levels Below	0% - Three or more grade levels below Grade 2 0% - Mid or Above Grade Level 8% - Early on Grade level 60% - One Grade Level Below 32% - Two Grade levels Below 0% Three or more Grade levels below Grade 3 16% - Mid or Above Grade level 29% - Early on Grade Level 23% - Two Grade levels Below 31% - Three or more Grade Levels Below Grade 4 4% - Mid or Above Grade level 12% - Early on Grade level 50% - Two Grade levels Below 19% - Three or More Grade levels below		25% Will Score Early On Grade Level 35% Will Score one Grade level Below 10% Will Score Two Grade levels Below 5% Will Score Three or More Grade levels Below Grade 2 30% Will Score Mid or Above Grade level 25% Will Score Early On Grade Level 25% Will Score one Grade level Below 15% Will Score Two Grade levels Below 5% Will Score Three or More Grade levels Below Grade 3 25% Will Score Mid or Above Grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5 6%-Mid or Above Grade level 9%-Early On Grade Level 33%-One Grade level Below 19%-Two Grade levels Below 34%-Three or More Grade levels Below	15% - Three or more Grade levels below Grade 5 3% - Mid or Above Grade Level 18% - Early on Grade level 39% - One grade level below 14% - Two Grade levels Below 28% - Three or More Grade Levels Below		25% Will Score Early On Grade Level 25% Will Score one Grade level Below 20% Will Score Two Grade levels Below 5% Will Score Three or More Grade levels Below Grade 4 25% Will Score Mid or Above Grade level 25% Will Score Early On Grade Level 25% Will Score one Grade level Below 20% Will Score Two Grade levels Below 5% Will Score Three or More Grade levels Below Grade 5 25% Will Score Mid or Above Grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					25% Will Score Early On Grade Level 25% Will Score one Grade level Below 20% Will Score Two Grade levels Below 5% Will Score Three or More Grade levels Below	

Goal Analysis [2024-25]

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.

iReady minutes on task remained constant through out the School Year. Overall School Growth of 6% of Students Mid or Above Grade Level and 9% of Students Early on Grade Level in ELA. In math 9 % of the Students were Mid or Above Grade Level and 12% of the Students were early on Grade Level. Continued implementation for the 2025/26 School Year

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

No huge disparity between budgeted expenditures and actual expenditures

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

Continued alignment and focus on instruction to iReady

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.

N/A

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	Student Achievement (English/mathematics)	The LEA will provide incentives for students based on formative/summative assessment data of student achievement in order to motivate and celebrate students' performance and close the academic achievement gap.	\$315,000.00	No Yes
2.2	Professional Development	The LEA will provide ongoing professional development for faculty and staff on effective teaching strategies, ELD (LTEL) reclassification, iReady, and SEL in alignment with high leverage focus areas in ELA and mathematics to close academic achievement gap.	\$204,400.00	Yes
2.3	Long Term English Language Learner (LTEL) Progress	The LEA will provide staff targeted ELD instruction for LTEL students to increase reclassification rate.	\$141,600.00	Yes
2.4	Academic Support and Intervention Programs	The LEA will provide all students academic support and intervention program implementation such as i-Ready (Reading and mathematics) and Second Step to increase student engagement and resiliency with local and statewide assessment fostering continuous academic growth and proficiency in core subjects.	\$60,000.00	Yes
2.5	21st Century Educational Technology	The LEA will provide instructional materials including (chromebook and accessories, wifi, hot spots, manipulatives, monitoring platforms, and programs) that will enhance student achievement. The LEA will maintain student and staff access to up-to-date 1:1 technology devices.	\$180,103.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Actively Engage Family & Community in student learning and well being	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is developed by the LEA to support students, families and the organization in an equitable manner. Engagement is a level of involvement, commitment and connection that individuals have toward the LEA mission and vision. Benefits for students are improved social well being and cognitive skills, a reduction of anxiety and aggression, better grades, improved attendance and increased literacy and numeracy growth. Input was provided for the 2024/25 LCAP through a series of meetings with staff, parents and students. Ideas for engagement of students were: additional and ongoing incentives, campus murals, high school and college fairs and guest motivational speakers.

Engagement benefits families through inclusion and connection to the LEA, access to LEA resources, mutually supportive relationships and a higher level of a sense of agency. Input from parents and community members to increase engagement were parent workshops/classes, e.g. English Classes, Technology Classes, Homework Assistance Classes and classes in how to apply for college scholarships and grants. Day to day parental involvement focused on parents volunteering regularly at the LEA and the establishment of a Parent Teacher Association (PTA). This engagement will support the LEA through improved moral, continuity of staff, insight into family dynamics and a better understanding of multicultural and community awareness. Increased family and student engagement benefits the students directly through: increased critical thinking, limitless creative thinking and open communication & collaboration.

Pupil engagement and involvement is demonstrated through consistent attendance and consistent positive behavior. It is this consistency that goes toward establishing a positive day to day climate and a culture of learning. The LEA will focus on supporting students that are chronically absent and students whose behavior may preclude them learning to their full potential through a multi-tiered-system of supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate Measured by SIS Attendance Documentation	The 2023/24 SIS Attendance Rate: 89.37% - All Students 89.37%-SWD 89.37%-ELL Students	The 2024/25 SIS Attendance Rate 89.92% - All students 90.11% - SWD 90.01 - ELL Students		Increase Attendance Rate by 10% for all students including subgroups	
3.2	Chronic Absenteeism Rate per California Dashboard	2023 Dashboard, Percent Chronically Absent: 45.8%-All Students 45.9%-Hispanic 46%-Socioeconomically Disadvantaged 41.7%-SWD	2024/25 Dashboard, Percent Chronically Absent: 37.44% All students 31.44% Hispanic 31.44 Socioeconomically disadvantaged 26.75 % SWD		Reduce chronic absenteeism rate for all students including subgroups by 40%	
3.3	Suspension Rate Data Source: California Dashboard	2023 Dashboard, Percent suspended at least one day: All Students-0.6% Hispanic-0.6% Socioeconomically Disadvantaged-0.7% SWD-0%	For the 2024/25 School Year there were four individual suspensions for a total of 24 school days. All students 1.01% Socioeconomically Hispanic 1.01% Disadvantaged .01% SWD 0.00%		Reduce suspension rate: All students including subgroups to < 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Discipline Referral Rate Data Source: PBIS Data Base	2023/24 School Year - The percent of students sent out of the classroom for disciplinary reasons: 3% of all students 4% of SWD 3% of ELL students	2024/25 School Year - Percent of the students sent out of the classroom for disciplinary reasons. 1.7% of all students 1.4% of SWD 1.69 of ELL Students		Reduce the discipline referrals: all students including subgroups to < 1%	
3.5	Yearly Survey Results: Parents, Teachers, Classified Staff High Quality Teaching and Learning	2023/24 Survey taken from 146 Respondents. Percent Feel There is High Quality Teaching & Learning: 83.86% of Parents 54.98% of Teachers 63.57% of Classified Staff	2024/25 Survey taken from 163 respondents. Percent feel there is high quality teaching and learning: 87.01% of Parents 61.59% of Teachers 71.01% of Classified Staff		Increase percent that Feel there is High Quality Teaching & Learning: by 10% for Parents by 20% for Teachers by 15% for Classified Staff	
3.6	Staff Survey Results Students, Parents, Teachers, Classified Staff School Participation & Engagement	2023/24 Percent Feel Engaged in the School: 78.37% of Parents 56.82% of Teachers 56.41% of Classified Staff	2024/25- Percent that feel engaged in school: 84.23% of Parents 59.12% of Teachers 58.23% of Classified Staff		Increase Percent That Feel they are Participating & Engaged in the LEA: by 10% for Parents by 25% for Teachers by 25% for Classified Staff	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Staff Survey Results Students, Parents, Teachers, Classified Staff School Environment	2023/24 - Percent Feel the LEA has a Positive Environment: 75.17% of Parents 62.41% of Teachers 54.81% of Classified Staff	2024/25 - Percent that feel the LEA has a positive environment 77.25% of Parents 64.81% of Teachers 57.77% of Classified Staff		Increase Percentage of Parents that Feel the LEA has a Positive Environment: by 13% for Parents by 25% for Teachers by 25% for Classified Staff	
3.8	Staff Survey Results Students, Parents Teachers Classified Staff School Culture	2023/24 - Percent Feel the LEA has a Positive Culture 74.84% of Parents 86.3% of Teachers 74.62% of Classified Staff	2024/25 -Percent that feel the LEA has a positive culture 76.7% of Parents 86.2% of Teachers 78.11 % of Classified		Increase Percent that Feel the LEA Has a Positive Culture: Parents to 95% Teachers to 95% Classified Staff to 95%	

Goal Analysis [2024-25]

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.

There was a focused effort to include parents in social as well as academic celebration and presentations during the 2024/25 School Year. Parents and the community were notified weekly by parent square. Parents also attended monthly 'coffee with the principal.'

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.

No significant between budgeted expenditures and actual expenditures

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

Parental involvement increase of 11.2%

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 to communicate with all stakeholders

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	Attendance Rate	The LEA will monitor student attendance and provide student incentives, including awards, assemblies and college field trips to motivate and celebrate student attendance. The LEA will provide monthly parent resources, Tier 2 and 3 incentives and targeted interventions for students identified as chronically absent to increase Average Daily Attendance	\$80,000.00	Yes
3.2	Discipline Referral & Suspension Rate	The LEA will implement a multi-tiered system of supports (MTSS) including Positive Behavior Interventions and Supports (PBIS) to provide Tier 1-3 professional development for staff implementation, incentivize students, and reduce the suspension rate using alternative means for correction and restorative practices, including social-emotional and/or behavioral services for students who require tier 2 and 3 behavior interventions to decrease the suspension rate.	\$33,000.00	No
3.3	Schoolwide Culture & Climate	The LEA will provide a multi-tiered system of supports (MTSS) increasing stakeholder participation in teaching and promoting school wide behavior expectations using research based program implementation to prevent bullying, fights, and promote digital citizenship and healthy lifestyle to promote a safe and welcoming school campus.	\$36,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Increase Family Engagement	The LEA will provide ongoing digital communication, Parent Liaison, special events, recognition and celebrations to increase the involvement of parents and family to promote a positive school culture.	\$247,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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.

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
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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.

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
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,564,045	\$189,133

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
40.783%	106.873%	\$1,564,045.00	147.656%

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: LEA is maintained in good repair Need: Language reclassification Scope: Schoolwide	High percentage of English language Learners. App. 44%	Reclassification

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
1.2	Action: Teachers within the LEA are appropriately assigned and fully credentialed Need: ELL students require a teacher credentialed and knowledgeable about teaching ELL students and ability to train other staff on approaches to EL reclassification needs Scope: LEA-wide	While all teachers require appropriate credentials, EL coordinator will monitor academic and EL development and focus attention on reclassifying and monitoring academic achievement of EL students	Teacher contact record, Unit Plans, iReady reports, Writing Assessment progress
2.1	Action: Student Achievement (English/mathematics) Need: EL and Low Income students score lowest in all areas. There is a need for focused attention and recognition and celebration of proximal growth. Scope: LEA-wide	While the approach benefits all students. In particular, our ELL and Low Income students benefit increases due to more explicit attention	Awards Assembly rosters, iReady & writing assessment data. Focus student contact records
2.2	Action: Professional Development Need: Distance from Standard for Low Income Students is 53.9 points in ELA and 84.7 points in Math. For ELL students it is 68.2 points in ELA and 97.1 points in Math - It is evident that	Providing Teachers with strategies and resources aimed to meet the needs of ELL and Low Income Students will benefit these students specifically; and help all other students	iReady Results, Attendance Records, Unit Plans, Professional Development records

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
	the students required varied approaches to meet their needs and increase academic achievement Scope: LEA-wide		
2.4	Action: Academic Support and Intervention Programs Need: ELL, Foster Youth, and Low Income students require focused attention, intervention and support Scope: LEA-wide	While all students will receive focused support and intervention as needed; the unduplicated Students will be a priority, monitoring on-going progress and provided varied levels of support	Attendance, iReady results, Intervention Data
2.5	Action: 21st Century Educational Technology Need: ELL, Foster Youth, and Low Income students lack the resources to pay for repairs required for the use of their technology. Scope: LEA-wide	All students are required to pay for ChromeBook repairs; however the selected student groups will be provide support when needed, including hot spot, etc.	Equipment distribution log, Loaner records, repair costs
3.1	Action: Attendance Rate Need:	Incentives,wards, assemblies, and college field trips will benefit all students; but with a focused attention to the selected student groups, and outreach to their parents for targeted supports the student growth mindset begins to take hold	Attendance Records, Parent Intervention Mtg. Logs, Awards records, assembly and field trip participation records

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
	ELL, Foster Youth, Low Income students are less likely to have adults actively involved in their education. As a result, students are less likely to see the value in coming to school every day and it's impact on their learning. Scope: LEA-wide		
3.3	Action: Schoolwide Culture & Climate Need: ELL, Foster Youth, Low Income students are less likely to experience success in their education as evidenced by Dashboard data. As a result, students are less likely to see the connection between student behavior and impact on academic achievement Scope: LEA-wide	MTSS/PBIS approach as well as digital citizenship will increase the likelihood that all students, but more importantly the selected group of students will benefit and demonstrate academic progress and success.	PBIS Dashboard, Discipline referral records, PowerSchool system, Staff PD records
3.4	Action: Increase Family Engagement Need: ELL and Low Income students require increased parental involvement to improve attendance, behavior and academic success. Scope: LEA-wide	Family Engagement is for all families; however there will be a focused push to involve the families of Low Income and ELL students and thus impact student outcomes	Family involvement sign in sheets, parent calls log, improvement in student outcomes

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
1.1	Action: LEA is maintained in good repair Need: Language Development Scope:	Reclassify 13.9% of ELL students	Documentation
1.6	Action: Implementation/instruction in the the English Language Development Standards Need: English language Proficiency: 31.5% decreased ELPI level and Distance from Standard on CAASPP Dashboard is 68.2 points. EL Students require focused English Language Development to reach proficiency Scope: Limited to Unduplicated Student Group(s)	ELD instruction will align ELD Standards to the Common Core State Standards to ensure the instructional program is focused on language support in speaking, writing and reading. Teachers will also receive PD on the reclassification process in order to better support students	ELPI Growth, PD Agendas, PD Sign-in Sheets, Unit Plans
1.7	Action: Support and Instruction for Students with Disabilities Need: Dashboard results indicated SWD fall significantly behind all other students. Ensuring the Special Education Staff is 100%	The SPED teacher will provide every classroom teacher an IEP At-a-Glance, and dialogue with that teacher regarding instructional modifications that support the academic growth of the special needs student	PD Agendas & Sign-in Sheets, iReady Assessments, IEP Accommodations addressed in Unit Plans

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	staffed, focus training in how to better support SPED students in ELA and mathematics Scope: Limited to Unduplicated Student Group(s)		
2.3	Action: Long Term English Language Learner (LTEL) Progress Need: The reclassification rate of English Language Students is unacceptable and does not meet the goal of the LEA Scope: Limited to Unduplicated Student Group(s)	The LEA will work collaboratively with the County Office of Education to provide Professional Development focused on ELD Instruction. All teachers will be provided individual ELPI scores for their EL Students, so they understand the baseline and timeline for reclassification.	PD Agendas, Assessments, ELPI levels

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

NA

Additional Concentration Grant Funding

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

Appropriately staffed low teacher student ratio enables the teachers to meet the students' programmatic needs, provide student success updates to parents and manage student achievement monitoring protocols

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:75
Staff-to-student ratio of certificated staff providing direct services to students		1:24

2025-26 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	3835051	1,564,045	40.783%	106.873%	147.656%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,100,116.00	\$0.00	\$0.00	\$0.00	\$2,100,116.00	\$1,240,302.00	\$859,814.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	LEA is maintained in good repair	All English Learners ELL	No Yes	School wide	English Learners	All Schools Specific Schools: Academia Moderna Academia Moderna TK - 5	Yearlong (ongoing)	\$127,502.00	\$152,111.00	\$279,613.00	\$0.00	\$0.00	\$0.00	\$279,613.00	
1	1.2	Teachers within the LEA are appropriately assigned and fully credentialed	English Learners	Yes	LEA-wide	English Learners	All Schools	Fall and throughout the year	\$128,000.00	\$100,000.00	\$228,000.00	\$0.00	\$0.00	\$0.00	\$228,000.00	
1	1.3	Standards Aligned Instructional Materials	All	No			All Schools	Spring Each year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.4	Broad Course of Study	All	No			All Schools	Fall and Spring	\$0.00	\$13,000.00	\$13,000.00	\$0.00	\$0.00	\$0.00	\$13,000.00	
1	1.5	Implementation and Instruction in the Common Core State Standards	All	No			All Schools	Throughout the Year	\$0.00	\$11,000.00	\$11,000.00	\$0.00	\$0.00	\$0.00	\$11,000.00	
1	1.6	Implementation/instruction in the the English Language Development Standards	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Yearlong	\$49,000.00	\$12,000.00	\$61,000.00	\$0.00	\$0.00	\$0.00	\$61,000.00	
1	1.7	Support and Instruction for Students with Disabilities		Yes	Limited to Unduplicated Student Group(s)		All Schools	Throughout the Year	\$110,000.00	\$100,000.00	\$210,000.00	\$0.00	\$0.00	\$0.00	\$210,000.00	

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
					s)											
2	2.1	Student Achievement (English/mathematics)	All English Learners Low Income	No Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Academia Moderna	Yearlong	\$175,000.00	\$140,000.00	\$315,000.00	\$0.00	\$0.00	\$0.00	\$315,000.00	
2	2.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Yearlong	\$170,000.00	\$34,400.00	\$204,400.00	\$0.00	\$0.00	\$0.00	\$204,400.00	
2	2.3	Long Term English Language Learner (LTEL) Progress	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Yearlong	\$140,000.00	\$1,600.00	\$141,600.00	\$0.00	\$0.00	\$0.00	\$141,600.00	
2	2.4	Academic Support and Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Yearlong	\$38,000.00	\$22,000.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	
2	2.5	21st Century Educational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearlong	\$26,400.00	\$153,703.00	\$180,103.00	\$0.00	\$0.00	\$0.00	\$180,103.00	
3	3.1	Attendance Rate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearlong	\$35,000.00	\$45,000.00	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00	
3	3.2	Discipline Referral & Suspension Rate	All	No			All Schools	Yearlong	\$18,000.00	\$15,000.00	\$33,000.00	\$0.00	\$0.00	\$0.00	\$33,000.00	
3	3.3	Schoolwide Culture & Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Yearlong	\$23,400.00	\$13,000.00	\$36,400.00	\$0.00	\$0.00	\$0.00	\$36,400.00	
3	3.4	Increase Family Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Yearlong	\$200,000.00	\$47,000.00	\$247,000.00	\$0.00	\$0.00	\$0.00	\$247,000.00	

2025-26 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
3835051	1,564,045	40.783%	106.873%	147.656%	\$2,043,116.00	0.000%	53.275 %	Total:	\$2,043,116.00
								LEA-wide Total:	\$1,350,903.00
								Limited Total:	\$412,600.00
								Schoolwide Total:	\$279,613.00

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	LEA is maintained in good repair	Yes	Schoolwide	English Learners	Specific Schools: Academia Moderna TK - 5	\$279,613.00	
1	1.2	Teachers within the LEA are appropriately assigned and fully credentialed	Yes	LEA-wide	English Learners	All Schools	\$228,000.00	
1	1.6	Implementation/instruction in the the English Language Development Standards	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$61,000.00	
1	1.7	Support and Instruction for Students with Disabilities	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$210,000.00	
2	2.1	Student Achievement (English/mathematics)	Yes	LEA-wide	English Learners Low Income	All Schools	\$315,000.00	
2	2.2	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$204,400.00	
2	2.3	Long Term English Language Learner (LTEL) Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$141,600.00	

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 (%)
2	2.4	Academic Support and Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$60,000.00	
2	2.5	21st Century Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,103.00	
3	3.1	Attendance Rate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	
3	3.3	Schoolwide Culture & Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,400.00	
3	3.4	Increase Family Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$247,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,100,116.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	LEA is maintained in good repair	No	\$279,613.00	
1	1.2	Teachers within the LEA are appropriately assigned and fully credentialed	Yes	\$228,000.00	
1	1.3	Standards Aligned Instructional Materials	No	\$0.00	
1	1.4	Broad Course of Study	No	\$13,000.00	
1	1.5	Implementation and Instruction in the Common Core State Standards	No	\$11,000.00	
1	1.6	Implementation/instruction in the the English Language Development Standards	Yes	\$61,000.00	
1	1.7	Support and Instruction for Students with Disabilities	Yes	\$210,000.00	
2	2.1	Student Achievement (English/mathematics)	Yes	\$315,000.00	
2	2.2	Professional Development	Yes	\$204,400.00	
2	2.3	Long Term English Language Learner (LTEL) Progress	Yes	\$141,600.00	
2	2.4	Academic Support and Intervention Programs	Yes	\$60,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	21st Century Educational Technology	Yes	\$180,103.00	
3	3.1	Attendance Rate	Yes	\$80,000.00	
3	3.2	Discipline Referral & Suspension Rate	No	\$33,000.00	
3	3.3	Schoolwide Culture & Climate	Yes	\$36,400.00	
3	3.4	Increase Family Engagement	Yes	\$247,000.00	

2024-25 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)
1564045	\$1,763,503.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Teachers within the LEA are appropriately assigned and fully credentialed	Yes	\$228,000.00			
1	1.6	Implementation/instruction in the the English Language Development Standards	Yes	\$61,000.00			
1	1.7	Support and Instruction for Students with Disabilities	Yes	\$210,000.00			
2	2.1	Student Achievement (English/mathematics)	Yes	\$315,000.00			
2	2.2	Professional Development	Yes	\$204,400.00			
2	2.3	Long Term English Language Learner (LTEL) Progress	Yes	\$141,600.00			
2	2.4	Academic Support and Intervention Programs	Yes	\$60,000.00			
2	2.5	21st Century Educational Technology	Yes	\$180,103.00			
3	3.1	Attendance Rate	Yes	\$80,000.00			
3	3.3	Schoolwide Culture & Climate	Yes	\$36,400.00			
3	3.4	Increase Family Engagement	Yes	\$247,000.00			

2024-25 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)
1463465	1564045	0.00	106.873%	\$0.00	0.000%	0.000%	\$1,564,045.00	106.873%

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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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- 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:

2025-26 Local Control and Accountability Plan for Academia Moderna Charter School

- 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

Review and Approve APS Independent Studies Master Agreement

Section:	V. Action Items
Item:	A. Review and Approve APS Independent Studies Master Agreement
Purpose:	Vote
Submitted by:	
Related Material:	Independent Studies Contract (DRAFT).pdf

Academia Moderna Charter School

Master Agreement for Short-Term Independent Studies (IS)

Student Name:		Student ID:		Grade:	
Address:				Zip Code:	
City:		Birthdate:		Age:	
Contact #1: Phone Number		Contact #2: Phone Number			
Duration: Total Instructional Days		☐ consecutive ☐ non-consecutive	Dates:		

Academic and Other Supports to Address student Needs:

	Need/Concern	Support/Resource
☐	Not performing at grade level:	
☐	English Learner: If checked, describe Integrated ELD and Designated ELD services to be provided.	
☐	Student with IEP:	
☐	Student with Section 504 Plan:	
☐	In foster care:	
☐	Experiencing homelessness:	
☐	Mental health supports:	

School Responsibilities and Agreement:

- The main goal is for the student to stay current and earn academic credit for core elementary subjects (e.g., ELA/Literacy, Math, Social Science, Science, PE) based on California Standards.
- This Master Agreement outlines expectations for completing work listed in the Record of Assignment (ROA), with assignments submitted by the due dates with parent/guardian support.
- The agreement must last at least 1 school day and no more than 15 cumulative school days.
- Students in Independent Study (IS) will receive the same services and resources as peers at their school.
- Academia Moderna will provide teachers, materials, and needed resources as listed in the ROA.
- The ROA will include assignment details: due dates, submission method, grading, study methods, evaluation criteria, available resources, and subject/course descriptions.

Student Responsibilities and Agreement: I understand and agree that:

- IS is a voluntary alternative to classroom instruction. I'm enrolling by choice and understand I can return to regular classes at any time.
- This Master Agreement involves me, and my parent/guardian, and the IS teacher/supervising designee. Other adults may also be involved, as needed.
- If I have an IEP or 504 Plan, it must be updated to reflect my IS placement. EL students will continue to receive ELD services and updates to their reclassification plans.
- Coursework will follow California Content Standards for TK–5/6. To earn credit, I must meet the objectives listed in the ROA.
- I will receive support from teachers, textbooks, and other school-approved resources as described in the ROA.
- Instruction includes activities like reading, writing, math, and critical thinking. Details are in the ROA.
- The IS teacher/supervising designee will evaluate my work through various methods (written, oral, visual, etc.) to determine my grades.
- I'll complete all assignments listed in the ROA. Work is due by the dates listed in the ROA.
- I have the materials I need and will contact the school if there are any issues.
- My family and I may be responsible for lost or damaged materials.
- All attachments (ROA, assignment sheets, etc.) are part of this agreement.
- I plan to complete my assignments to earn full credit and stay in the program by showing academic progress.
- My parent/guardian or I can contact the teacher for help or updates anytime.

Parent/Guardian/Educational Rights Holder ("Parent") Responsibilities and Agreement:

I understand that Independent Study is a voluntary alternative to classroom instruction, and I give permission for my child to participate. By signing, I accept all student responsibilities outlined above and agree to the following:

- My child and I will follow the educational plan and complete all assignments listed in the ROA with the IS teacher.
- I will supervise my child, provide support, and ensure a suitable study environment.
- I'll make sure assignments are completed and submitted by the due dates in the ROA.
- The school will keep original samples of my child's work for documentation.
- Learning goals and evaluations are the same as in-person learning. EL students will receive required ELD services.
- I confirm my child has the materials needed for participation and will contact the school if issues arise.
- I may be responsible for the cost of damaged or lost books and school property, including devices.
- If my child isn't making adequate progress, I will meet with the teacher to discuss next steps.

Signatures and Dates: We have read all items on the Master Agreement and will comply with all of the conditions set forth within.

Student Signature:
Parent/Guardian/Educational Rights Holder Signature:
IS Supervising Designee Signature:

Academia Moderna Charter School
Elementary School Record of Assignment (ROA) Form
 (Subsidiary to Independent Study Master Agreement)

Student Name:		Student ID:		Grade:	
IS Supervising Designee:		Assignment Start Date:		Assignment End Date:	
Total Assigned Days:		Assignment Due Date:			

Methods of Study:

Assignments could include, but are not limited to: reading, answering questions, completing worksheets.

Methods of Evaluation:

Academic evaluation of the work could include, but is not limited to: demonstration of skills, written test, participation, pupil assignment scores, participation.

Satisfactory educational progress is necessary to continue independent study, and is determined based on:

1. The student's achievement and engagement in the Independent Study program, as indicated by the student's performance on applicable student-level measures of student achievement and student engagement, must be at 60% or better.
2. completion of assignments, assessments, or other indicators that show that the student is working on assignments.
3. Learning required concepts, as determined by the teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the teacher.

Specific Resources Available to Student:

Personnel: _____

Materials Provided to Student:

Instructional Materials:

Subjects	Assignments to be Completed
English Language Arts/ ELD	
Mathematics	
Social Studies/Science	
Specials (Physical Education, Spanish, Art)	

Elementary Subjects Teacher Evaluation and Certification Statement

Instructions: The Independent Study Supervising Designee completes this form and determination of the time value of the pupil's work product.

Subjects	Date Asgmt Completed	% Completed	Grade Earned	Subjects	Date Asgmt Completed	% Completed	Grade Earned
English Language Arts/ELD				Mathematics			
Social Studies/Science				Specials			

Time Value of Work: Total School Days Assigned: _____ Total School Days Earned: _____

Date								
Attendance Code								
Date								
Attendance Code								

IS Supervising Designee Signature:		ROA Issue Date:	
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Coversheet

Review & Approve the FY25-26 Education Protection Account (EPA) Plans for AMCS and PTLAMS

Section: V. Action Items
Item: B. Review & Approve the FY25-26 Education Protection Account (EPA)
Plans for AMCS and PTLAMS
Purpose: Vote
Submitted by:
Related Material: FY26-PTLAM-EPA Budget.pdf
FY26-AMCS-EPA Budget.pdf

Prepa Tec Los Angeles Middle School
2025-26 Education Protection Account
Expenditures by Function - Detail

Projected Expenditures from July 1, 2025 to June 30, 2026

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	59,800.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		59,800.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	41,860.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	17,940.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299, 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		59,800.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Academia Moderna Charter School
2025-26 Education Protection Account
Expenditures by Function - Detail

Projected Expenditures from July 1, 2025 to June 30, 2026

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	742,443.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		742,443.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	519,710.10
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	222,732.90
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299, 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		742,443.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Review & Approve the FY25-26 Budgets for Academia Moderna, Prepa Tec LA and Central Office

Section: V. Action Items
Item: C. Review & Approve the FY25-26 Budgets for Academia Moderna,
Prepa Tec LA and Central Office
Purpose: Vote
Submitted by:
Related Material: FY26-PTLAM-CB Form.pdf
FY26-AMCS-CB Form.pdf
FY26-AMCS - Budget Package.pdf
FY26-PTLAM - Budget Package.pdf
FY26-Alta Central-Budget.pdf

PREPA TEC - Los Angeles
Los Angeles Unified
Los Angeles County

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
Charter School Certification

19 64733 0127936
Form CB
G8B74NJEJ4(2025-26)

Charter Number: 1542

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

2025-26 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____

Date: _____

Charter School Official

(Original signature required)

Printed Name: Xavier Reyes

Title: Executive Director

For additional information on the budget report, please contact:

Charter School Contact:

Jason Sitomer

Name

Charter Impact

Title

888-474-0322

Telephone

jsitomer@charterimpact.com

E-mail Address

Academia Moderna
Los Angeles Unified
Los Angeles County

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
Charter School Certification

19 64733 0120097
Form CB
G8BAFFG292(2025-26)

Charter Number: 1101

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

2025-26 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____

Date: _____

Charter School Official

(Original signature required)

Printed Name: Xavier Reyes

Title: Executive Director

For additional information on the budget report, please contact:

Charter School Contact:

Jason Sitomer

Name

Charter Impact

Title

888-474-0322

Telephone

jsitomer@charterimpact.com

E-mail Address



Academia Moderna Charter School

Budget Presentation – FY 2025-26

ACADEMIA MODERNA – Highlights

- Budget balanced with **\$70K** surplus (.8% of expenses)
- **2.30%** COLA projected for LCFF and other programs

	2025-26	2026-27	2027-28
State COLA	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.92%	2.70%	2.76%
Enrollment	404.00	420.00	430.00
Average Daily Attendance	371.68	386.40	395.60

Total Revenue	\$ 8,956,558	\$ 8,980,733	\$ 9,435,415
Total Expenses	\$ 8,886,665	\$ 8,716,453	\$ 8,933,843
Surplus (Deficit)	\$ 69,893	\$ 264,280	\$ 501,572

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	388
ADA	372
Attendance Rate	92.0%
Unduplicated %	91.4%
Revenue per ADA	\$24,097
Expenses per ADA	\$23,909

LCFF

Total Target Base Plus Add-Ons	\$ 4,072,608	\$ 4,365,529	\$ 4,622,045
Average Base per ADA	\$ 10,957	\$ 11,298	\$ 11,684
Total Supplemental Grant	\$ 744,799	\$ 798,368	\$ 891,130
Total Concentration Grant	\$ 819,572	\$ 878,519	\$ 930,140
Total LCFF	\$ 5,718,601	\$ 6,147,517	\$ 6,552,006
Total Funding per ADA	\$ 15,386	\$ 15,910	\$ 16,562

AMCS – Revenue & Expenses

Revenue

	<i>Annual/Full Year</i>
	Budget
State Aid-Rev Limit	\$ 5,718,601
Federal Revenue	411,690
Other State Revenue	2,651,267
Other Local Revenue	175,000
Total Revenue	\$ 8,956,558

Expenses

	<i>Annual/Full Year</i>
	Budget
Certificated Salaries	\$ 2,158,629
Classified Salaries	1,235,458
Benefits	1,485,235
Books and Supplies	317,747
Subagreement Services	482,200
Operations	266,500
Facilities	1,264,296
Professional Services	1,583,973
Depreciation	92,628
Interest	-
Total Expenses	\$ 8,886,665

One-Time Funds:

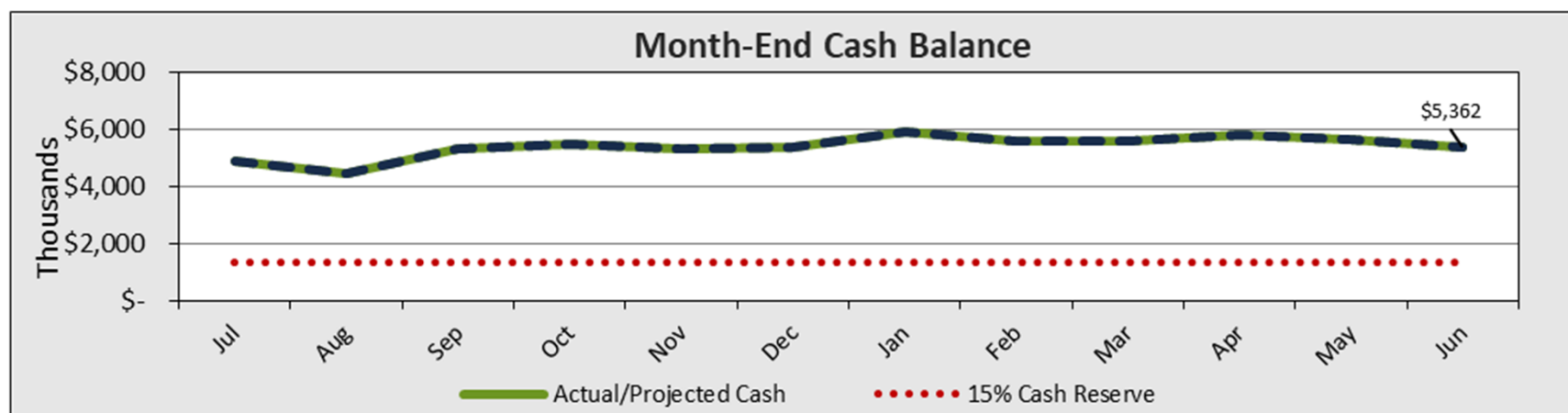
- ELOP: **\$1.2M**
- AMS: **\$82K**
- ASES: **\$148K**
- 21st Century: **\$185K**
- UPK: **\$127K**
- SSPDBG: **\$112K**

-
- Staffing Costs: -2.5%
 - Supplies: -34%
 - Services: -5.5%

AMCS – Fund & Cash Balance

	Annual/Full Year
	Budget
Total Surplus(Deficit)	\$ 69,893
Beginning Fund Balance	5,597,375
Ending Fund Balance	<u>\$ 5,667,268</u>
<i>As a % of Annual Expenses</i>	63.8%

- Fund balance and surplus within state and authorizer requirements
- Fund balance subject to change pending the June 2025 financial close



- Strong cash balance for each monthly close
- No factoring built into current budget
- Low point in September, typical for how revenue is paid

AMCS – Three Year Forecast

- Next year's projected revenue is a decrease as one-time funding is depleted, but increases thereafter
- Expenses:
 - Projected In-line with current year with strategic cuts as discussed with school leadership
- Positive surpluses and cash balances all three years

	2025-26	2026-27	2027-28
<i>State COLA</i>	2.30%	3.02%	3.42%
<i>Other Revenue COLA</i>	n/a	0.00%	0.00%
<i>Expense COLA</i>	2.92%	2.70%	2.76%
<i>Enrollment</i>	404.00	420.00	430.00
<i>Average Daily Attendance</i>	371.68	386.40	395.60
Total Revenue	\$ 8,956,558	\$ 8,980,733	\$ 9,435,415
Total Expenses	\$ 8,886,665	\$ 8,716,453	\$ 8,933,843
Surplus (Deficit)	\$ 69,893	\$ 264,280	\$ 501,572
Fund Balance, Beginning of Year	\$ 5,597,375	\$ 5,667,268	\$ 5,931,548
Fund Balance, End of Year	\$ 5,667,268	\$ 5,931,548	\$ 6,433,121
	63.8%	68.1%	72.0%
Total Change in Cash	546,150	494,415	516,571
Cash, Beginning of Year	4,815,753	5,361,903	5,856,318
Cash, End of Year	\$ 5,361,903	\$ 5,856,318	\$ 6,372,889

ACADEMIA MODERNA– Appendix

- Multi-year Projection
- Monthly Cash Flow / Forecast

FY25-26 Academia Moderna Budget**Multi-Year Forecast**

Revised 6/6/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Assumptions			
State COLA	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.92%	2.70%	2.76%
Enrollment	404.00	420.00	430.00
Average Daily Attendance	371.68	386.40	395.60
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 3,430,040	\$ 3,745,009	\$ 4,064,454
8012 Education Protection Account	742,443	795,157	841,931
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,546,118	1,607,351	1,645,621
	5,718,601	6,147,517	6,552,006
Federal Revenue			
8181 Special Education - Entitlement	8,000	64,640	66,179
8290 Title I, Part A - Basic Low Income	173,548	180,421	184,717
8291 Title II, Part A - Teacher Quality	20,004	20,796	21,291
8293 Title III - Limited English	25,138	26,134	26,756
8296 Other Federal Revenue	185,000	185,000	185,000
	411,690	476,991	483,943
Other State Revenue			
8311 State Special Education	331,910	355,476	376,386
8545 School Facilities (SB740)	480,478	514,592	528,890
8550 Mandated Cost	7,565	7,869	8,460
8560 State Lottery	101,469	105,487	107,999
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	1,729,845	1,190,871	1,191,469
	2,651,267	2,174,294	2,213,204
Other Local Revenue			
8660 Interest Revenue	151,000	156,980	160,718
8699 School Fundraising	24,000	24,950	25,545
	175,000	181,931	186,262
Total Revenue	\$ 8,956,558	\$ 8,980,733	\$ 9,435,415
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	1,894,629	1,704,629	1,704,629
1170 Teachers' Substitute Hours	-	-	-
1175 Teachers' Extra Duty/Stipends	36,000	36,972	37,992
1200 Pupil Support Salaries	-	-	-
1300 Administrators' Salaries	228,000	228,000	228,000
	2,158,629	1,969,601	1,970,621
Classified Salaries			
2100 Instructional Salaries	117,059	120,220	123,538
2200 Support Salaries	199,410	117,393	117,393
2400 Clerical and Office Staff Salaries	273,915	281,311	289,075
2900 Other Classified Salaries	645,074	662,491	680,775
	1,235,458	1,181,414	1,210,781
Benefits			
3101 STRS	412,298	376,194	376,389

FY25-26 Academia Moderna Budget

Multi-Year Forecast

Revised 6/6/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
3202 PERS	331,226	317,800	336,597
3301 OASDI	76,598	73,248	75,068
3311 Medicare	49,214	45,690	46,130
3401 Health and Welfare	552,000	566,904	582,551
3501 State Unemployment	16,381	(3,251)	(3,403)
3601 Workers' Compensation	47,517	44,114	44,540
	1,485,235	1,420,699	1,457,872
Books and Supplies			
4100 Textbooks and Core Curricula	58,000	61,925	65,149
4200 Books and Other Materials	500	534	562
4302 School Supplies	50,000	53,384	56,163
4305 Software	107,792	115,087	121,079
4310 Office Expense	74,300	79,328	83,458
4311 Business Meals	3,800	4,057	4,268
4400 Noncapitalized Equipment	8,300	8,862	9,323
4700 Food Services	15,055	16,074	16,911
	317,747	339,250	356,913
Subagreement Services			
5102 Special Education	221,600	236,596	248,915
5103 Substitute Teacher	80,000	85,414	89,861
5104 Transportation	22,900	24,450	25,723
5105 Security	5,100	5,445	5,729
5106 Other Educational Consultants	127,900	90,000	94,686
5107 IB Fees	24,700	26,372	27,745
	482,200	468,277	492,658
Operations and Housekeeping			
5201 Auto and Travel	12,000	12,812	13,479
5300 Dues & Memberships	11,100	11,851	12,468
5400 Insurance	40,000	42,707	44,931
5501 Utilities	52,100	55,626	58,522
5502 Janitorial Services	23,600	25,197	26,509
5516 Miscellaneous Expense	-	-	-
5900 Communications	125,400	133,886	140,857
5901 Postage and Shipping	2,300	2,456	2,584
	266,500	284,535	299,350
Facilities, Repairs and Other Leases			
5601 Rent	918,960	918,960	918,960
5602 Additional Rent	111,120	118,640	124,817
5603 Equipment Leases	102,196	102,196	102,196
5604 Other Leases	2,520	2,691	2,831
5605 Real/Personal Property Taxes	59,500	63,527	66,834
5610 Repairs and Maintenance	70,000	70,000	70,000
	1,264,296	1,276,013	1,285,638
Professional/Consulting Services			
5801 IT	6,000	6,406	6,740
5802 Audit & Taxes	2,300	2,362	2,427
5803 Legal	5,000	5,135	5,277
5804 Professional Development	71,900	71,900	71,900
5805 General Consulting	71,300	71,300	71,300
5806 Special Activities/Field Trips	115,400	123,209	129,625
5807 Bank Charges	100	107	112

FY25-26 Academia Moderna Budget**Multi-Year Forecast**

Revised 6/6/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
5808 Printing	200	214	225
5809 Other taxes and fees	11,160	11,915	12,536
5811 Management Fee	1,231,527	1,314,868	1,383,329
5812 District Oversight Fee	57,186	61,475	65,520
5813 County Fees	10,400	11,104	11,682
5815 Public Relations/Recruitment	1,500	1,541	1,583
	1,583,973	1,681,536	1,762,255
Depreciation			
6900 Depreciation Expense	92,628	95,129	97,755
	92,628	95,129	97,755
Interest			
	-	-	-
Total Expenses	\$ 8,886,665	\$ 8,716,453	\$ 8,933,843
Surplus (Deficit)	\$ 69,893	\$ 264,280	\$ 501,572
Fund Balance, Beginning of Year	\$ 5,597,375	\$ 5,667,268	\$ 5,931,548
Fund Balance, End of Year	\$ 5,667,268	\$ 5,931,548	\$ 6,433,121
	63.8%	68.1%	72.0%
Cash Flow Adjustments			
Surplus (Deficit)	69,893	264,280	501,572
Cash Flows From Operating Activities			
Depreciation/Amortization	92,628	95,129	97,755
Public Funding Receivables	374,953	134,265	(83,629)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	8,676	741	874
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	546,150	494,415	516,571
Cash, Beginning of Year	4,815,753	5,361,903	5,856,318
Cash, End of Year	\$ 5,361,903	\$ 5,856,318	\$ 6,372,889

FY25-26 Academia Moderna Budget

Monthly Cash Flow/Budget FY25-26

Revised 6/6/25

Actuals Through:

ADA = 371.68



		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 Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 371.68	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	169,864	169,864	305,755	305,755	305,755	305,755	305,755	312,307	312,307	312,307	312,307	312,307	3,430,040	3,430,040	-
8012	Education Protection Account	-	-	185,611	-	-	185,611	-	-	185,611	-	-	-	185,611	742,443	742,443	-
8096	In Lieu of Property Taxes	-	91,881	183,762	122,508	122,508	122,508	122,508	122,508	219,312	109,656	109,656	109,656	109,656	1,546,118	1,546,118	-
		-	261,745	539,237	428,263	428,263	613,874	428,263	428,263	717,230	421,963	421,963	421,963	607,574	5,718,601	5,718,601	-
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	8,000	8,000	8,000	-
8290	Title I, Part A - Basic Low Income	-	-	43,387	-	-	130,161	-	-	-	-	-	-	-	173,548	173,548	-
8291	Title II, Part A - Teacher Quality	-	-	5,001	-	-	15,003	-	-	-	-	-	-	-	20,004	20,004	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	25,138	-	25,138	25,138	-
8296	Other Federal Revenue	-	-	-	46,250	-	-	46,250	-	-	46,250	-	-	46,250	185,000	185,000	-
		-	-	48,388	46,250	-	145,164	46,250	-	-	46,250	-	25,138	54,250	411,690	411,690	-
Other State Revenue																	
8311	State Special Education	-	16,437	16,437	29,587	29,587	29,587	29,587	29,587	30,221	30,221	30,221	30,221	30,221	331,910	331,910	-
8545	School Facilities (SB740)	-	-	-	-	-	-	240,239	-	-	-	120,120	-	120,120	480,478	480,478	-
8550	Mandated Cost	-	-	-	-	-	7,565	-	-	-	-	-	-	-	7,565	7,565	-
8560	State Lottery	-	-	-	-	-	-	25,125	-	-	25,125	-	-	51,219	101,469	101,469	-
8599	Other State Revenue	-	1,208	1,208	428,596	2,174	2,174	428,596	2,174	2,174	428,596	2,174	2,174	428,596	1,729,845	1,729,845	-
		-	17,645	17,645	458,182	31,761	39,326	723,546	31,761	32,395	483,941	152,515	32,395	630,155	2,651,267	2,651,267	-
Other Local Revenue																	
8660	Interest Revenue	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	-	151,000	151,000	-
8699	School Fundraising	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000	24,000	-
		14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	-	175,000	175,000	-
Total Revenue		14,583	293,973	619,853	947,279	474,607	812,947	1,212,643	474,607	764,208	966,738	589,061	494,079	1,291,979	8,956,558	8,956,558	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	172,239	172,239	172,239	172,239	172,239	172,239	172,239	172,239	172,239	172,239	172,239	-	1,894,629	1,894,629	-
1175	Teachers' Extra Duty/Stipends	-	3,273	3,273	3,273	3,273	3,273	3,273	3,273	3,273	3,273	3,273	3,273	-	36,000	36,000	-
1300	Administrators' Salaries	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	-	228,000	228,000	-
		19,000	194,512	194,512	194,512	194,512	194,512	194,512	194,512	194,512	194,512	194,512	194,512	-	2,158,629	2,158,629	-
Classified Salaries																	
2100	Instructional Salaries	-	10,642	10,642	10,642	10,642	10,642	10,642	10,642	10,642	10,642	10,642	10,642	-	117,059	117,059	-
2200	Support Salaries	-	18,128	18,128	18,128	18,128	18,128	18,128	18,128	18,128	18,128	18,128	18,128	-	199,410	199,410	-
2400	Clerical and Office Staff Salaries	12,334	23,780	23,780	23,780	23,780	23,780	23,780	23,780	23,780	23,780	23,780	23,780	-	273,915	273,915	-
2900	Other Classified Salaries	-	58,643	58,643	58,643	58,643	58,643	58,643	58,643	58,643	58,643	58,643	58,643	-	645,074	645,074	-
		12,334	111,193	111,193	111,193	111,193	111,193	111,193	111,193	111,193	111,193	111,193	111,193	-	1,235,458	1,235,458	-
Benefits																	
3101	STRS	3,629	37,152	37,152	37,152	37,152	37,152	37,152	37,152	37,152	37,152	37,152	37,152	-	412,298	412,298	-
3202	PERS	3,307	29,811	29,811	29,811	29,811	29,811	29,811	29,811	29,811	29,811	29,811	29,811	-	331,226	331,226	-
3301	OASDI	765	6,894	6,894	6,894	6,894	6,894	6,894	6,894	6,894	6,894	6,894	6,894	-	76,598	76,598	-
3311	Medicare	454	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	-	49,214	49,214	-
3401	Health and Welfare	46,000	46,000	46,000	46,000	46,000	46,000	46,000	46,000	46,000	46,000	46,000	46,000	-	552,000	552,000	-
3501	State Unemployment	819	819	819	819	819	819	4,095	3,276	1,638	819	819	819	-	16,381	16,381	-
3601	Workers' Compensation	439	4,280	4,280	4,280	4,280	4,280	4,280	4,280	4,280	4,280	4,280	4,280	-	47,517	47,517	-
		55,413	129,388	129,388	129,388	129,388	129,388	132,664	131,845	130,207	129,388	129,388	129,388	-	1,485,235	1,485,235	-
Books and Supplies																	
4100	Textbooks and Core Curricula	-	14,500	14,500	14,500	14,500	-	-	-	-	-	-	-	-	58,000	58,000	-
4200	Books and Other Materials	100	100	100	100	100	-	-	-	-	-	-	-	-	500	500	-
4302	School Supplies	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	50,000	50,000	-
4305	Software	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	-	107,792	107,792	-
4310	Office Expense	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	-	74,300	74,300	-
4311	Business Meals	317	317	317	317	317	317	317	317	317	317	317	317	-	3,800	3,800	-
4400	Noncapitalized Equipment	-	1,660	1,660	1,660	1,660	1,660	-	-	-	-	-	-	-	8,300	8,300	-
4700	Food Services	-	1,369	1,369	1,369	1,369	1,369	1,369	1,369	1,369	1,369	1,369	1,369	-	15,055	15,055	-
		19,758	37,286	37,286	37,286	37,286	22,686	21,026	21,026	21,026	21,026	21,026	21,026	-	317,747	317,747	-
Subagreement Services																	
5102	Special Education	-	20,145	20,145	20,145	20,145	20,145	20,145	20,145	20,145	20,145	20,145	20,145	-	221,600	221,600	-
5103	Substitute Teacher	-	7,273	7,273	7,273	7,273	7,273	7,273	7,273	7,273	7,273	7,273	7,273	-	80,000	80,000	-
5104	Transportation	-	2,082	2,082	2,082	2,082	2,082	2,082	2,082	2,082	2,082	2,082	2,082	-	22,900	22,900	-
5105	Security	-	464	464	464	464	464	464	464	464	464	464	464	-	5,100	5,100	-
5106	Other Educational Consultants	-	-	12,790	12,790	12,790	12,790	12,790	12,790	12,790	12,790	12,790	12,790	-	127,900	127,900	-
5107	IB Fees	-	-	2,470	2,470	2,470	2,470	2,470	2,470	2,470	2,470	2,470	2,470	-	24,700	24,700	-
		-	29,964	45,224	45,224	45,224	45,224	45,224	45,224	45,224	45,224	45,224	45,224	-	482,200	457,500	-
Operations and Housekeeping																	
5201	Auto and Travel	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	-	12,000	12,000	-
5300	Dues & Memberships	925	925	925	925	925	925	925	925	925	925	925	925	-	11,100	11,100	-
5400	Insurance	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000	40,000	-

FY25-26 Academia Moderna Budget

Monthly Cash Flow/Budget FY25-26

Revised 6/6/25

Actuals Through:

ADA = 371.68



		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 Budget	Original Budget Total	Favorable / (Unfav.)
5501	Utilities	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	-	52,100	52,100	-
5502	Janitorial Services	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	-	23,600	23,600	-
5900	Communications	10,450	10,450	10,450	10,450	10,450	10,450	10,450	10,450	10,450	10,450	10,450	10,450	-	125,400	125,400	-
5901	Postage and Shipping	-	-	230	230	230	230	230	230	230	230	230	230	-	2,300	2,300	-
		21,017	22,108	22,338	22,338	22,338	22,338	22,338	22,338	22,338	22,338	22,338	22,338	-	266,500	266,500	-
Facilities, Repairs and Other Leases																	
5601	Rent	76,580	76,580	76,580	76,580	76,580	76,580	76,580	76,580	76,580	76,580	76,580	76,580	-	918,960	918,960	-
5602	Additional Rent	9,260	9,260	9,260	9,260	9,260	9,260	9,260	9,260	9,260	9,260	9,260	9,260	-	111,120	111,120	-
5603	Equipment Leases	8,516	8,516	8,516	8,516	8,516	8,516	8,516	8,516	8,516	8,516	8,516	8,516	-	102,196	102,196	-
5604	Other Leases	210	210	210	210	210	210	210	210	210	210	210	210	-	2,520	2,520	-
5605	Real/Personal Property Taxes	4,958	4,958	4,958	4,958	4,958	4,958	4,958	4,958	4,958	4,958	4,958	4,958	-	59,500	59,500	-
5610	Repairs and Maintenance	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	-	70,000	70,000	-
		105,358	105,358	105,358	105,358	105,358	105,358	105,358	105,358	105,358	105,358	105,358	105,358	-	1,264,296	1,264,296	-
Professional/Consulting Services																	
5801	IT	500	500	500	500	500	500	500	500	500	500	500	500	-	6,000	6,000	-
5802	Audit & Taxes	-	-	-	767	767	767	-	-	-	-	-	-	-	2,300	2,300	-
5803	Legal	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000	5,000	-
5804	Professional Development	-	-	7,190	7,190	7,190	7,190	7,190	7,190	7,190	7,190	7,190	7,190	-	71,900	71,900	-
5805	General Consulting	-	-	7,130	7,130	7,130	7,130	7,130	7,130	7,130	7,130	7,130	7,130	-	71,300	71,300	-
5806	Special Activities/Field Trips	-	-	-	-	-	38,467	38,467	38,467	-	-	-	-	-	115,400	115,400	-
5807	Bank Charges	-	-	10	10	10	10	10	10	10	10	10	10	-	100	100	-
5808	Printing	-	-	20	20	20	20	20	20	20	20	20	20	-	200	200	-
5809	Other taxes and fees	930	930	930	930	930	930	930	930	930	930	930	930	-	11,160	11,160	-
5811	Management Fee	102,627	102,627	102,627	102,627	102,627	102,627	102,627	102,627	102,627	102,627	102,627	102,627	-	1,231,527	1,231,527	-
5812	District Oversight Fee	-	2,617	5,392	4,283	4,283	6,139	4,283	4,283	7,172	4,220	4,220	4,220	6,076	57,186	57,186	-
5813	County Fees	-	-	-	2,600	-	-	2,600	-	-	2,600	-	-	2,600	10,400	10,400	-
5815	Public Relations/Recruitment	-	-	150	150	150	150	150	150	150	150	150	150	-	1,500	1,500	-
		104,474	107,091	124,366	126,623	124,023	164,346	164,323	161,723	126,146	125,794	123,194	123,194	8,676	1,583,973	1,583,973	-
Depreciation																	
6900	Depreciation Expense	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	-	92,628	92,628	-
		7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	-	92,628	92,628	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		345,072	744,619	777,384	779,641	777,041	802,763	804,357	800,938	763,723	762,551	759,951	759,951	8,676	8,886,665	8,861,965	-
Monthly Surplus (Deficit)		(330,489)	(450,645)	(157,531)	167,638	(302,433)	10,184	408,286	(326,330)	485	204,187	(170,890)	(265,872)	1,283,303	69,893	94,593	-
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(330,489)	(450,645)	(157,531)	167,638	(302,433)	10,184	408,286	(326,330)	485	204,187	(170,890)	(265,872)	1,283,303	69,893		
Cash flows from operating activities																	
Depreciation/Amortization		7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	7,719	-	92,628		
Public Funding Receivables		376,481	-	1,002,805	-	135,507	51,844	100,296	-	-	-	-	-	(1,291,979)	374,953		
Grants and Contributions Rec.		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	8,676	8,676		
Accrued Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																	
Purchases of Prop. And Equip.		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																	
Proceeds from Factoring		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash		53,711	(442,926)	852,993	175,357	(159,207)	69,747	516,301	(318,611)	8,204	211,906	(163,171)	(258,153)				
Cash, Beginning of Month		4,815,753	4,869,464	4,426,538	5,279,530	5,454,888	5,295,681	5,365,427	5,881,728	5,563,117	5,571,321	5,783,227	5,620,056				
Cash, End of Month		4,869,464	4,426,538	5,279,530	5,454,888	5,295,681	5,365,427	5,881,728	5,563,117	5,571,321	5,783,227	5,620,056	5,361,903				



Prepa Tec Los Angeles Middle School

Budget Presentation – FY 2025-26

PTLAM – Highlights

- Budget balanced with **\$36K** surplus (.6% of expenses)
- **2.30%** COLA projected for LCFF and other programs

	2025-26	2026-27	2027-28
<i>State COLA</i>	2.30%	3.02%	3.42%
<i>Other Revenue COLA</i>	n/a	0.00%	0.00%
<i>Expense COLA</i>	2.92%	2.70%	2.76%
<i>Enrollment</i>	325.00	337.00	337.00
<i>Average Daily Attendance</i>	299.00	310.04	310.04

Enrollment & Per Pupil Data	
	<u>Budget</u>
Average Enrollment	325
ADA	299
Attendance Rate	92.0%
Unduplicated %	88.2%
Revenue per ADA	\$20,552
Expenses per ADA	\$20,430

Total Revenue	\$ 6,144,915	\$ 6,315,063	\$ 6,507,925
Total Expenses	\$ 6,108,549	\$ 6,288,616	\$ 6,372,801
Surplus (Deficit)	\$ 36,366	\$ 26,447	\$ 135,124

LCFF

Total Target Base Plus Add-Ons	\$ 3,179,479	\$ 3,395,979	\$ 3,512,212
Average Base per ADA	\$ 10,634	\$ 10,953	\$ 11,328
Total Supplemental Grant	\$ 560,606	\$ 598,779	\$ 670,200
Total Concentration Grant	\$ 639,838	\$ 683,407	\$ 706,798
Total LCFF	\$ 4,379,922	\$ 4,678,164	\$ 4,889,210
Total Funding per ADA	\$ 14,649	\$ 15,089	\$ 15,770

PTLAM – Revenue & Expenses

Revenue

State Aid-Rev Limit
Federal Revenue
Other State Revenue
Other Local Revenue

Total Revenue

Annual/Full Year	
Budget	
\$	4,379,922
	481,315
	1,276,678
	7,000
\$	6,144,915

One-Time Funds:

- ELOP: **\$329K**
- AMS: **\$54K**
- ASES: **\$44K**
- 21st Century: **\$265K**
- SSPDBG: **\$88K**

Expenses

Certificated Salaries
Classified Salaries
Benefits
Books and Supplies
Subagreement Services
Operations
Facilities
Professional Services
Depreciation
Interest

Total Expenses

Annual/Full Year	
Budget	
\$	1,608,222
	618,748
	934,053
	145,194
	184,775
	228,370
	1,272,504
	1,081,175
	35,508
	-
\$	6,108,549

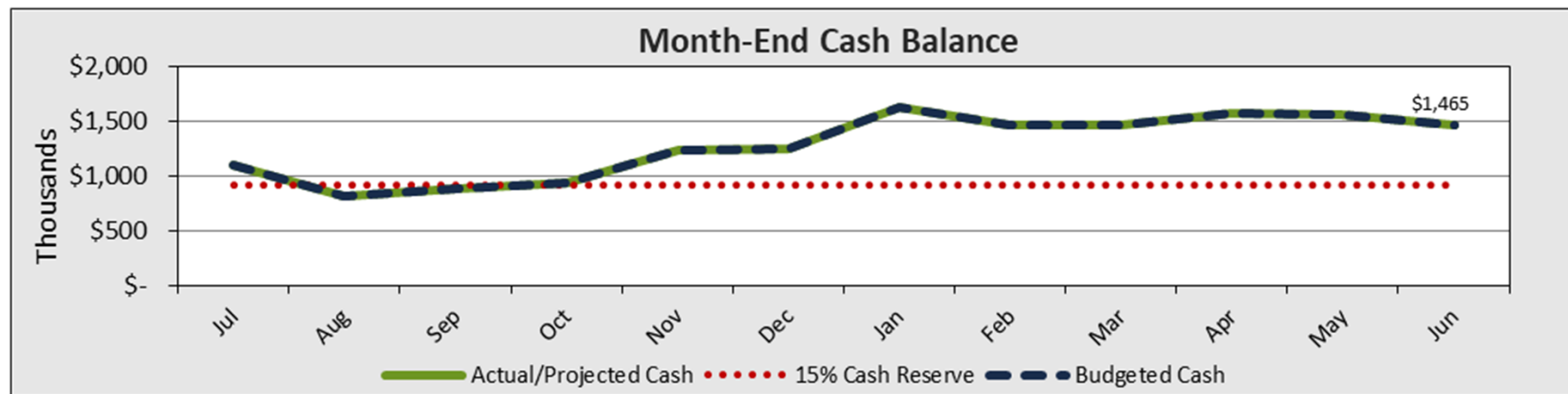
- Staffing Costs: +4.5%
- Supplies: -33%
- Services: -12.4%

PTLAM – Fund & Cash Balance

Total Surplus(Deficit)
Beginning Fund Balance
Ending Fund Balance
As a % of Annual Expenses

<i>Annual/Full Year</i>	
Budget	
\$	36,366
	220,715
\$	<u>257,081</u>
	4.2%

- Fund balance and surplus are projected to grow towards state and authorizer requirements
- Fund balance subject to change pending the June 2025 financial close



- No factoring built into current budget
- Low point in August/September, typical for how revenue is paid

PTLAM – Three Year Forecast

- Projected revenue is projected to increase during the next 3-years
- Expenses:
 - Projected In-line with current year with strategic cuts as discussed with school leadership
- Positive surpluses and cash balances all three years

	2025-26	2026-27	2027-28
<i>State COLA</i>	2.30%	3.02%	3.42%
<i>Other Revenue COLA</i>	n/a	0.00%	0.00%
<i>Expense COLA</i>	2.92%	2.70%	2.76%
<i>Enrollment</i>	325.00	337.00	337.00
<i>Average Daily Attendance</i>	299.00	310.04	310.04
Total Revenue	\$ 6,144,915	\$ 6,315,063	\$ 6,507,925
Total Expenses	\$ 6,108,549	\$ 6,288,616	\$ 6,372,801
Surplus (Deficit)	\$ 36,366	\$ 26,447	\$ 135,124
Fund Balance, Beginning of Year	\$ 220,715	\$ 257,081	\$ 283,528
Fund Balance, End of Year	\$ 257,081	\$ 283,528	\$ 418,652
	4.2%	4.5%	6.6%
Total Change in Cash	805,075	81,311	172,522
Cash, Beginning of Year	659,754	1,464,829	1,546,140
Cash, End of Year	\$ 1,464,829	\$ 1,546,140	\$ 1,718,662

Prepa Tec LA Middle – Appendix

- Multi-year Projection
- Monthly Cash Flow / Forecast

FY25-26 Prepa-Tec Budget**Multi-Year Forecast**

Revised 6/7/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Assumptions			
State COLA	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.92%	2.70%	2.76%
Enrollment	325.00	337.00	337.00
Average Daily Attendance	299.00	310.04	310.04
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 3,076,339	\$ 3,326,449	\$ 3,537,495
8012 Education Protection Account	59,800	62,008	62,008
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,243,783	1,289,707	1,289,707
	<u>4,379,922</u>	<u>4,678,164</u>	<u>4,889,210</u>
Federal Revenue			
8181 Special Education - Entitlement	42,000	45,500	45,500
8290 Title I, Part A - Basic Low Income	136,192	141,221	141,221
8291 Title II, Part A - Teacher Quality	15,301	15,866	15,866
8293 Title III - Limited English	12,633	13,099	13,099
8296 Other Federal Revenue	275,189	275,189	275,189
	<u>481,315</u>	<u>490,875</u>	<u>490,875</u>
Other State Revenue			
8311 State Special Education	267,007	285,227	294,982
8545 School Facilities (SB740)	386,523	412,899	414,502
8550 Mandated Cost	5,929	6,330	6,788
8560 State Lottery	81,627	84,641	84,641
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	535,592	319,669	319,669
	<u>1,276,678</u>	<u>1,108,765</u>	<u>1,120,582</u>
Other Local Revenue			
8699 School Fundraising	7,000	7,258	7,258
	<u>7,000</u>	<u>7,258</u>	<u>7,258</u>
Total Revenue	\$ 6,144,915	\$ 6,285,063	\$ 6,507,925
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	1,356,822	1,393,456	1,393,456
1170 Teachers' Substitute Hours	18,000	18,486	18,996
1175 Teachers' Extra Duty/Stipends	-	-	-
1200 Pupil Support Salaries	-	-	-
1300 Administrators' Salaries	233,400	239,702	246,318
	<u>1,608,222</u>	<u>1,651,644</u>	<u>1,658,770</u>
Classified Salaries			
2100 Instructional Salaries	155,605	159,806	164,217
2200 Support Salaries	65,250	67,011	68,861
2400 Clerical and Office Staff Salaries	113,922	116,997	120,227
2900 Other Classified Salaries	283,972	291,639	299,688
	<u>618,748</u>	<u>635,454</u>	<u>652,993</u>
Benefits			
3101 STRS	307,170	315,464	316,825

FY25-26 Prepa-Tec Budget**Multi-Year Forecast**

Revised 6/7/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
3202 PERS	165,886	170,937	181,532
3301 OASDI	38,362	39,398	40,486
3311 Medicare	32,291	33,163	33,521
3401 Health and Welfare	385,000	395,395	406,308
3501 State Unemployment	2,225	1,729	1,571
3601 Workers' Compensation	3,118	3,202	3,236
	934,053	959,288	983,478
Books and Supplies			
4100 Textbooks and Core Curricula	10,000	10,649	10,943
4302 School Supplies	25,000	26,623	27,358
4305 Software	42,594	45,359	46,611
4310 Office Expense	47,300	50,371	51,761
4311 Business Meals	500	532	547
4400 Noncapitalized Equipment	14,800	15,761	16,196
4700 Food Services	5,000	5,325	5,472
	145,194	154,620	158,888
Subagreement Services			
5102 Special Education	59,600	63,469	65,221
5103 Substitute Teacher	59,375	63,230	64,975
5104 Transportation	31,500	33,545	34,471
5105 Security	4,200	4,473	4,596
5106 Other Educational Consultants	21,000	22,363	22,981
5107 IB Fees	9,100	9,691	9,958
	184,775	196,771	202,201
Operations and Housekeeping			
5201 Auto and Travel	-	-	-
5300 Dues & Memberships	9,500	10,117	10,396
5400 Insurance	47,700	50,797	52,199
5501 Utilities	85,000	90,518	93,017
5502 Janitorial Services	3,000	3,195	3,283
5900 Communications	82,070	87,398	89,810
5901 Postage and Shipping	1,100	1,171	1,204
	228,370	243,196	249,908
Facilities, Repairs and Other Leases			
5601 Rent	1,233,600	1,233,600	1,233,600
5603 Equipment Leases	30,000	31,948	32,829
5604 Other Leases	-	-	-
5605 Real/Personal Property Taxes	-	-	-
5610 Repairs and Maintenance	8,904	9,482	9,744
	1,272,504	1,275,030	1,276,173
Professional/Consulting Services			
5801 IT	5,350	5,697	5,855
5802 Audit & Taxes	2,500	2,568	2,638
5803 Legal	5,000	5,135	5,277
5804 Professional Development	10,300	10,969	11,271
5805 General Consulting	32,800	34,929	35,893
5806 Special Activities/Field Trips	111,500	118,739	122,016
5807 Bank Charges	-	-	-
5808 Printing	-	-	-
5809 Other taxes and fees	16,000	17,039	17,509
5811 Management Fee	844,926	899,778	924,612

FY25-26 Prepa-Tec Budget**Multi-Year Forecast**

Revised 6/7/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
5812 District Oversight Fee	43,799	46,782	48,892
5813 County Fees	9,000	9,584	9,849
5814 SPED Encroachment	-	13,229	13,619
5815 Public Relations/Recruitment	-	-	-
	1,081,175	1,164,449	1,197,432
Depreciation			
6900 Depreciation Expense	35,508	36,467	37,473
	35,508	36,467	37,473
Interest			
	-	-	-
Total Expenses	\$ 6,108,549	\$ 6,316,918	\$ 6,417,316
Surplus (Deficit)	\$ 36,366	\$ (31,855)	\$ 90,609
Fund Balance, Beginning of Year	\$ 220,715	\$ 257,081	\$ 225,226
Fund Balance, End of Year	\$ 257,081	\$ 225,226	\$ 315,835
	4.2%	3.6%	4.9%
Cash Flow Adjustments			
Surplus (Deficit)	36,366	(31,855)	90,609
Cash Flows From Operating Activities			
Depreciation/Amortization	35,508	36,467	37,473
Public Funding Receivables	177,001	25,520	(7,702)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	556,199	3,225	161
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	805,075	33,357	120,542
Cash, Beginning of Year	659,754	1,464,829	1,498,185
Cash, End of Year	\$ 1,464,829	\$ 1,498,185	\$ 1,618,727

FY25-26 Prepa-Tec Budget

Monthly Cash Flow/Budget FY25-26

Revised 6/7/25

Actuals Through:

ADA = 299.00



		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 Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 299.00	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	148,431	148,431	267,175	267,175	267,175	267,175	267,175	288,720	288,720	288,720	288,720	288,719	3,076,339	3,076,339	-
8012	Education Protection Account	-	-	14,950	-	-	14,950	-	-	14,950	-	-	-	14,950	59,800	59,800	-
8096	In Lieu of Property Taxes	-	72,014	144,028	96,018	96,018	96,018	96,018	96,018	182,550	91,275	91,275	91,275	91,275	1,243,783	1,243,783	-
		-	220,445	307,408	363,194	363,194	378,144	363,194	363,194	486,220	379,995	379,995	379,995	394,944	4,379,922	4,379,922	-
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	42,000	42,000	42,000	-
8290	Title I, Part A - Basic Low Income	-	-	34,048	-	-	102,144	-	-	-	-	-	-	-	136,192	136,192	-
8291	Title II, Part A - Teacher Quality	-	-	3,825	-	-	11,476	-	-	-	-	-	-	-	15,301	15,301	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	12,633	-	12,633	12,633	-
8296	Other Federal Revenue	-	-	-	68,797	-	-	68,797	-	-	68,797	-	-	68,797	275,189	275,189	-
		-	-	37,873	68,797	-	113,620	68,797	-	-	68,797	-	12,633	110,797	481,315	481,315	-
Other State Revenue																	
8311	State Special Education	-	12,883	12,883	23,189	23,189	23,189	23,189	23,189	25,059	25,059	25,059	25,059	25,059	267,007	267,007	-
8545	School Facilities (SB740)	-	-	-	-	-	-	193,262	-	-	-	96,631	-	96,631	386,523	386,523	-
8550	Mandated Cost	-	-	-	-	-	5,929	-	-	-	-	-	-	-	5,929	5,929	-
8560	State Lottery	-	-	-	-	-	-	19,692	-	-	19,692	-	-	42,243	81,627	81,627	-
8599	Other State Revenue	-	972	972	130,788	1,749	1,749	130,788	1,749	1,749	130,788	1,749	1,749	130,788	535,592	535,592	-
		-	13,855	13,855	153,977	24,938	30,868	366,931	24,938	26,808	175,540	123,439	26,808	294,721	1,276,678	1,276,678	-
Other Local Revenue																	
8699	School Fundraising	583	583	583	583	583	583	583	583	583	583	583	583	-	7,000	7,000	-
		583	583	583	583	583	583	583	583	583	583	583	583	-	7,000	7,000	-
Total Revenue		583	234,883	359,720	586,552	388,716	523,215	799,506	388,716	513,612	624,915	504,018	420,020	800,462	6,144,915	6,144,915	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	123,347	123,347	123,347	123,347	123,347	123,347	123,347	123,347	123,347	123,347	123,347	-	1,356,822	1,356,822	-
1170	Teachers' Substitute Hours	-	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	-	18,000	18,000	-
1300	Administrators' Salaries	19,450	19,450	19,450	19,450	19,450	19,450	19,450	19,450	19,450	19,450	19,450	19,450	-	233,400	233,400	-
		19,450	144,434	144,434	144,434	144,434	144,434	144,434	144,434	144,434	144,434	144,434	144,434	-	1,608,222	1,608,222	-
Classified Salaries																	
2100	Instructional Salaries	-	14,146	14,146	14,146	14,146	14,146	14,146	14,146	14,146	14,146	14,146	14,146	-	155,605	155,605	-
2200	Support Salaries	-	5,932	5,932	5,932	5,932	5,932	5,932	5,932	5,932	5,932	5,932	5,932	-	65,250	65,250	-
2400	Clerical and Office Staff Salaries	9,493	9,493	9,493	9,493	9,493	9,493	9,493	9,493	9,493	9,493	9,493	9,493	-	113,922	113,922	-
2900	Other Classified Salaries	(2,186)	26,014	26,014	26,014	26,014	26,014	26,014	26,014	26,014	26,014	26,014	26,014	-	283,972	283,972	-
		7,308	55,585	55,585	55,585	55,585	55,585	55,585	55,585	55,585	55,585	55,585	55,585	-	618,748	618,748	-
Benefits																	
3101	STRS	3,715	27,587	27,587	27,587	27,587	27,587	27,587	27,587	27,587	27,587	27,587	27,587	-	307,170	307,170	-
3202	PERS	1,959	14,902	14,902	14,902	14,902	14,902	14,902	14,902	14,902	14,902	14,902	14,902	-	165,886	165,886	-
3301	OASDI	453	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	-	38,362	38,362	-
3311	Medicare	388	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	-	32,291	32,291	-
3401	Health and Welfare	32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083	-	385,000	385,000	-
3501	State Unemployment	111	111	111	111	111	111	556	445	222	111	111	111	-	2,225	2,225	-
3601	Workers' Compensation	37	280	280	280	280	280	280	280	280	280	280	280	-	3,118	3,118	-
		38,747	81,311	81,311	81,311	81,311	81,311	81,755	81,644	81,422	81,311	81,311	81,311	-	934,053	934,053	-
Books and Supplies																	
4100	Textbooks and Core Curricula	-	2,500	2,500	2,500	2,500	-	-	-	-	-	-	-	-	10,000	10,000	-
4302	School Supplies	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	25,000	25,000	-
4305	Software	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	-	42,594	42,594	-
4310	Office Expense	3,942	3,942	3,942	3,942	3,942	3,942	3,942	3,942	3,942	3,942	3,942	3,942	-	47,300	47,300	-
4311	Business Meals	42	42	42	42	42	42	42	42	42	42	42	42	-	500	500	-
4400	Noncapitalized Equipment	-	2,960	2,960	2,960	2,960	2,960	-	-	-	-	-	-	-	14,800	14,800	-
4700	Food Services	-	455	455	455	455	455	455	455	455	455	455	455	-	5,000	5,000	-
		9,616	15,531	15,531	15,531	15,531	13,031	10,071	10,071	10,071	10,071	10,071	10,071	-	145,194	145,194	-
Subagreement Services																	
5102	Special Education	-	5,418	5,418	5,418	5,418	5,418	5,418	5,418	5,418	5,418	5,418	5,418	-	59,600	59,600	-
5103	Substitute Teacher	-	5,398	5,398	5,398	5,398	5,398	5,398	5,398	5,398	5,398	5,398	5,398	-	59,375	59,375	-
5104	Transportation	-	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	-	31,500	31,500	-
5105	Security	-	382	382	382	382	382	382	382	382	382	382	382	-	4,200	4,200	-
5106	Other Educational Consultants	-	-	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	-	21,000	21,000	-
5107	IB Fees	-	-	910	910	910	910	910	910	910	910	910	910	-	9,100	9,100	-
		-	14,061	17,071	17,071	17,071	17,071	17,071	17,071	17,071	17,071	17,071	17,071	-	184,775	184,775	-
Operations and Housekeeping																	
5300	Dues & Memberships	792	792	792	792	792	792	792	792	792	792	792	792	-	9,500	9,500	-
5400	Insurance	3,975	3,975	3,975	3,975	3,975	3,975	3,975	3,975	3,975	3,975	3,975	3,975	-	47,700	47,700	-
5501	Utilities	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	-	85,000	85,000	-
5502	Janitorial Services	250	250	250	250	250	250	250	250	250	250	250	250	-	3,000	3,000	-
5900	Communications	6,839	6,839	6,839	6,839	6,839	6,839	6,839	6,839	6,839	6,839	6,839	6,839	-	82,070	82,070	-
5901	Postage and Shipping	-	-	110	110	110	110	110	110	110	110	110	110	-	1,100	1,100	-
		18,939	18,939	19,049	19,049	19,049	19,049	19,049	19,049	19,049	19,049	19,049	19,049	-	228,370	228,370	-
Facilities, Repairs and Other Leases																	

FY25-26 Prepa-Tec Budget

Monthly Cash Flow/Budget FY25-26

Revised 6/7/25

Actuals Through:

ADA = 299.00



		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 Budget	Original Budget Total	Favorable / (Unfav.)
5601	Rent	102,800	102,800	102,800	102,800	102,800	102,800	102,800	102,800	102,800	102,800	102,800	102,800	-	1,233,600	1,233,600	-
5603	Equipment Leases	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000	30,000	-
5610	Repairs and Maintenance	742	742	742	742	742	742	742	742	742	742	742	742	-	8,904	8,904	-
		106,042	106,042	106,042	106,042	106,042	106,042	106,042	106,042	106,042	106,042	106,042	106,042	-	1,272,504	1,272,504	-
Professional/Consulting Services																	
5801	IT	446	446	446	446	446	446	446	446	446	446	446	446	-	5,350	5,350	-
5802	Audit & Taxes	-	-	-	833	833	833	-	-	-	-	-	-	-	2,500	2,500	-
5803	Legal	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000	5,000	-
5804	Professional Development	-	-	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	-	10,300	10,300	-
5805	General Consulting	-	-	3,280	3,280	3,280	3,280	3,280	3,280	3,280	3,280	3,280	3,280	-	32,800	32,800	-
5806	Special Activities/Field Trips	-	-	-	-	-	37,167	37,167	37,167	-	-	-	-	-	111,500	111,500	-
5809	Other taxes and fees	-	-	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	-	16,000	16,000	-
5811	Management Fee	70,410	70,410	70,410	70,410	70,410	70,410	70,410	70,410	70,410	70,410	70,410	70,410	-	844,926	844,926	-
5812	District Oversight Fee	-	2,204	3,074	3,632	3,632	3,781	3,632	3,632	4,862	3,800	3,800	3,800	3,949	43,799	43,799	-
5813	County Fees	-	-	-	2,250	-	-	2,250	-	-	2,250	-	-	2,250	9,000	9,000	-
		71,273	73,477	80,257	83,898	81,648	118,964	120,232	117,982	82,045	83,233	80,983	80,983	6,199	1,081,175	1,081,175	-
Depreciation																	
6900	Depreciation Expense	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	-	35,508	35,508	-
		2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	-	35,508	35,508	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		274,334	512,339	522,239	525,880	523,630	558,446	557,199	554,837	518,678	519,755	517,505	517,505	6,199	6,108,549	6,108,549	-
Monthly Surplus (Deficit)		(273,751)	(277,457)	(162,519)	60,672	(134,915)	(35,232)	242,307	(166,122)	(5,067)	105,160	(13,487)	(97,485)	794,263	36,366	36,366	-
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(273,751)	(277,457)	(162,519)	60,672	(134,915)	(35,232)	242,307	(166,122)	(5,067)	105,160	(13,487)	(97,485)	794,263	36,366		
Cash flows from operating activities																	
	Depreciation/Amortization	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	-	35,508		
	Public Funding Receivables	155,060	-	217,632	-	425,716	45,067	133,988	-	-	-	-	-	(800,462)	177,001		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	6,199	6,199		
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other Liabilities	550,000	-	-	-	-	-	-	-	-	-	-	-	-	550,000		
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																	
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																	
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash		434,268	(274,498)	58,071	63,631	293,760	12,794	379,254	(163,163)	(2,108)	108,119	(10,528)	(94,526)				
Cash, Beginning of Month		659,754	1,094,022	819,524	877,596	941,226	1,234,987	1,247,781	1,627,035	1,463,872	1,461,764	1,569,883	1,559,355				
Cash, End of Month		1,094,022	819,524	877,596	941,226	1,234,987	1,247,781	1,627,035	1,463,872	1,461,764	1,569,883	1,559,355	1,464,829				

FY25-26 Central Office Budget

Multi-Year Forecast

Revised 6/6/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Assumptions			
State COLA	2.43%	3.52%	3.63%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.92%	2.70%	2.76%
Enrollment	-	-	-
Average Daily Attendance	-	-	-
Revenues			
State Aid - Revenue Limit			
	-	-	-
Federal Revenue			
8220 Federal Child Nutrition	1,996,956	2,067,249	2,142,290
	1,996,956	2,067,249	2,142,290
Other State Revenue			
8520 Child Nutrition	1,050,779	1,087,766	1,127,252
	1,050,779	1,087,766	1,127,252
Other Local Revenue			
8689 Other Fees and Contracts	1,821,765	1,885,892	1,954,349
	1,821,765	1,885,892	1,954,349
Total Revenue	\$ 4,869,500	\$ 5,040,907	\$ 5,223,892
Expenses			
Certificated Salaries			
1300 Administrators' Salaries	180,936	185,821	190,950
	180,936	185,821	190,950
Classified Salaries			
2100 Instructional Salaries	95,353	97,928	100,631
2200 Support Salaries	158,879	163,169	167,673
2300 Classified Administrators' Salaries	318,153	326,743	335,762
2400 Clerical and Office Staff Salaries	110,802	113,794	116,935
2900 Other Classified Salaries	640,241	657,527	675,675
	1,323,429	1,359,162	1,396,675
Benefits			
3202 PERS	234,247	240,572	247,211
3301 OASDI	67,696	69,524	71,443
3311 Medicare	21,813	22,402	23,021
3401 Health and Welfare	99,000	101,673	104,479
3501 State Unemployment	5,880	5,880	5,880
3601 Workers' Compensation	45,131	46,349	47,629
	473,768	486,401	499,663
Books and Supplies			
4305 Software	34,000	34,918	35,882
4310 Office Expense	160,000	164,320	168,855
4311 Business Meals	1,500	1,541	1,583

FY25-26 Central Office Budget

Multi-Year Forecast

Revised 6/6/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
4400 Noncapitalized Equipment	7,700	7,908	8,126
4700 Food Services	1,080,056	1,109,218	1,139,832
	1,283,256	1,317,904	1,354,278
Subagreement Services			
5104 Transportation	35,000	35,945	36,937
5105 Security	19,000	19,513	20,052
	54,000	55,458	56,989
Operations and Housekeeping			
5201 Auto and Travel	25,000	25,675	26,384
5300 Dues & Memberships	600	616	633
5400 Insurance	40,500	41,594	42,741
5501 Utilities	26,000	26,702	27,439
5502 Janitorial Services	14,900	15,302	15,725
5900 Communications	65,000	66,755	68,597
5901 Postage and Shipping	400	411	422
	172,400	177,055	181,942
Facilities, Repairs and Other Leases			
5601 Rent	368,256	368,256	368,256
5603 Equipment Leases	50,600	51,966	53,400
5604 Other Leases	8,560	8,791	9,034
5610 Repairs and Maintenance	25,100	25,778	26,489
	452,516	454,791	457,179
Professional/Consulting Services			
5801 IT	1,000	1,027	1,055
5802 Audit & Taxes	37,700	38,718	39,787
5803 Legal	66,700	68,501	70,392
5804 Professional Development	4,800	4,930	5,066
5805 General Consulting	347,844	357,236	367,095
5806 Special Activities/Field Trips	4,200	4,313	4,432
5807 Bank Charges	3,500	3,595	3,694
5809 Other taxes and fees	24,000	24,648	25,328
5810 Payroll Service Fee	24,000	24,648	25,328
5811 Management Fee	85,216	87,517	89,933
5815 Public Relations/Recruitment	25,000	25,675	26,384
	623,960	640,807	658,493
Depreciation			
6900 Depreciation Expense	121,312	124,587	128,026
	121,312	124,587	128,026
Interest			
7438 Interest Expense	56,000	56,000	56,000
	56,000	56,000	56,000
Total Expenses	\$ 4,741,577	\$ 4,857,986	\$ 4,980,195

FY25-26 Central Office Budget

Multi-Year Forecast

Revised 6/6/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Surplus (Deficit)	\$ 127,923	\$ 182,921	\$ 243,697
Fund Balance, Beginning of Year	\$ 1,608,720	\$ 1,736,644	\$ 1,919,564
Fund Balance, End of Year	\$ 1,736,644	\$ 1,919,564	\$ 2,163,261
	36.6%	39.5%	43.4%
Cash Flow Adjustments			
Surplus (Deficit)	127,923	182,921	243,697
Cash Flows From Operating Activities			
Depreciation/Amortization	121,312	124,587	128,026
Public Funding Receivables	8,142	(315,502)	(11,453)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	-	-	-
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Draw from LOC	200,000	-	-
Payments on LOC	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	457,377	(7,993)	360,270
Cash, Beginning of Year	150,234	607,612	599,618
Cash, End of Year	\$ 607,612	\$ 599,618	\$ 959,888

Coversheet

Review & Approve the ConApps for Academia Moderna and Prepa Tec LA

Section:	V. Action Items
Item:	D. Review & Approve the ConApps for Academia Moderna and Prepa Tec LA
Purpose:	Vote
Submitted by:	
Related Material:	FY26-AMCS-ConApp Spring.pdf FY26-PTLA-ConApp Spring.pdf

Academia Moderna (19 64733 0120097)

Status: Certified
 Saved by: charter impact
 Date: 6/5/2025 9:42 PM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurance.toc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Xavier Reyes
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	06/05/2025

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:6/5/2025

R02

Page 1 of 5

Academia Moderna (19 64733 0120097)

Status: Draft
 Saved by: charter impact
 Date: 6/5/2025 9:43 PM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tanya Esqueda
Authorized Representative's Title	Principal
Authorized Representative's Signature Date	06/05/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning

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2025–26 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/08/2022
Authorized Representative's Full Name	Xavier Reyes
Authorized Representative's Title	CEO

*****Warning*****

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California Department of Education**Consolidated Application**

Academia Moderna (19 64733 0120097)

Status: Draft
 Saved by: charter impact
 Date: 6/5/2025 9:44 PM

2025–26 Application for Funding**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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Academia Moderna (19 64733 0120097)

Status: Draft
 Saved by: charter impact
 Date: 6/5/2025 9:44 PM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning

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Report Date:6/5/2025

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California Department of Education**Consolidated Application**

Academia Moderna (19 64733 0120097)

Status: Draft

Saved by: charter impact

Date: 6/5/2025 9:39 PM

2024–25 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2025.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	\$19,031
Transferred–in amount	\$0
Transferred–out amount	\$0
2024–25 Total allocation	\$19,031

Professional Development Expenditures

Professional development for teachers	\$19,031
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$19,031
2024–25 Unspent funds	\$0

*****Warning*****

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Report Date:6/5/2025

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Page 1 of 4

2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Rachel
Homeless liaison last name	Villalobos
Homeless liaison title	Homeless Liaison
Homeless liaison email address (Format: abc@xyz.zyx)	r.villalobos@altaps.org
Homeless liaison telephone number (Format: 999-999-9999)	323-923-0383
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.12

Homeless Liaison Training Information

Warning

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2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/14/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2024–25 Title I, Part A LEA allocation	\$173,548
2024–25 Title I, Part A direct or indirect services to homeless children reservation	\$11,509

*****Warning*****

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Academia Moderna (19 64733 0120097)

Status: Draft
 Saved by: charter impact
 Date: 6/5/2025 9:42 PM

2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
 Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2024–25 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$11,509
Homeless services provided (Maximum 500 characters)	Not applicable
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	These services were combined with Title I Part A services for Low Socioeconomic Students

Warning

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Report Date:6/5/2025

R02

Page 4 of 4

California Department of Education**Consolidated Application**

Academia Moderna (19 64733 0120097)

Status: Draft

Saved by: charter impact

Date: 6/5/2025 9:36 PM

2023–24 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2025.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$20,004
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$20,004

Professional Development Expenditures

Professional development for teachers	\$20,004
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$20,004
2023–24 Unspent funds	\$0

*****Warning*****

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Report Date:6/5/2025

R02

Page 1 of 1

PREPA TEC - Los Angeles (19 64733 0127936)

Status: Certified
 Saved by: charter impact
 Date: 6/5/2025 9:51 PM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurance.toc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Xavier Reyes
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	06/05/2025

Warning

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Report Date:6/5/2025

R02

Page 1 of 5

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Cecilia Marquez
Authorized Representative's Title	Principal
Authorized Representative's Signature Date	06/05/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2025–26 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/08/2022
Authorized Representative's Full Name	Xavier Reyes
Authorized Representative's Title	CEO

*****Warning*****

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2025–26 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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California Department of Education**Consolidated Application**

PREPA TEC - Los Angeles (19 64733 0127936)

Status: Draft
Saved by: charter impact
Date: 6/5/2025 9:49 PM**2024–25 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2025.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	\$15,597
Transferred–in amount	\$0
Transferred–out amount	\$0
2024–25 Total allocation	\$15,597

Professional Development Expenditures

Professional development for teachers	\$12,500
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$12,500
2024–25 Unspent funds	\$3,097

*****Warning*****

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Report Date:6/5/2025

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2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Rachel
Homeless liaison last name	Villalobos
Homeless liaison title	Homeless Liaison
Homeless liaison email address (Format: abc@xyz.zyx)	r.villalobos@altaps.org
Homeless liaison telephone number (Format: 999-999-9999)	323-923-0383
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.12

Homeless Liaison Training Information

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/14/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2024–25 Title I, Part A LEA allocation	\$136,192
2024–25 Title I, Part A direct or indirect services to homeless children reservation	\$5,303

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Amount of 2024–25 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$3
Homeless services provided (Maximum 500 characters)	Not Applicable
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	These services were combined with Title I Part A services for Low Socioeconomic Students.

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California Department of Education**Consolidated Application**

PREPA TEC - Los Angeles (19 64733 0127936)

Status: Draft
Saved by: charter impact
Date: 6/5/2025 9:49 PM**2023–24 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2025.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$14,041
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$14,041

Professional Development Expenditures

Professional development for teachers	\$14,041
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$14,041
2023–24 Unspent funds	\$0

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Report Date:6/5/2025

R02

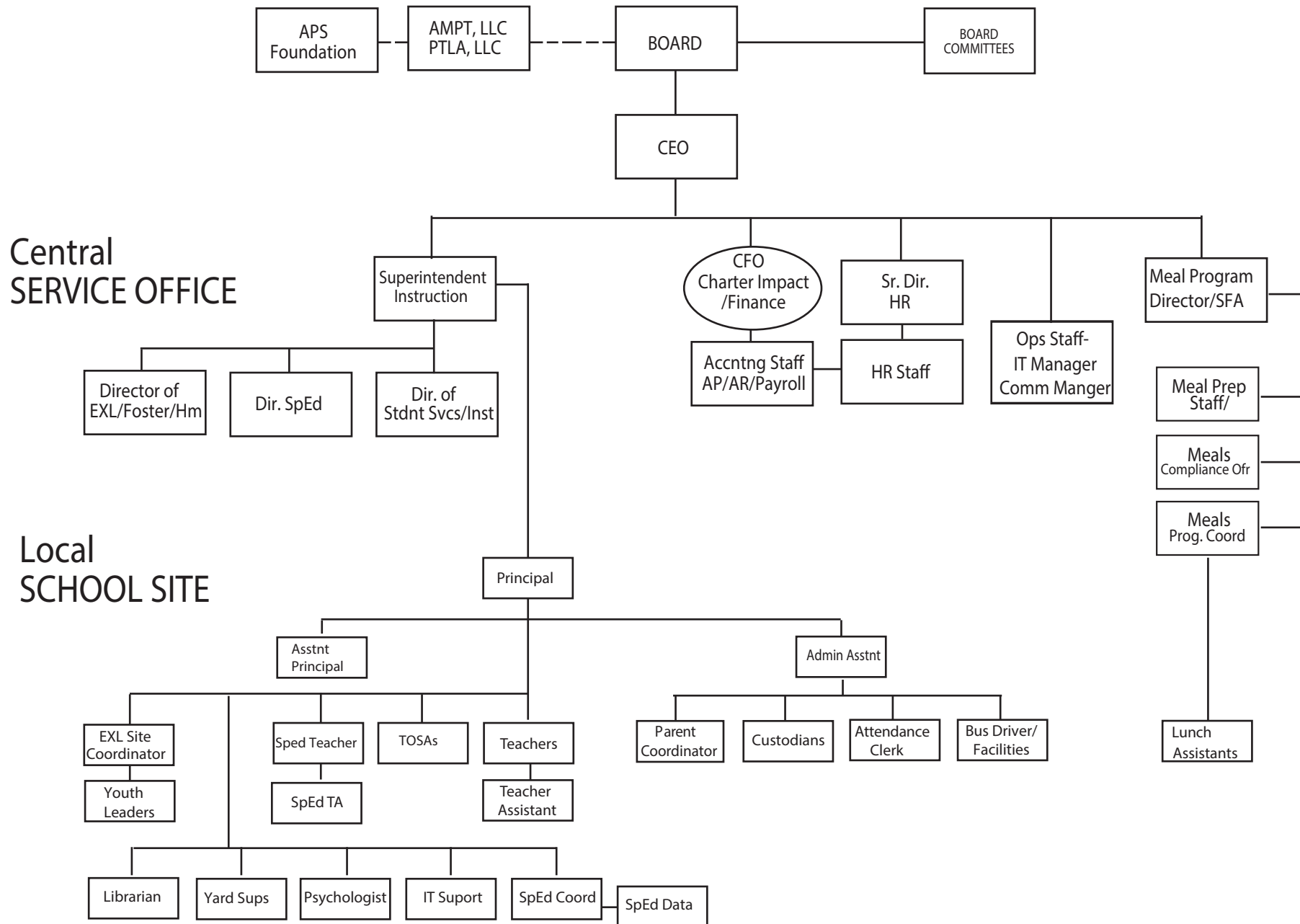
Page 1 of 1

Coversheet

Review & Approve the APS Organizational Chart for FY2025-2026

Section:	V. Action Items
Item:	E. Review & Approve the APS Organizational Chart for FY2025-2026
Purpose:	Vote
Submitted by:	
Related Material:	Org Chart 2025-26.pdf

Alta Public Schools Organizational Structure 2025-2026



Coversheet

Review & Approval of Revised APS Financial Policies and Procedures Manual

Section:	V. Action Items
Item:	F. Review & Approval of Revised APS Financial Policies and Procedures Manual
Purpose:	Vote
Submitted by:	
Related Material:	Credit Card Guidelines and Documentation (1).docx APS Fiscal Policies and Procedures (revised version 2025).pdf

Credit Card Guidelines and Documentation

When utilizing the Alta Public Schools credit card for school-related expenditures, all employees must adhere to the following procedures to ensure proper authorization, documentation, and accountability of funds:

1. **User Agreement Requirement:** Prior to issuance, each cardholder is required to review, acknowledge, and sign the Credit Card User Agreement. No employee may use a school-issued credit card without a fully executed agreement on file.
2. **Authorization to Use the Card:** For non-recurring payments, employees must obtain formal written authorization from _____ prior to initiating any in-person or online transactions using an Alta Public Schools credit card. This authorization is obtained by completing and submitting a Credit Card Use Request Form to _____.
 - No purchases may be made without prior written approval.
 - Verbal approvals are not considered valid authorization.
 - The completed and approved form must be retained for audit and reconciliation purposes and attached to the corresponding receipt upon submission to _____.
 - Failure to comply with this authorization requirement may result in revocation of credit card privileges and potential disciplinary action.
3. **Receipt Submission Standards:** All credit card transactions must be supported by a valid receipt that includes the vendor/store name, transaction date, detailed item descriptions, and the total amount paid.
 - The original receipt must be submitted whenever possible.
 - In the event the original receipt is lost or damaged, a clear and legible copy may be accepted.
 - For restaurant or food-related expenses, both the itemized receipt and the payment slip showing the tip amount and cardholder signature (if applicable) are required.
4. **Timely Submission of Receipts:** All receipts generated from credit card use must be submitted to the _____ the same day of purchase or within two (2) business days of the transaction date. Prompt submission mitigates the risk of lost documentation and ensures timely reconciliation.
5. **Missing Receipt Protocol:** In cases where a receipt is permanently lost, the cardholder must complete a "Missing Receipt Form", which must include: purchase date, vendor/store name, description of goods or services purchased, and total purchase amount. This form must be signed by the cardholder and approved by the Chief Executive Officer (CEO) before being submitted in lieu of the original receipt.
6. **Statement Review and Oversight:** All monthly credit card statements will be: reviewed and initialed by the CEO to verify accuracy and appropriate use of funds. The CEO's credit card statement will be independently reviewed and initialed by a designated Board Officer to ensure proper checks and balances.



Fiscal Policies and Procedures

REVISED MAY 14, 2025*

Alta Public Schools Fiscal Policies and Procedures

OVERVIEW AND GENERAL BUSINESS POLICIES

The Board of Alta Public Schools, governing Academia Moderna, Prepa Tec Los Angeles Middle School and ~~Prepa Tec Los Angeles High School~~ (or “Schools”), **Central Office and the SFA** has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the Schools to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board approves fiscal policies and procedures, delegates administration of the policies and procedures to the CEO and the Executive Team and reviews operations and activities on a regular basis.
2. The CEO has responsibility for all operations and activities related to fiscal management; however, the Board and CEO can appoint or delegate someone else to perform the responsibilities, such as Charter Impact or an independent agency or consultant.
3. Fiscal duties and responsibilities must be separated so that no one employee has sole control authorizing transactions, recording financial transactions and custody of assets.
4. The Schools will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:
 - a. expenditures are authorized by and in accordance with amounts specified in the board-adopted budget,
 - b. the schools’ funds are managed and held in a manner that provides a high degree of protection of the schools’ assets, and
 - c. all transactions are recorded and documented in an appropriate manner.
 - d. **Fiscal Policies are updated yearly**

Budget Development, Oversight Calendar and Responsibilities

The Schools will develop and monitor its budget in accordance with the annual budget development and monitoring calendar as specified below.

January - April

The CEO, Superintendent and the Charter Impact review the Governor’s proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school’s upcoming fiscal year (July 1 - June 30) based on projected enrollment. Once the revenue estimates are complete, Charter Impact, the CEO and the Superintendent develop the remainder of the budget including staffing levels, review of fixed costs and discretionary spending. Then a five-year budget projection is developed in accordance with the schools’ established strategic and growth plans.

Alta Public Schools Fiscal Policies and Procedures

Budget Development, Oversight Calendar and Responsibilities (continued)

May – June

The Charter Impact and the CEO review changes to revenue projections of the Governor's annual "May Revise" budget figures, and adjust as necessary. This budget will include monthly cash flow projections. The Board reviews and formally adopts a budget for upcoming fiscal year before June 30. A copy of the final budget is provided to the charter-granting agency.

July – August

Books for prior fiscal year are closed, all transactions are posted, and records assembled for audit.

The budget is reviewed yet again based on any changes to the adoption of the state Budget Act. A copy of the revised final budget is provided to the charter-granting agency, if applicable.

~~September~~ **July** – December

The independent auditor performs an audit of the closed fiscal year and prepares audit report for submission to the Board.

During the opening two weeks of school, the CEO, Superintendent and the Charter Impact review actual attendance figures and will notify the Board if actual attendance is below budget projections. If needed, the budget is revised to match likely revenues.

The Board reviews a copy of the audit. Charter Impact addresses any audit exceptions or adverse findings. Once the Board approves the audit report, it is submitted to charter-granting agency.

On a monthly basis, Charter Impact presents current year actual versus budgeted revenues and expenditures and other financial reports to the Board. The Board approves any needed changes to the annual budget.

Banking Arrangements

The School will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. Charter Impact will reconcile

Alta Public Schools

Fiscal Policies and Procedures

the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis.

Record Keeping

Transaction ledgers, duplicate unsigned checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Charter Impact retains electronic records of all financial data on a remote server, maintained by Charter Impact. The server is backed up on a daily basis.

Property Inventory

The CEO shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$1,000 and those over \$5,000 will be capitalized and depreciated over its useful life. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

All non-consumable school property loaned to students shall be returned to the school no later than 5 working days after end of the school year. Any excess or surplus property owned by the school may be sold or auctioned by the CEO, or his designee, provided he/she engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of \$1,000 shall be approved in advance by the Board.

The CEO will immediately notify Charter Impact of all cases of theft, loss, damage or destruction of assets.

Attendance Accounting

The CEO, Superintendent or Principal will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the School and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the

Alta Public Schools Fiscal Policies and Procedures

applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

1. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the School.
2. The School's instructional calendar will include at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.
3. Independent Study must be pre-arranged by the student's adult guardian and the School and that the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

Annual Financial Audit

The Board will annually appoint an audit committee to oversee the independent auditors for that fiscal year. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and in conjunction with (1) and (2) above, review the school's internal controls over financial reporting. The audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars if the School spends in excess of the amount which requires an audit. The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Office of Education, the Office of the State Controller, and California Department of Education prior to December 15 of each year.

Required Budget and Other Fiscal Reports

The CEO, Charter Impact or other designated staff will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to,

Alta Public Schools

Fiscal Policies and Procedures

attendance reports, enrollment and other data reports required by the California Basic Education Data System, and other related data.

Property and Liability Insurance

The CEO shall ensure that the school retains appropriate property and liability insurance coverage. Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school's Property Inventory and consumables. Premises and Board errors and omissions liability insurance shall also be obtained and kept in force at all times on a "claims made" form with a self-insured retention of no more than \$50,000 per occurrence and limit of no less than \$5 million per occurrence. The school's CEO and other staff who manage funds shall be placed under a fidelity bond.

Board Compensation

Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses. Expenses for travel necessary to attending board meetings and meetings of board committees need not be approved in advance by the board. All other expenses shall be approved in advance by the board. Travel expenses reimbursed shall not exceed levels that would be subject to federal or state income tax. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

Fundraising, Grant Solicitation, and Donation Recognition

All fundraising or grant solicitation activities on behalf of the school must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting for them. Except as otherwise provided in these policies, the CEO may enter into contracts and agreements not to exceed \$50,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board-adopted budget. Contracts and agreements in excess of \$50,000 must be submitted for board approval and may

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be executed by the CEO or other person specifically designated by the Board after the Board has duly approved the contract or agreement.

Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$25,000. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.

Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The CEO may also require that contract service providers list the school as an additional insured.

If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), a W9 must be provided to Accounting Personnel before any payments will be remitted. W9s are submitted to Charter Impact before payments remitted to vendors.

The CEO will approve proposed contracts and modifications in writing. Contract service providers will be paid in accordance with approved contracts as work is performed. The CEO will be responsible for ensuring the terms of the contracts are fulfilled. Potential conflicts of interest will be disclosed upfront, and the CEO and/or Member(s) of the Governing Board with the conflict will recuse themselves from discussions and from voting on the contract.

PURCHASING & VENDOR PAYMENT

Segregation of Duties

The School will develop and maintain purchase order forms to document the authorization of non-payroll, discretionary expenditures. All expenditures must be approved by the CEO, Superintendent or director with budget accountability, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget. In the absence of a vendor invoice, the School will develop and maintain a check request form to document the approval of payment for specific items.

All transactions will be posted in an electronic general ledger maintained by Charter Impact. To ensure segregation of recording and authorization, Accounting Personnel may not co-sign check requests for purchase orders.

General Purchasing Procedures

All purchases over \$25,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. Designated personnel with expenditure authorization shall not approve purchase orders or check requests that lack such documentation.

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Documentation shall be attached to all check and purchase order requests showing that at least one additional provider was contacted and such documentation shall be maintained for three years. All purchases in excess of \$25,000 must be bid by a board-approved process, except in the case of emergencies that necessitate the purchase of emergency response supplies, equipment, or services.

The CEO may authorize expenditures and may sign related contracts within the approved budget. The Governing Board will review all expenditures on a monthly basis, which is included in the Finance Report, including a check register of all expenditures paid during the month. The Governing Board must also approve contracts and non-budgeted expenses over \$50,000.

When approving purchases,

- a. Determine if the expenditure is budgeted
- b. Determine if funds are currently available for expenditures (i.e. cash flow)
- c. Determine if the expenditure is allowable under the appropriate revenue source
- d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
- e. Determine if the price is competitive and prudent.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed upon receipt of appropriate documentation of the purchase.

Purchase Orders

All non-recurring purchases booked to discretionary budget line items must be approved by the CEO or any designated director with budget accountability. Any invoice exceeding \$10,000 must be additionally approved by the CEO.

1. Once a PO is generated, the designated Associate gathers the vendor name, the estimated amount and the location, assigns a PO number, and enters this information to a Purchase Order Log available on a shared drive.
2. The PO is sent to the CEO and Superintendent (for instructional purchases) for proper authorization. Once authorized, requester places the order and returns a copy to the Accounting Associate. The Associate updates the PO log indicating the PO has been returned and completed.
3. The Finance Associate holds the PO copy to match to a subsequent invoice, and updates the log and sent to Charter Impact for payment.

Alta Public Schools Fiscal Policies and Procedures

Payment Authorization

All invoices will be gathered and batched for the CEO to approve.

1. The CEO will carefully review each invoice along with all supporting documentation (PO, quote, packing slips, etc), and initial next to each approved item.
2. Recurring payments (rent, utilities, equipment leases, etc) do not require authorization at this stage.

Accounts Payable Checks

The Governing Board has approved the CEO, and the Board Secretary as signors on the Schools' accounts.

1. Each week, Charter Impact will examine open payables in their accounting system and examine cash flow to determine which payments will be released.
2. Together with the Accounting Associate, vendors are selected for payment, and the checks are printed from Charter Impact's accounting system.
3. The CEO's digital signature is printed on all checks issues by Charter Impact. Charter Impact mails them immediately, or holds for a pre-arranged pick-up by the vendor.
4. At no time are checks printed and held long term, nor are blank checks permitted.

Credit Card

When using the Alta Public Schools credit card to make a school related purchase, the following steps must be followed to properly process and report the purchases being made.

1. Each holder must read and sign the Credit Card User Agreement.
2. Only receipts that indicate the store/vendor name, date, item(s) description and purchase amount will be accepted. The original receipt is required, but a legible copy is accepted in the event the original is lost or damaged. Restaurant visits must provide the itemized receipt along with the signature/tip calculation slip.
3. All receipts that are generated from the use of the credit card MUST be turned into the accounting office as soon as possible to avoid loss or damage to the receipt.
4. If a receipt is permanently lost, which does occur from time to time, the purchaser must complete a "Missing Receipt" form, which identifies the purchase date, vendor, item(s) and amounts. The form will be signed off by the CEO.
5. Credit Card statements will be reviewed by the CEO, evidenced by his initials, and the CEO's statement will be reviewed by a designated board officer, evidenced by initials.

Alta Public Schools Fiscal Policies and Procedures

Expense Reimbursement

When submitting receipts for reimbursement for any school related purchase, the following steps must be followed to properly process and report the purchases being made and to expedite the reimbursement of funds.

1. Before purchase is made, make sure to receive approval from the building Principal or Director since they have budget accountability.
2. Once the purchase(s) have been made, complete an Expense Reimbursement form and attach all receipts and pertinent documentation.
3. If the receipt is a small cash register tape, the top and bottom of the receipt must be taped neatly and securely to a blank sheet of paper.
4. Only receipts that indicate the store/vendor name, date, item(s) description and purchase amount. Will be accepted. The original receipt is required, but a legible copy is accepted in the event the original is lost or damaged. If the receipt is permanently lost, which can occur from time to time, then a "Missing Receipt" form must be completed.
5. Expense Reimbursement forms should be turned in monthly at minimum in order to book expenses to the correct accounting period.

Bank Reconciliations

Bank statements will be reviewed by the CEO, evidenced by initials or approval. The CEO will specifically examine all transactions for any suspicious or unfamiliar activity. Charter Impact will respond to any items of note. Signed off statements will then be scanned to the accounting server and await reconciliation as part of the monthly closing process. Reconciliations will be made available for CEO review and approval, evidenced by initials or approval for Charter Impact.

Aged checks are periodically reviewed on a month basis, and efforts are made to contact the payee to see if they are in possession of the check. If so, we strongly encourage them to cash it; if not, the address will be verified before voiding and re-issuing the check. Severely aged checks are a rare occurrence.

CASH RECEIPT MANAGEMENT

General Procedures for Non-Governmental Cash Receipts

For all fundraising activities approved by the board, the School will establish internal controls to ensure the safeguarding of assets. The following are general procedures for recurring activities:

Alta Public Schools Fiscal Policies and Procedures

1. For each fundraising or other event in which cash or checks will be collected, a designee (typically the Parent Coordinator) will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
 - a. The Designee will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
 - b. The cash, checks, receipt book, and deposit summary must be given to the school Office Manager by the end of the next school day, who will immediately put the funds in a secure, locked location.
 - c. Both the Designee and the Office Manager will count the deposit and verify the amount of the funds in writing.
2. Cash/checks dropped off at the school office will be placed directly into a lock box by the person dropping off the cash/checks.
 - a. All funds are deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
 - b. The Office Manager and one other staff member will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
 - c. The lock box will be emptied at least weekly.
3. All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only"
4. A Deposit Recap will be completed by the Accounting Associate and reviewed by Charter Impact. The Recap will be scanned along with the checks and supporting documentation, and saved in the remote server.
5. Deposits will be made as timely as administratively possible.

Volunteer Expenses

All volunteers will submit a purchase requisition form to the CEO or designated staff with budget accountability for all potential expenses. Only items with prior written authorization from the CEO or designated staff with budget accountability will be paid/reimbursed.

Returned Check Policy

A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by the CEO, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing

Alta Public Schools

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fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the CEO or Governing Board. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the CEO or Governing Board.

HUMAN RESOURCES AND PAYROLL

Payroll Services and Setup

Payroll services are outsourced to a third-party provider, Charter Impact, including paychecks, proper withholdings, quarterly tax reports and year end W-2s. The Director of HR will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The Directors of HR and Charter Impact will review payroll journals each pay period to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements are remitted through Accounts Payable.

Upon hiring of staff, the Director of HR will be responsible for the creation of a personnel file with all required documentation and completing or providing all items on the Employee Payroll Set-up/Change Form.

Timesheets

All hourly employees will be responsible for completing a timesheet including PTO (paid time off) and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling out), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

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Fiscal Policies and Procedures

Overtime

Advanced approval in writing by the building Principal is required for compensatory time and overtime. Overtime only applies to classified employees and is defined as hours worked in excess of eight (8) hours within a day or forty (40) hours within a week. Overtime will be granted at the discretion of the building principal, but is largely due to completing special projects or covering for absent staff. If a building principal identifies a recurring need for overtime in any given position, he/she should immediately consult with the CEO for further guidance.

Payroll Processing

For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The immediate supervisor will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. For salaried employees, employees must sign into a log book to verify working days for accuracy. The Office Manager will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning to work, initial next to their names.

Payroll is processed within 5 days after the period in which it is earned. Once all data is input by the HR Assistant, a "preview" is generated and reviewed by both the Directors of HR and Charter Impact. Once approved, payroll is submitted. If When the pay checks are delivered by courier, they are handed to the Director of HR for distribution.

Payroll Taxes and Record Keeping

A third-party provider or C.I. will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted.

A third-party provider or C.I. will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings.

The HR Assistant will maintain written records of all employees' use of paid and unpaid time off.

1. The HR Assistant will immediately notify the Director of HR if an employee exceeds the accrued PTO, or has any other unpaid absences.
2. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

Alta Public Schools

Fiscal Policies and Procedures

Travel

Employees will be reimbursed for mileage when pre-approved by the CEO or designated staff with budget accountability. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance of the employee's regular commute to the school.

Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, non-profit or government rate if offered, and the lowest rate available. Employees will be reimbursed for any breakfast, lunch, or dinner that is not included as part of the related event (itemized receipts must accompany the reimbursement form).

Travel advances require written approval from the CEO or Superintendent and receipts for all advanced funds not returned. After the trip, the employee must enter the appropriate information on a Travel Expense Report and submit it to the CEO or designated staff with budget accountability for approval. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a personal check. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

Telephone Usage

Employees will not make personal long distance calls on the telephones without prior approval from a supervisor. Employees will reimburse the school for all personal telephone calls.

FINANCE AND FINANCIAL REPORTING

Monthly Reporting

Charter Impact will present the following at monthly board meetings for each "location":

- a. Budget vs. Actual Report
- b. Balance Sheet
- c. Aged Payables
- d. Statement of Revenue & Expense, forecasted to fiscal year end
- e. Monthly Check Register
- f. Consolidated Statement of Revenue & Expense and Financial Position w/ratios

The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.

Alta Public Schools Fiscal Policies and Procedures

Third Party Loans

The **CEO Board** will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, loan documents will be prepared and signed by the **APS Board Chair and CEO** before funds are borrowed.

Fund Balance Reserve

The goal of Alta Public Schools is to maintain a cash reserve of at least 5% of the annual expenses for each school. Charter Impact monitors and projects the year-end fund balance for each school, and will recommend action as appropriate to the CEO on a regular basis.

INTERSCHOOL TRANSFERS AND LOANS

Background:

The use of intercompany transfers or loans from one charter school to another charter school operated by the same non-profit charter school management organization has been deemed appropriate by various charter school authorizers, along with Federal and State Governments. Furthermore, according to the legal counsel for the California State Auditor's Office, 'a nonprofit public-benefit corporation that operates multiple charter schools may temporarily loan state apportionment funds between schools, so long as the loan does not adversely affect the public school purposes of the charter school that loans the funds.

The Board of Directors of Alta Public Schools has established a policy that permits schools that it operates to obtain temporary working capital. This is accomplished by transferring reserve funds from one or more schools with a surplus to a school with a financial need. In addition, due to the nature of operating related schools, transactions such as payroll, taxes, split invoices, etc. will need to be paid from a single bank, while the expenses belong to multiple schools/business segments. Such transactions create intercompany receivables and liabilities.

To this end, the APS Central Office will act as the primary payer for expenses common to all schools, including, but not limited to, general liability insurance, health insurance and payroll. Transactions between schools will be kept to a minimum.

These interschool loans, receivables and liabilities will be subject to Board approval if the balance exceeds \$500,000 at any one point in time. This includes balances between schools and related management organization under Alta Public Schools, Inc. Lending will not be allowed unless the lending school has sufficient capital to lend without having an adverse impact on the educational program. The borrowing school must demonstrate a specific need and shall repay the entire loan in a timely manner. A monthly update on outstanding interschool loans and

Alta Public Schools

Fiscal Policies and Procedures

balances shall be provided to the Board of Directors that shall include an update on each school's financial position, amount that has been repaid, amount outstanding and anticipated repayment date.

I. Conflict of Interest

No Board member or Charter School employee shall be financially interested in any contract made by the Board or in any contract made in their capacity as a Board member or Charter School employee.

No Board member or Charter School employee shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest would be involved. Such a conflict would arise when the Board member or Charter School employee, or any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ the Board member or Charter School employee, has a financial or other interest in the firm selected for an award. The Board member or Charter School employee shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to subagreements.

To the extent permitted by law, any Board member or Charter School employee who violates this section may be subject to penalties, sanctions, and other disciplinary actions.

II. Reservation

The Charter School Procurement and Contract Bidding Policy shall be amended and updated if necessary to comply with changes in acceptable procurement practices.

III. Federal Grants or Program

In addition to complying with all conditions herein, all contracts involving federal grants or other federal programs shall also fully comply with all applicable federal procurement guidelines related to such programs. In the event there is a conflict between this policy and the applicable federal procurement guidelines, the federal guidelines shall prevail.

Adopted: Date XX, 20XX

I, _____ as the Secretary of the Alta Public Schools Board of Directors, I hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Board of Directors on this XX day of XXXXXX, 202X, and that this resolution has not been revoked.

Coversheet

Review & Approve Answer to the LAUSD Fiscal Letter of Concern for Prepa Tec LA

Section: V. Action Items
Item: G. Review & Approve Answer to the LAUSD Fiscal Letter of Concern for
Prepa Tec LA
Purpose: Vote
Submitted by:
Related Material:
LAUSD_Prepa Tec Los Angeles - Notice of Concern (Fiscal Condition) 5-28-2025.pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

333 S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

Office: (213) 241-0399 • Fax: (213) 241-2054

ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief of Staff

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy

MARLA WILLMOTT
Charter Schools Division Director (Interim)

May 28, 2025

Greg Tanner, Board Chair
Xavier Reyes, Chief Executive Officer
Alta Public Schools
2410 Broadway
Walnut Park, CA 90255

Distributed Via Email:

g.tanner@altaps.org

x.reyes@altaps.org

RESPONSE DUE: June 25, 2025

SUBJECT: NOTICE OF CONCERN: ACTION REQUIRED
RE: PREPA TEC – LOS ANGELES’S WEAK AND DETERIORATING
FINANCIAL CONDITION

PREPA Tec – Los Angeles
Charter Number (1542) Location Code (5207)

Dear Board Chair Greg Tanner and Chief Executive Officer Xavier Reyes,

The Los Angeles Unified School District (“District” or “LAUSD”) requests that Alta Public Schools’ (“APS”) governing board (“Board”) review and address PREPA TEC – Los Angeles’ (“Charter School” or “PREPA TEC”) weak fiscal condition.¹ Given that Charter School’s financial trends, as described in detail below, could significantly impact the sustainability of its operations, the District’s Charter School Division (“CSD”) requires that the APS Board and leadership address this concern and provide a response to the District no later than **June 25, 2025**.

Overview of Legal, Charter and District Policy Requirements

A. Legal Requirements

Education Code section 47604.32(a)(4):

“Each chartering authority, in addition to any other duties imposed by this part, shall do all of the following with respect to each charter school under its authority... Monitor the fiscal condition of each charter school under its authority.”

Education Code section 47604.33(b):

“The chartering authority shall use any financial or other information it obtains from the charter school, including, but not limited to, the reports required by this section,

¹ “Weak fiscal condition” may include, but is not limited to, year-to-year financial fluctuations, significant net losses, and negative net assets in the current or foreseeable future fiscal years.

NOTICE OF CONCERN

ALTA PUBLIC SCHOOLS (PREPA TEC – LOS ANGELES)

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to perform the duties described in subdivision (a) of Section 47604.32, including monitoring the fiscal condition of the charter school.”

B. Charter Requirements

The *LAUSD Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions* (“FSDRL”) applies to all LAUSD-authorized charter schools and provides, in pertinent parts:

“Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries.”

“Cash Reserves - Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.”

C. District Policy Requirements

LAUSD Policy and Procedures for Charter Schools (District Policy) specifies, in part:

“LAUSD’s performance-based oversight is structured into four oversight categories:

Category I: Governance - The CSD assesses whether the charter school’s governing board is fulfilling its fiduciary responsibility to effectively direct and provide oversight for the charter school, including but not limited to achieving positive academic outcomes for all students, enacting and monitoring policies and procedures to ensure the **school’s fiscal soundness**, educational mission, and full compliance with applicable law, policy, agreements, and the terms of the charter approved by the LAUSD Board of Education.

Category IV: Fiscal Operations - The CSD assesses each fiscally independent charter school **to evaluate the school’s fiscal condition** and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school’s local control and accountability plan (‘LCAP’) (Ed. Code, §§ 47604.32, 47604.33, 47606.5).” (See Pg. 56, *emphasis added*.)

Basis of Concerns**Charter School’s Deteriorating Fiscal Condition**

Pursuant to the District’s oversight obligations, the CSD monitors the financial condition of charter schools to ensure their stability and long-term fiscal solvency. The CSD is concerned about Charter School’s weak and deteriorating fiscal condition, as evidenced by the net losses of (\$512,803), (\$254,275), and (\$163,488) reported in its 2021-2022, 2022-2023, and 2023-2024 independent audit reports, respectively, and a projected net loss of (\$413,142) per Charter

NOTICE OF CONCERN

ALTA PUBLIC SCHOOLS (PREPA TEC – LOS ANGELES)

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School's Fiscal Year (FY) 2024-2025 Second Interim financials, leading to projected negative net assets of **(\$342,946)** as of June 30, 2025. As a result, the school did not meet two of the District's four recommended financial ratios for Fiscal Year 2023-2024,² and projects to not meet three of the District's four recommended financial ratios for Fiscal Year 2024-2025, indicating financial instability and unsustainability. The table below summarizes PREPA TEC's audited financials for the preceding four fiscal years (FYs 2020-2021 through 2023-2024) and its FY 2024-2025 Second Interim financials, respectively.

FINANCIAL HIGHLIGHTS					
PREPA TEC - Los Angeles	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$1,000,762	\$487,959	\$233,684	\$70,196	(\$342,946)
Net Income / (Loss)	\$732,917	(\$512,803)	(\$254,275)	(\$163,488)	(\$413,142)
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$369,188	\$853,729	\$1,258,445	\$794,619	\$377,304
Unrestricted Net Assets	\$1,000,762	\$487,959	\$233,684	\$70,196	(\$342,946)
Norm Enrollment Reported by the School	268	275	294	306	327
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	20.50%	8.96%	3.20%	1.01%	0.00%
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	7.56%	15.68%	17.23%	11.45%	5.88%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	171.72%	203.56%	122.05%	113.11%	103.70%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	54.46%	77.91%	99.24%	99.77%	101.17%

² Among other financial metrics, the CSD analyzes four financial ratios to assess charter schools' financial viability and solvency: Reserve for Economic Uncertainty, Cash Reserve Level, Current Ratio, and Debit Ratio. These ratios are included in the Fiscal Operations Rubrics of the Annual Performance-Based Oversight Visit Report and factored into the annual Fiscal Operations rating and Governance rating indicator G5:Fiscal Condition. The calculations of these ratios are described in the Financial Ratio Analysis section in the table above in this Notice of Concern.

NOTICE OF CONCERN

ALTA PUBLIC SCHOOLS (PREPA TEC – LOS ANGELES)

Page 4 of 5

Charter School's current weak fiscal condition raises significant concerns about how Charter School plans to ensure it has the adequate financial resources and capacity to meet all its financial obligations and efficiently manage Charter School's operations/educational program (e.g., teaching quality, student engagement, and resources and support) for the remainder of the charter term.

Required Actions:

Given the CSD's concerns stated above, the CSD requests that the APS Board take immediate action to address the concerns referenced in this Notice of Concern as part of the District's ongoing oversight, and provide any and all documentation/information **no later than June 25, 2025**, including, but not limited to, the following:

- 1) A detailed explanation/rationale for the net loss of (\$163,488) reported in Charter School's FY 2023-2024 Audited Financial Report and the net loss of (\$413,142) projected in Charter School's FY 2024-2025 Second Interim, including any significant factors that contributed to these financial outcomes;
- 2) Updated budget and cash flow projections for FYs 2024-2025 and 2025-2026 (the remainder of Charter School's approved charter term). These files must be in Microsoft Excel format, with formulas, no hidden cells, and not password protected. Descriptions of all assumptions used to prepare these updated reports must also be provided (including projected enrollment and ADA per grade level);
- 3) A detailed written explanation as to how the revised financial documents referenced under Required Action No. 2 above will impact the school's instructional programs and ensure it meets all of its financial obligations on time while maintaining all school operations;
- 4) A detailed written explanation/description of the steps/actions that the APS Board has taken, or will take, to monitor and improve Charter School's fiscal condition and ensure financial stability and long-term fiscal solvency while meeting all of its financial obligations; and
- 5) Copies of all APS governing board meeting agendas and minutes (or other publicly available records) that evidence any reviews, discussions, deliberations, and/or actions taken concerning Requested Actions No. 1-4 above.

Please be advised that PREPA TEC's or APS Board's failure to take the corrective measures necessary to address this Notice of Concern may require the District to take additional appropriate actions in accordance with LAUSD's tiered intervention approach to oversight. Additionally, the District may consider PREPA TEC's noncompliance as a substantial fiscal or governance factor for purposes of the District's renewal recommendation. (See Ed. Code, § 47607(e).)

If you have any questions or need additional information regarding this Notice of Concern, contact me by email at luisito.iya@lausd.net, or Allan Villamor, Fiscal Oversight Administrator, by email at allan.villamor@lausd.net. Thank you for your cooperation.

NOTICE OF CONCERN

ALTA PUBLIC SCHOOLS (PREPA TEC – LOS ANGELES)

Page 5 of 5

Sincerely,

Luisito Iya

Luisito Iya

Fiscal Oversight Manager

c: José Cole-Gutiérrez, Senior Executive Director of Strategy, CSD
Marla Willmott, Director (Interim), CSD
Lillian Lee, Fiscal Administrator, CSD
Allan Villamor, Fiscal Oversight Administrator, CSD
Christian Mendez, Senior Coordinator, CSD
Michael Maar, Specialist, CSD
Rachel Villalobos, Superintendent of Instruction, APS
Marquis Newell, Principal (Interim), PREPA TEC – Los Angeles

Coversheet

Review & Approve the Resolution Appointing Lead Petitioners, Xavier Reyes, Rachel Villalobos, and Esther Cuevas for the Renewal Application for PTLAMS to LAUSD

Section: V. Action Items
Item: H. Review & Approve the Resolution Appointing Lead Petitioners, Xavier Reyes, Rachel Villalobos, and Esther Cuevas for the Renewal Application for PTLAMS to LAUSD
Purpose: Vote
Submitted by:
Related Material: Lead Petitioners.pdf



BOARD RESOLUTION - 6.11.25.1
ASSIGNING LEAD PETITIONERS FOR THE RENEWAL OF THE
PREPA TEC, LOS ANGELES MIDDLE SCHOOL AT LAUSD

WHEREAS, Alta Public Schools is an IRS 501c3 tax exempt non-profit corporation and a non-profit California corporation for the purposes of developing, managing and servicing charter schools, including Academia Moderna charter elementary school; and

WHEREAS, Alta Public Schools has a mission to "provide a world class education to every child" in underserved communities; and

WHEREAS, Academia Moderna and Prepa Tec LA parents have continued to support both schools with a plan to matriculate their children in a public charter middle school administered by Alta Public Schools when their children promote to the sixth grade; and

WHEREAS, Alta Public Schools provides a specific rigorous curriculum aligned with the International Baccalaureate educational program for all students.

NOW THEREFORE BE IT RESOLVED, that Alta Public Schools' Board of Directors deems it to be in the best interest of the local students, parents and community to submit a charter petition to re-establish or renew the Prepa Tec, Los Angeles Middle School charter serving the South and Southeast Los Angeles communities.

BE IT ALSO RESOLVED that the Board Members authorize, direct and designate Xavier Reyes, APS CEO; Rachel Villalobos, APS Superintendent of Instruction; and Esther Cuevas, APS Finance Associate, as the Prepa Tec, Los Angeles Middle School "Lead Petitioners."

CERTIFICATION OF SECRETARY

I, Mary Porras, Secretary of Alta Public Schools Board of Directors do hereby certify that the above is a true and correct excerpt from the minutes of the meeting of the board of directors of the Alta Public Schools, held on the 11th day of June, 2025, at which meeting a quorum was present.

Mary Porras, Board Secretary signature

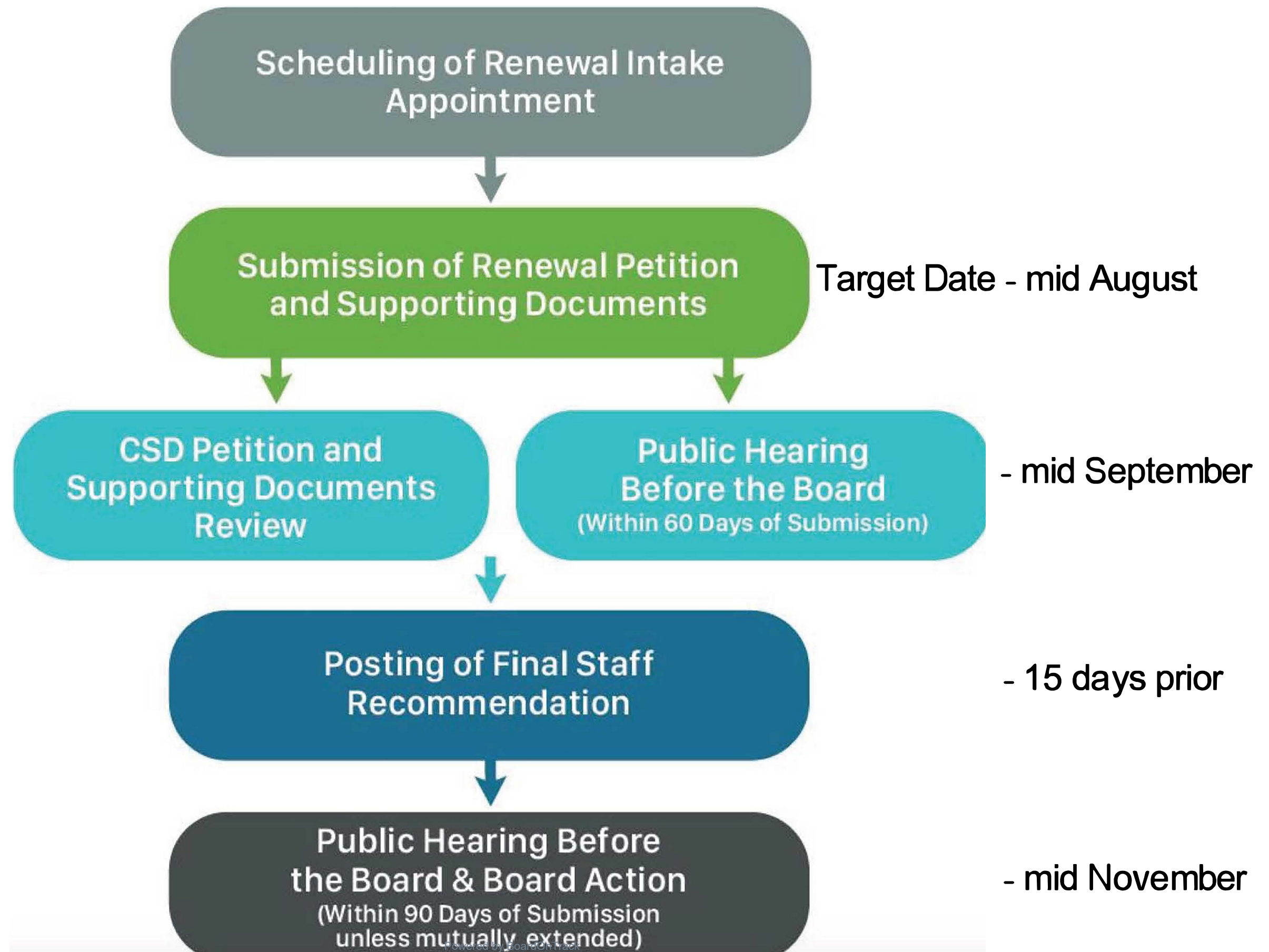
Coversheet

OMPO Report

Section:	VI. Organization Management, Programs and Operations Report
Item:	A. OMPO Report
Purpose:	Discuss
Submitted by:	
Related Material:	Renewl Timeline.pdf June 25 Board Report.pdf Board_Member_Questionnaire.docx 1. Board Member - Sample - Questionnaire Sec Rev 2025.docx 1. Board Member - Sample - Questionnaire Sec Rev 2025.pdf Board_Member_Questionnaire.docx.pdf

Adopted by the Board of Education on August 11, 2020
Amended by the Board of Education on January 25, 2022
Amended by the Board of Education on June 20, 2023

B. RENEWAL PETITIONS



ACTION STEPS**NOTES****DATES**

Notice of Submission: Appeal of a Denied Charter Petition to Renew (form with required documents) is received by the LACOE CSO

Per BP 0420.4, the petitioner is responsible for certifying that the submission is complete. Each renewal petition submitted on appeal must be the same petition as the one denied by the district. Any changes allowed by law should be in a separate file. See Appendix B. Access forms at <https://www.lacoe.edu/services/charter-schools/petitioners>.

Per EC 47605 (k)(1)(A), *At the same time the petition is submitted to the county board of education, the petitioner shall also provide a copy of the petition to the school district.*

County Board must receive the petition no later than 30 calendar days after the school district board makes written factual findings.

A petition for renewal not submitted to the County Board within this time shall be considered denied with no further options for administrative appeal.

DECEMBER 2026

Public Hearing

The County Board meets in-person at the LACOE offices in Downey, usually on the first three (3) Tuesdays of each month. The school may make a presentation to the County Board to support its renewal petition. CSO staff will coordinate with the lead petitioner to provide more detailed information prior to the Public Hearing. County Board meeting materials are available at <https://www.lacoe.edu/about/board/meetings-agendas>.

Within 60 days of submission

**Request a disability-related accommodation under the ADA at least 24 hours in advance; request a language interpreter at least 48 hours in advance at 562-922-6128*

FEBRUARY 2026

Staff Review & Analysis, Site Visit, Capacity Interview

LACOE Review Team will analyze the petition to verify its contents and that any new laws enacted since the last charter review are included. A school site visit and/or capacity interview may be scheduled with the petitioner and representatives of charter school's governing board.

Ongoing (up to 75 days after submission)

Staff Report & Superintendent's Recommendation

CSO staff will generate a report summarizing the findings of the LACOE Review Team and other relevant data/information. The Superintendent will make a recommendation for the County Board to take formal action on the request for renewal.

The Report will be publicly available at least 15 days prior to the County Board meeting when the petition will be recommended for approval/denial.

County Board Action

The County Board will consider the Report & Recommendation at a public meeting. LACOE staff will make a formal presentation and petitioners will have equivalent time to respond to the recommendations and findings. County Board will vote or take other action.

Within 90 days of submission (unless a mutually agreed upon extension of up to 30 more days is requested)

MARCH 2026

Appeal to SBE, as applicable per [EC 47605\(k\)\(2\)](#)

Should the County Board vote to deny the renewal of the charter, the school may appeal to the State Board of Education (SBE) under an abuse of discretion standard. <https://www.cde.ca.gov/sp/ch/sbeappeals.asp#renewal>.

Petitioner must submit documentation to CDE within 30 days of denial by County Board

PETITION SUBMISSION TARGET WINDOW (NEW AND RENEWAL PETITIONS)	PUBLIC HEARING DATES*	BOARD MEETING DATES* FOR PUBLIC HEARING AND BOARD ACTION ON PETITIONS
July 24-25, 2024	September 10, 2024	October 22, 2024
August 21-22, 2024	September 10, 2024	November 19, 2024
September 4-5, 2024	October 22, 2024	December 3, 2024
October 16-17, 2024	December 10, 2024	January 14, 2025
November 13-14, 2024	December 10, 2024	February 11, 2025
December 11-12, 2024	January 14, 2025	March 11, 2025
January 8-9, 2025	February 11, 2025	April 8, 2025
February 12-13, 2025	April 8, 2025	May 13, 2025
March 5-6, 2025	April 8, 2025	June 3, 2025

***NOTE: All dates currently scheduled for Public Hearing and Board action on charter school petitions are subject to change.**

June Meal Program Report

Operational Updates

- Kitchen construction to be completed by the end of June:

Ending 4.31.25 Net Assets

NSLP-5310	\$315,178
CACFP-5320	\$17,551

SFA Bank Account Balance

\$143,658.11

SFA Line of Credit Balance

\$300,000

24-25 SFA Financials

	July, 2024	August, 2024	Sept, 2024	Oct, 2024	Nov, 2024	Dec, 2024	Jan, 2025
Income	\$ 33,556.19	\$ 192,250.31	\$ 256,365.08	\$ 296,614.83	\$ 209,510.60	\$ 199,698.68	\$ 211,173.12
Total Expenses	\$ 78,480.81	\$ 165,374.64	\$ 227,992.78	\$ 195,477.63	\$ 231,995.84	\$ 194,165.33	\$ 173,453.35

	Feb, 2025	Mar, 2025	April, 2025	May, 2025	June, 2025	Total
Income	\$ 268,985.74	\$ 295,214.02	\$ 241,648.41			\$ 1,963,368.57
Total Expenses	\$ 250,016.05	\$ 249,092.78	\$ 212,532.50			\$ 1,777,311.64

\$ 217,009.57

Name of Board Member:
Name of Charter School:

INDEPENDENT CHARTER SCHOOL GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, serving as a member of the governing board of an independent charter school is a position of great trust and responsibility. Members of the governing board of an independent charter school act as fiduciaries.¹ For instance, each member owes a duty of care to its nonprofit corporation and is required to perform with the level of care that an ordinary prudence person in a like position would use under similar circumstances. This includes making reasonable inquiries as needed.² As part of its fiduciary duties, the governing board of a charter school not only is responsible for ensuring that the charter organization provides high quality educational opportunity and programming for all charter school students, but also must ensure that all public monies it receives are spent responsibly in accordance with all applicable legal, LAUSD and charter requirements.

In order to make its recommendation to the LAUSD Board of Education whether the charter school petition is likely or unlikely to be successfully implemented,³ the Charter Schools Division (CSD) seeks complete and detailed responses to the questions below, as such responses will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

*Should be current, within the last 12 months.

¹ A member of a governing board of a charter school owes what is known as a fiduciary duty to the nonprofit corporation and charter school. A fiduciary duty imposes on a member of a governing board of a charter school a duty to act with the utmost good faith in the best interests of their nonprofit corporation and charter school. (*See Wolf v. Superior Court* (2003) 107 Cal. App. 4th 25, 29.)

² (See Corp. Code, § 5231, subd. (a).)

³ (See Ed. Code, § 47605, subd. (c).)

-
1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
 2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.
 3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.
 4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.
 5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?
 6. Describe your experience and/or connection with the community that your school proposes to serve.
 7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?
 8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?
 9. Please identify your relationship, if any, with each of the following:
 - a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
 - ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
 - ☐ Non-immediate family (Specify:_____)
 - ☐ Professional/business Friend (Specify:_____)
 - ☐ Casual/social (Specify:_____)
 - ☐ Other (Specify:_____)

☐ Non

b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:____)
- ☐ Non-immediate family (Specify:____)
- ☐ Professional/business Friend (Specify:____)
- ☐ Casual/social (Specify:____)
- ☐ Other (Specify:____)
- ☐ None

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.

- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:____)
- ☐ Non-immediate family (Specify:____)
- ☐ Professional/business Friend (Specify:____)
- ☐ Casual/social (Specify:____)
- ☐ Other (Specify:____)
- ☐ None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.

- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:____)
- ☐ Non-immediate family (Specify:____)
- ☐ Professional/business Friend (Specify:____)
- ☐ Casual/social (Specify:____)
- ☐ Other (Specify:____)
- ☐ None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.

- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:____)
- ☐ One or more is non-immediate family (Specify:____)
- ☐ I have a professional/business relationship with one or more (Specify:____)
- ☐ One or more is a friend (Specify:____)
- ☐ One or more is a casual/social acquaintance (Specify:____)
- ☐ Other (Specify:____)
- ☐ None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.

- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:____)
- ☐ One or more is non-immediate family (Specify:____)
- ☐ I have a professional/business relationship with one or more (Specify:____)
- ☐ One or more is a friend (Specify:____)
- ☐ One or more is a casual/social acquaintance (Specify:____)
- ☐ Other (Specify:____)

☐ None

10. List other charter schools for which you serve as a board member or of which you are an employee.

☐ None

☐ Specify: _____

11. Do you have a child or any relative who attends the charter school?

☐ None

☐ Yes, specify relationship and grade level _____

12. Please confirm whether you have accepted, solicited, or directed contributions exceeding \$250 from any party to or participant in the pending proceeding involving this charter petition application. If so, please identify them.

Printed Name of Board Member

Date

Signature of Board Member



Charter Schools Division LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member:

John Smith Doe

Name of Proposed/Renewing Charter School:

Prepa Tec Los Angeles Middle School

CHARTER SCHOOL GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

As a member of the Alta Public Schools Board of Directors, my principal role is to make sure the finances of the organization are managed properly for the benefit of the children we serve. Additionally, my responsibility is to make sure the school is doing an excellent job in providing the best educational outcomes as possible. And, our job is also to make sure we're evaluating the job of the Chief Executive Officer as the yearly goals dictate. We are also to make sure we're enhancing the image of the organization and assist in fundraising efforts.

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

The program our schools implement is the International Bachalaureate program. Its

* This questionnaire must be current within 12 months of petition submission.

Form – REV 05/12/17

**Board Member
Initials**



Charter Schools Division LOS ANGELES UNIFIED SCHOOL DISTRICT

unique feature is that it is a wholistic approach to learning. The IB program allows not only for students to learn how to elarn, but it promotes a personal character development feature with an international learning approach. Because we live in an ever-connected world, our students in the community we serve need to realize that they are already part of a golarized society and their education needs to be formed now for the jobs of a golablized community.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

This is my first experience serving on a school board. However, I am a parent and also work as a Real Estate agent in the community. My background both as a PTLA parent and as a person that understands the commuinity intemately, provides a perspactive to the Board that is both necessary and unique.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

A confilct of interest is best decribes when a Board member is providing services to the schools and he/she personally votes to continue or expand the service he or his company provides. The Board will need to take the first step to investigate the matter and secondly, to provide guidance as to eliminate the perceived or actual conflict of interest - one way to eradicate the conflict is to vote to elimiate the contract of the service being provided by the Board member.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

I believe that that the most important factors the Board needs to consider in making sound decisions is that all decisions are based on the "why" the organization exists, which is "we open the doors of success through education"; that decisions are aligned with the mission, which is "to prodive a world-class education to every shild"; that all decisions are based on sound fiscal ROI and controls; and that the organization has the capacity to fulfil whatever plan is before us.

6. Describe your experience and/or connection with the community that your school proposes to serve.

I've lived in this commnuity for the last twenty years and my children attend this school.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

I had to stop working so that my children could attend this school. I considered the

* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division LOS ANGELES UNIFIED SCHOOL DISTRICT

consequences of taking my child to a school that is twice as large and where he may not get the attention he needs.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

The first factor I would consider is how well does this person know the community. After that, I would consider what professional background does the person have that the full board is lacking in order to replace a Board member.

9. Please identify your relationship, if any, with each of the following:

- a. Lead petitioner: **SELECT ALL DESCRIPTORS THAT APPLY.**

- ☐ Immediate Family (spouse, domestic partner, child, parent)
- ☐ Non-immediate family
- ☐ Professional/business Friend
- ☐ Casual/social
- ☐ Other (Specify: _____)
- ☒ None

- b. Board chair or president: **SELECT ALL DESCRIPTORS THAT APPLY.**

- ☐ Immediate Family (spouse, domestic partner, child, parent)
- ☐ Non-immediate family
- ☒ Professional/business Friend
- ☐ Casual/social
- ☐ Other (Specify: _____)
- ☐ None

* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division LOS ANGELES UNIFIED SCHOOL DISTRICT

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.

- ☐ Immediate Family (spouse, domestic partner, child, parent)
- ☐ Non-immediate family
- ☐ Professional/business Friend
- ☐ Casual/social
- ☐ Other (Specify:_____)
- ☒ None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.

- ☐ Immediate Family (spouse, domestic partner, child, parent)
- ☐ Non-immediate family
- ☐ Professional/business Friend
- ☒ Casual/social
- ☐ Other (Specify:_____)
- ☐ None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.

- ☐ One or more is immediate family (spouse, domestic partner, child, parent)
- ☐ One or more is non-immediate family
- ☐ I have a professional/business relationship with one or more
- ☐ One or more is a friend
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- ☒ None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.

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- ☐ None

* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.

NONE

11. Do you have a child or any relative who attends the charter school?

☐ None

☐ Yes, specify relationship and grade level

12. Please confirm whether you have accepted, solicited, or directed contributions exceeding \$250 from any party to or participant in the pending proceeding involving this charter petition application. If so, please identify them.

John Smith Doe

Printed Name of Board Member

8/1/17

Date

Signature of Board Member

* This questionnaire must be current within 12 months of petition submission.

Form – REV 05/12/17

Board Member
Initials



Charter Schools Division

LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member:

John Smith Doe

Name of Proposed/Renewing Charter School:

Prepa Tec Los Angeles Middle School

CHARTER SCHOOL GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

As a member of the Alta Public Schools Board of Directors, my principal role is to make sure the finances of the organization are managed properly for the benefit of the children we serve. Additionally, my responsibility is to make sure the school is doing an excellent job in providing the best educational outcomes as possible. And, our job is also to make sure we're evaluating the job of the Chief Executive Officer as the yearly goals dictate. We are also to make sure we're enhancing the image of the organization and assist in fundraising efforts.

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

The program our schools implement is the International Bachalaureate program. Its

* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division

LOS ANGELES UNIFIED SCHOOL DISTRICT

unique feature is that it is a wholistic approach to learning. The IB program allows not only for students to learn how to elarn, but it promotes a personal character development feature with an international learning approach. Because we live in an ever-connected world, our students in the community we serve need to realize that they are already part of a golalized society and their education needs to be formed now for the jobs of a golablized community.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

This is my first experience serving on a school board. However, I am a parent and also work as a Real Estate agent in the community. My background both as a PTLA parent and as a person that understands the commuity intemitely, provides a perspactive to the Board that is both necessary and unique.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

A confilct of interest is best decribes when a Board member is providing services to the schools and he/she personally votes to continue or expand the service he or his company provides. The Board will need to take the first step to investigate the matter and secondly, to provide guidance as to eliminate the perceived or actual conflict of interest - one way to eradicate the conflict is to vote to elimiate the contract of the service being provided by the Board member.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

I believe that that the most important factors the Board needs to consider in making sound decisions is that all decisions are based on the "why" the organization exists, which is "we open the doors of success through education"; that decisions are aligned with the mission, which is "to prodive a world-class education to every shild"; that all decisions are based on sound fiscal ROI and controls; and that the organization has the capacity to fulfil whatever plan is before us.

6. Describe your experience and/or connection with the community that your school proposes to serve.

I've lived in this commnuity for the last twenty years and my children attend this school.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

I had to stop working so that my children could attend this school. I considered the consequences of taking my child to a school that is twice as large and where he may not get the attention he needs.

* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division

LOS ANGELES UNIFIED SCHOOL DISTRICT

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?
The first factor I would consider is how well does this person know the community. After that, I would consider what professional background does the person have that the full board is lacking in order to replace a Board member.

9. Please identify your relationship, if any, with each of the following:
 - a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
 - ☐ Immediate Family (spouse, domestic partner, child, parent)
 - ☐ Non-immediate family
 - ☐ Professional/business Friend
 - ☐ Casual/social
 - ☐ Other (Specify:_____)
 - ☒ None

 - b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
 - ☐ Immediate Family (spouse, domestic partner, child, parent)
 - ☐ Non-immediate family
 - ☒ Professional/business Friend
 - ☐ Casual/social
 - ☐ Other (Specify:_____)
 - ☐ None

* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division

LOS ANGELES UNIFIED SCHOOL DISTRICT

- c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent)
 - ☐ Non-immediate family
 - ☐ Professional/business Friend
 - ☐ Casual/social
 - ☐ Other (Specify:_____)
 - ☒ None
- d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent)
 - ☐ Non-immediate family
 - ☐ Professional/business Friend
 - ☒ Casual/social
 - ☐ Other (Specify:_____)
 - ☐ None
- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent)
 - ☐ One or more is non-immediate family
 - ☐ I have a professional/business relationship with one or more
 - ☐ One or more is a friend
 - ☐ One or more is a casual/social acquaintance
 - ☐ Other (Specify:_____)
 - ☒ None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent)
 - ☒ One or more is non-immediate family
 - ☐ I have a professional/business relationship with one or more
 - ☐ One or more is a friend
 - ☐ One or more is a casual/social acquaintance
 - ☐ Other (Specify:_____)
 - ☐ None

* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division

LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.

NONE

11. Do you have a child or any relative who attends the charter school?

☐ None

☐ Yes, specify relationship and grade level _____

12. Please confirm whether you have accepted, solicited, or directed contributions exceeding \$250 from any party to or participant in the pending proceeding involving this charter petition application. If so, please identify them.

John Smith Doe

Printed Name of Board Member

8/1/17

Date

Signature of Board Member

* This questionnaire must be current within 12 months of petition submission.

Name of Board Member:
Name of Charter School:

INDEPENDENT CHARTER SCHOOL GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, serving as a member of the governing board of an independent charter school is a position of great trust and responsibility. Members of the governing board of an independent charter school act as fiduciaries.¹ For instance, each member owes a duty of care to its nonprofit corporation and is required to perform with the level of care that an ordinary prudence person in a like position would use similar circumstances. This includes making reasonable inquiries as needed.² As part of its fiduciary duties, the governing board of a charter school not only is responsible for ensuring that the charter organization provides high quality educational opportunity and programming for all charter school students, but also must ensure that all public monies it receives are spent responsibly in accordance with all applicable legal, LAUSD and charter requirements.

In order to make its recommendation to the LAUSD Board of Education whether the charter school petition is likely or unlikely to be successfully implemented,³ the Charter Schools Division (CSD) seeks complete and detailed responses to the questions below, as such responses will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

¹*Should be current, within the last 12 months.

A member of a governing board of a charter school owes what is known as a fiduciary duty to the nonprofit corporation and charter school. A fiduciary duty imposes on a member of a governing board of a charter school a duty to act with the utmost good faith in the best interests of their nonprofit corporation and charter school. (*See Wolf v. Superior Court* (2003) 107 Cal. App. 4th 25, 29.)

² (See Corp. Code, § 5231, subd. (a).)

³ (See Ed. Code, § 47605, subd. (c).)

-
1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
 2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.
 3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.
 4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.
 5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?
 6. Describe your experience and/or connection with the community that your school proposes to serve.
 7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?
 8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?
 9. Please identify your relationship, if any, with each of the following:
 - a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
 - ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:____)
 - ☐ Non-immediate family (Specify:____)
 - ☐ Professional/business Friend (Specify:____)
 - ☐ Casual/social (Specify:____)
 - ☐ Other (Specify:____)
 - ☐ Non

- b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
 - ☐ Non-immediate family (Specify:_____)
 - ☐ Professional/business Friend (Specify:_____)
 - ☐ Casual/social (Specify:_____)
 - ☐ Other (Specify:_____)
 - ☐ None
- c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
 - ☐ Non-immediate family (Specify:_____)
 - ☐ Professional/business Friend (Specify:_____)
 - ☐ Casual/social (Specify:_____)
 - ☐ Other (Specify:_____)
 - ☐ None
- d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
 - ☐ Non-immediate family (Specify:_____)
 - ☐ Professional/business Friend (Specify:_____)
 - ☐ Casual/social (Specify:_____)
 - ☐ Other (Specify:_____)
 - ☐ None
- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
 - ☐ One or more is non-immediate family (Specify:_____)
 - ☐ I have a professional/business relationship with one or more (Specify:_____)
 - ☐ One or more is a friend (Specify:_____)
 - ☐ One or more is a casual/social acquaintance (Specify:_____)
 - ☐ Other (Specify:_____)
 - ☐ None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
 - ☐ One or more is non-immediate family (Specify:_____)
 - ☐ I have a professional/business relationship with one or more (Specify:_____)
 - ☐ One or more is a friend (Specify:_____)
 - ☐ One or more is a casual/social acquaintance (Specify:_____)
 - ☐ Other (Specify:_____)
 - ☐ None

10. List other charter schools for which you serve as a board member or of which you are an employee.
☐ None
☐ Specify: _____
11. Do you have a child or any relative who attends the charter school?
☐ None
☐ Yes, specify relationship and grade level _____
12. Please confirm whether you have accepted, solicited, or directed contributions exceeding \$250 from any party to or participant in the pending proceeding involving this charter petition application. If so, please identify them.

Printed Name of Board Member

Date

Signature of Board Member