Alta Public Schools

APS Special Board Meeting

Date and Time

Tuesday June 30, 2026 at 12:50 PM PDT

Location

8001 Santa Fe Ave, Huntington Park, CA 90255

2410 Broadway, Walnut Park, CA 90255

337 E. Lincoln St., Carson, CA 90745

2230 W 6th St, Los Angeles, CA 90057

Join Zoom Meeting
ID: 4131574805
Passcode: g3@x?R

(US) +1 669-900-6833
Passcode: 581229

Join Zoom Meeting:
https://altaps-org.zoom.us/j/4131574805?pwd=dU9yVGhqcXdNQmc1MUl5OXRUN0FtUT09&omn=87389977671&jst=2

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**12:50 PM**
A.	Record Attendance		Raul Carranza	1 m
B.	Call the Meeting to Order		Raul Carranza	2 m
II.	**Public Comment**			**12:53 PM**
A.	Public Comment	FYI	Raul Carranza	16 m

Agenda Items (16 minutes total, 2 minutes per speaker)
If interpretation is needed, the speaker will have 2 minutes to speak and the translator will have another 2 minutes to interpret
Please refrain from inappropriate language use.

		Purpose	Presenter	Time
III.	**Action Items**			**1:09 PM**
A.	2025-2026 AMCS Local Indicators	Vote	Rachel Villalobos	3 m
B.	LCAP- Academia Moderna Charter School	Vote	Rachel Villalobos	2 m
C.	Review & Approve Financials Update/Budget including the Check Register for Academia Moderna, EPA, ConnApp	Vote	Rachel Villalobos	2 m
D.	PTLA Local Indicators	Vote	Rachel Villalobos	3 m
E.	LCAP - PREPA TEC - Los Angeles	Vote	Rachel Villalobos	5 m
F.	Review & Approve Financials Update/Budget including the Check Register for PREPA TEC - Los Angeles, EPA, ConnApp	Vote	Rachel Villalobos	5 m
G.	Review & Approve Financials Update/Budget including the Check Register for Central Office and School Food Authority	Vote	Rachel Villalobos	5 m
H.	Board Rolls	Vote	Raul Carranza	5 m
IV.	**Closed Session**			
V.	**Closing Items**			**1:39 PM**

		Purpose	Presenter	Time
A.	Adjourn Meeting	Vote	Raul Carranza	1 m
B.	Next Meeting: TBD	FYI	Raul Carranza	1 m

Coversheet

Review & Approve Financials Update/Budget including the Check Register for Academia Moderna, EPA, ConnApp

Section: III. Action Items
Item: C. Review & Approve Financials Update/Budget including the Check Register for Academia Moderna, EPA, ConnApp
Purpose: Vote
Submitted by:
Related Material:
FY27-AMCS- Form CB (1).pdf
FY27 APS Central Final Budget 260615 (1).xlsx
FY27 APS Moderna Final Budget 260615.xlsx
FY27 APS Moderna Education Protection Account (EPA) 260615 (1).pdf
FY27-AMCS-ConApp Summer (1) (1).pdf
FY27 Central Office_June Board Budget Presentation 260615 (1).pdf
2026_Local_Control_and_Accountability_Plan_Academia_Moderna_20260615 (3).pdf
FY27 APS Moderna Budget and Board Presentation and Materials_260615 (1).pdf

Academia Moderna	**Budget, July 1**	**19 64733 0120097**
Los Angeles Unified	**FINANCIAL REPORTS**	**Form CB**
Los Angeles County	**2026-27 Budget**	**H8BBS4BSJP(2026-27)**
	Charter School Certification	

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):

2026-27 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: Rachel Villalobos Title: Executive Director

For additional information on the budget report, please contact:

Charter School Contact:

Marie Arce

Name

Charter Impact

Title

888-474-0322

Telephone

marce@charterimpact.com

E-mail Address

2026-27 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

APS Academia Moderna

2026-27 Education Protection Account
Expenditures through: June 30, 2027
For Fund 01, 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	911,526.00
Federal Revenue	8100-8299	Should be 0.00
Other State Revenue	8300-8599	Should be 0.00
Other Local Revenue	8600-8799	Should be 0.00
All Other Financing Sources and Contributions	8900-8999	Should be 0.00
Deferred Revenue	9650	Should be 0.00
TOTAL AVAILABLE		911,526.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)	**Function Codes**	
Instruction	1000-1999	911,526.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	Not Allowed
AU of a Multidistrict SELPA	2200	Not Allowed
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	Not Allowed
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	Not Allowed
General Administration	7000-7999	Not Allowed
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		911,526.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

California Department of Education **Consolidated Application**

Academia Moderna (19 64733 0120097)

Status: Draft
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Date: 5/14/2026 10:55 AM

2024–25 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, 2024 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa 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

California Department of Education **Consolidated Application**

Academia Moderna (19 64733 0120097)

Status: Draft
Saved by: charter impact
Date: 5/14/2026 11:00 AM

2025–26 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, 2025 through June 30, 2026.

CDE Program Contact:

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

2025–26 Title II, Part A allocation	$19,695
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$19,695

Professional Development Expenditures

Professional development for teachers	$19,457
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	$19,457
2025–26 Unspent funds	$238

California Department of Education **Consolidated Application**

Academia Moderna (19 64733 0120097)

Status: Draft
Saved by: charter impact
Date: 5/14/2026 2:28 PM

2025–26 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:

Karmina 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

California Department of Education **Consolidated Application**

Academia Moderna (19 64733 0120097)

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2025–26 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:

Karmina 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

2025–26 Title I, Part A LEA allocation	$177,090
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$11,509

California Department of Education **Consolidated Application**

Academia Moderna (19 64733 0120097)

Status: Draft
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Date: 5/14/2026 2:28 PM

2025–26 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:

Karmina 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 2025–26 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

California Department of Education **Consolidated Application**

Academia Moderna (19 64733 0120097)

Status: Draft
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Date: 5/15/2026 1:59 PM

2026–27 Protected Prayer Certification

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

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tanya Esqueda
Authorized Representative's Title	Principal
Authorized Representative's Signature Date	05/15/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

California Department of Education **Consolidated Application**

Academia Moderna (19 64733 0120097)

Status: Draft
Saved by: charter impact
Date: 5/15/2026 10:46 AM

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

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

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

Returning Application

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

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

California Department of Education **Consolidated Application**

Academia Moderna (19 64733 0120097)

Status: Draft
Saved by: charter impact
Date: 5/14/2026 10:53 AM

2026–27 Application for Funding

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

Local Governing Board Approval

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

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

District English Learner Advisory Committee Review

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

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	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

California Department of Education **Consolidated Application**

Academia Moderna (19 64733 0120097)

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Date: 5/14/2026 10:53 AM

2026–27 Substitute System for Time Accounting

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

CDE Program Contact:

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

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

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

2026–27 Request for authorization	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)	

CHARTER IMPACT

BOARD FINANCIALS

ALTA PUBLIC SCHOOLS

Central Office

FY27 Budget Presentation 6/17/26

HIGHLIGHTS

- Revenues are Budgeted at $4,018,359
- Expenses are Budgeted at $4,010,702
- Surplus/(deficit) is $7,657
- Moderna Management Fee is set at 8.5%
- Revenue and Expenses were adjusted to support Moderna and Central Office

REVENUE

Revenue is budgeted at $4,018,359

- Moderna is budgeted to pay an 8.5% Management Fee to Central Office

	Annual/Full Year
	Budget
Revenue	
State Aid-Rev Limit	$ -
Federal Revenue	2,151,444
Other State Revenue	1,158,470
Other Local Revenue	708,446
Total Revenue	**$ 4,018,359**

EXPENSES

Expenses is budgeted at $4,010,702

- 4% COLA on staffing positions

CHARTER IMPACT

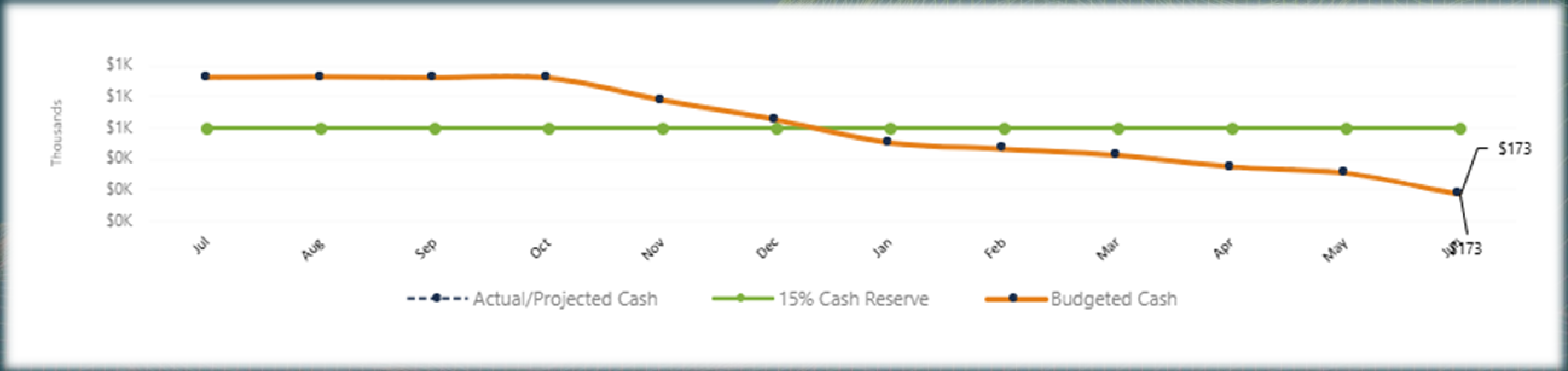
	Annual/Full Year
	Budget
Expenses	
Certificated Salaries	$ 105,350
Classified Salaries	794,638
Benefits	326,280
Books and Supplies	1,166,970
Subagreement Services	85,622
Operations	181,403
Facilities	471,255
Professional Services	744,750
Depreciation	134,435
Interest	-
Total Expenses	**$ 4,010,702**

FUND & CASH BALANCE

CHARTER IMPACT

	Annual/Full Year
	Budget
Total Surplus(Deficit)	$ 7,657
Beginning Fund Balance	1,744,064
Ending Fund Balance	$ 1,751,721
As a % of Annual Expenses	*43.7%*

- Surplus/(deficit) is budgeted at $7,657
- Fund balance subject to change pending FY26 financial close
- Beginning cash projected $928k | Ending cash projected $172kM
- Strong cash balance for each monthly close
- Cash is expected to drop in June due to repayment of the LOC liability from the Central Office and SFA.



THREE-YEAR FORECAST

- Modest surplus projected for all 3-years

FY26-27 Central Office

Multi-Year Forecast

Revised 6/11/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	2.87%	3.06%	3.34%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	3.08%	2.75%	2.68%
Enrollment	-	-	-
Average Daily Attendance	-	-	-
Revenues			
Total Revenue	$ 4,018,359	$ 4,141,321	$ 4,279,641
Expenses			
Total Expenses	$ 4,010,702	$ 4,115,183	$ 4,189,386
Surplus (Deficit)	$ 7,657	$ 26,138	$ 90,255
Fund Balance, Beginning of Year	$ 1,744,064	$ 1,751,722	$ 1,777,860
Fund Balance, End of Year	$ 1,751,722	$ 1,777,860	$ 1,868,114
	43.7%	43.2%	44.6%

CHARTER IMPACT

Appendix

- Multi-year Projection
- Monthly Cash Flow/Forecast

academia
moderna

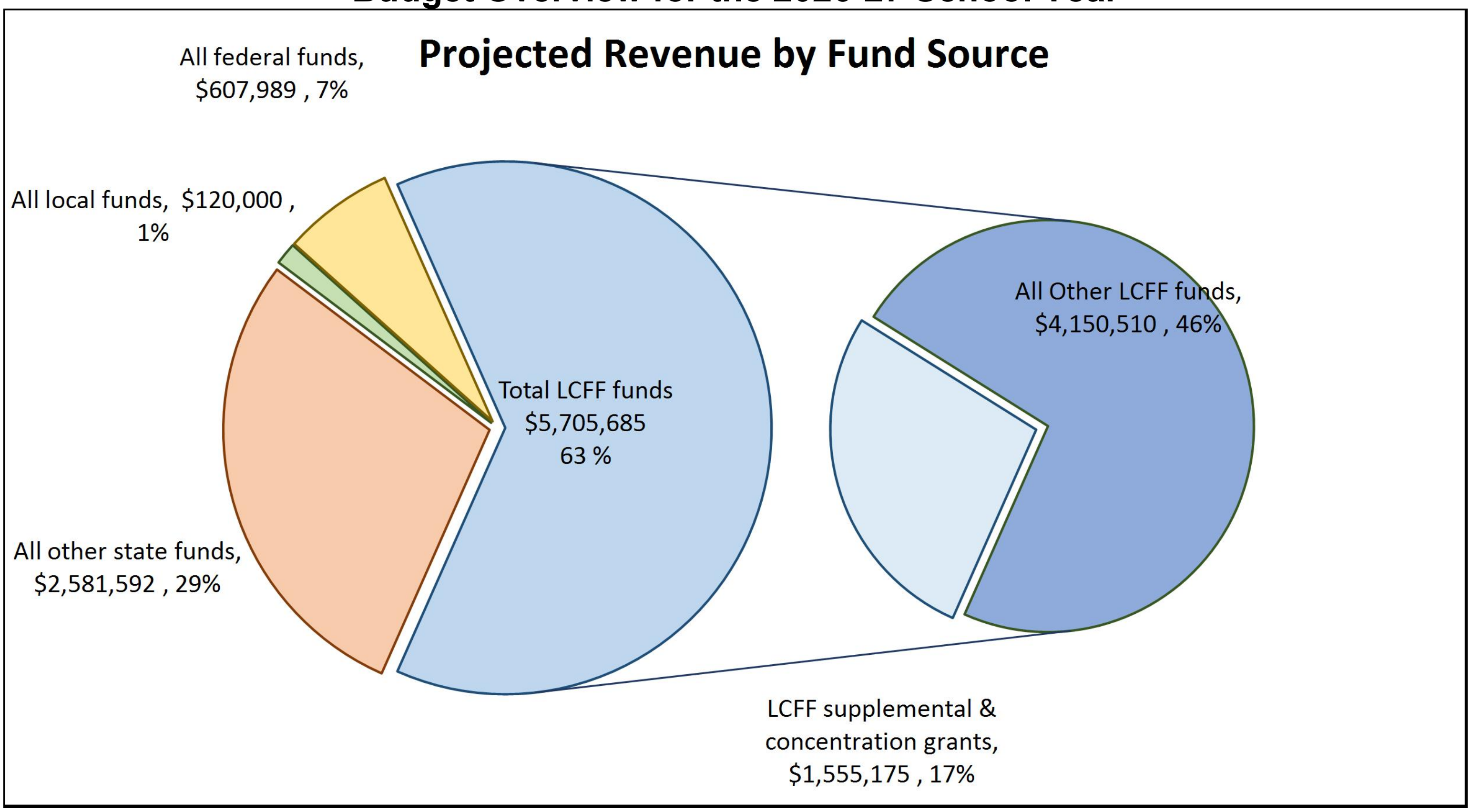
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Academia Moderna Charter School
CDS Code: 19647330120097
School Year: 2026-27
LEA contact information:

Rachel Villalobos
Interim CEO/Superintendent
r.villalobos@altaps.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 2026-27 School Year

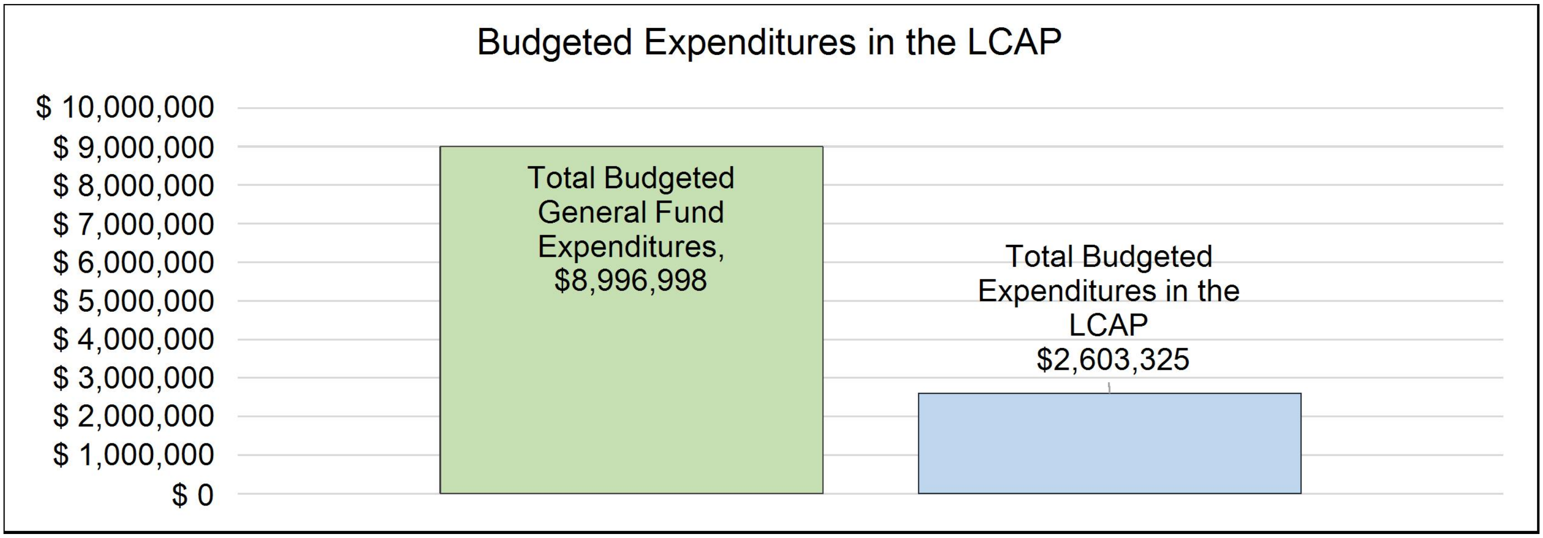


This chart shows the total general purpose revenue Academia Moderna Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academia Moderna Charter School is $9,015,266, of which $5,705,685 is Local Control Funding Formula (LCFF), $2,581,592 is other state funds, $120,000 is local funds, and $607,989 is federal funds. Of the $5,705,685 in LCFF Funds, $1,555,175 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Academia Moderna Charter School plans to spend $8,996,998 for the 2026-27 school year. Of that amount, $2,603,325 is tied to actions/services in the LCAP and $6,393,673 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

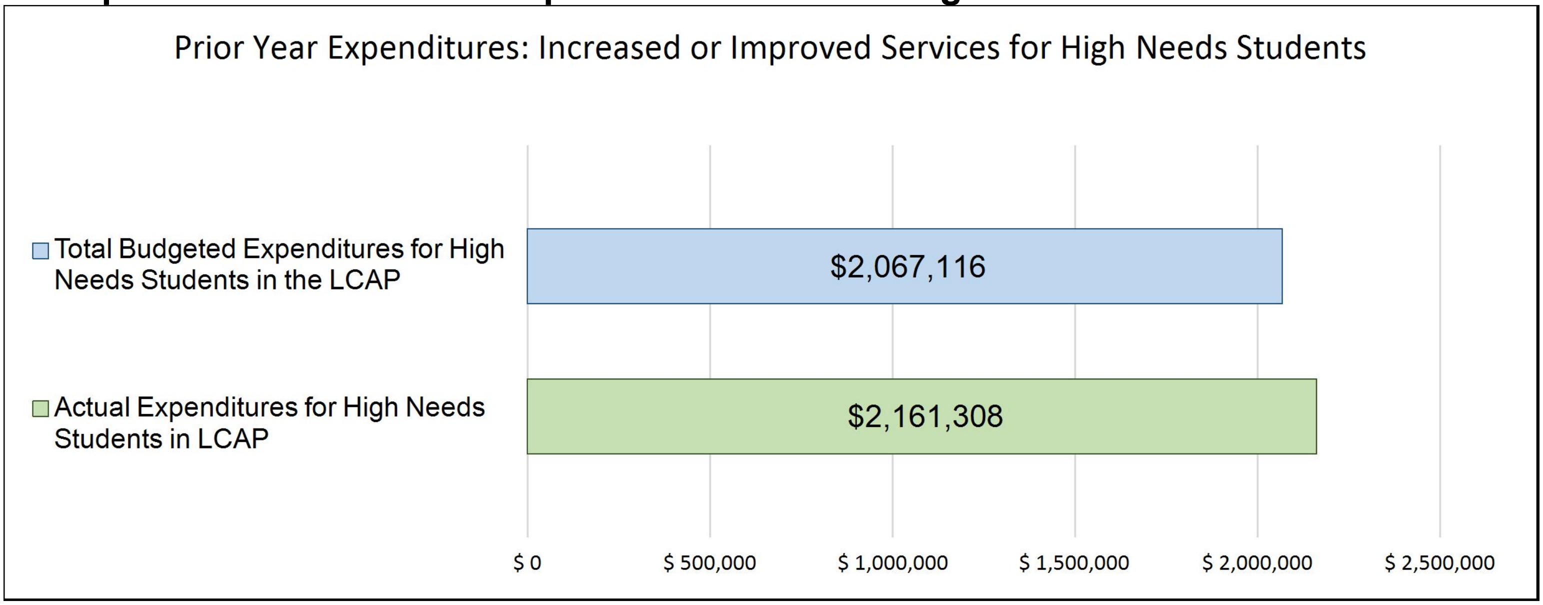
Other operational expenses such as rent and incurance

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

In 2026-27, Academia Moderna Charter School is projecting it will receive $1,555,175 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 $1,657,462 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Academia Moderna Charter School's LCAP budgeted $2,067,116 for planned actions to increase or improve services for high needs students. Academia Moderna Charter School actually spent $2,161,308 for actions to increase or improve services for high needs students in 2025-26.

academia moderna

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 Interim CEO/Superintendent	r.villalobos@altaps.org 323-923-0383

Plan Summary [2026-27]

General Information

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

Academia Moderna is a Pre-K through 5th Grade Charter School of 438 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 2019. 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......55.3 Points...........................Increased 15 Points..................Yellow
Hispanic............55.2 Points..........................Increased 15.4 Points...............Yellow
ELL...................51.4 Points..........................Increased 16.4 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......76.5 Points.........................Increased 12.5 Points.................Yellow
Hispanic............76.5 Points........................Increased 12.4 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:
0.2% = All Students
0.0% = SWD
0.2% = ELL

0.2% = Hispanic
0.2% = SED

Chronic Absenteeism by subgroup:
27.25% = All Students
19.5% = SWD
28.35% = ELL
27.5% = Hispanic
19.8% = SED

The i-Ready internal assessment was given four times during the 2025/26 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 #4 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:
18.6% @ mid or above grade level,
12.4% @ early on grade level,
25.1% @ one grade level below,
17.1% @ two grade levels below and
26.9% @ 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:
10.7% @ mid or above grade level,
12.9% @ early on grade level,
35.7% @ one grade level below,
19.3% @ two grade levels below and
21.5% @ three or more grade levels below.

Spring Reading Scores for ELL Students:
4.8% Mid or above grade level
8% early on grade level
32.8% one grade level below
29.6% two grade levels below
24.8% three or more grade levels below

Spring Math Scores for ELL Students:
1.6% Mid or above grade level
6.5% early on grade level
46.8% one grade level below
28.2% two grade levels below
16.9% three or more grade levels below

Spring Reading Scores for SWD students
11.8% on or above grade level
23.5% one grade level below
64.7 two or more grade levels below

Spring Math Scores for SWD Students
8.6% on or above grade level
42.9% one grade level below
48.6% two or more grade levels below

Dashboard Indicators 2025
ELA Yellow 52.2 points below standard Increased 14.5 points from 2024
Mathematics Yellow 76.5 points below standard. Increased 14.7 points from 2024
English Learner Progress Green 51.4% making progress Increased 9.3%
Chronic Absence Yellow 29.1% chronically absent. Declined 10.6%
Suspension rate 0.9% suspended at least one day Increased .05%
Science Orange 37.7 points below standard

Accelerated
83.6% of students improved their ELA score from 2024 (tan)
76.3% of students increased their math score from 2024 (blue)

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 - Academia Moderna exited ATSI in 2023

Monitoring and Evaluating Effectiveness

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

N/A - Academia excited ATSI in 2023

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 2025 to discuss work to be done in 2025-26 school year which contributed to this year's LCAP
Principal (Taylor Evans)	The Principal provided feedback and direction during weekly meetings from 08/16/2025 through 05/22/2026
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 08/16/2025 through 05/12/2026. 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 08/16/2025 through 05/12/2026. 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 05/23/2005. In addition to this meeting schedule, a survey was provided to teachers in May of 2025 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-promise 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%	Due to an excellent inspection (97%) in 2024/25, Academia Moderna was not	The target for Year 3 outcome at Academia Moderna Charter School is to maintain the same	No difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				mandated to receive a facilities inspection during the 2025/26 School Year.	level of upkeep (cleanliness) as the 2025/26 School Year	
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	For the 2025/26 School Year, 100% of the teaching staff was fully credentialed and appropriately placed.	For the 2026/27 School Year the target is that 100% of the teaching staff will be fully credentialed and properly placed in each grade level.	No difference from Baseline
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	For the 2025/26 School Year, 100% of the students had access to standards based instructional materials	100% Sufficiency	No from Baseline
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	"Specials," (foreign language, physical education and art are provided once a week to all grade levels	For the 2026/27 School Year, the specials will include: Foreign Language, Physical Education and Health and STEM	For the 2025/26 School Year, a STEM Program will be provided as one of the specials. (100% of the students will receive STEM Instruction)
1.5	All students, including English Learners & SWD receive instruction aligned to state adopted academic content and performance standards	100%	English Language Learners receive 35 minutes daily in ELD Instruction. SWD receive daily	English Language Learners receive 35 minutes daily in ELD Instruction. SWD students receive daily	Weekly lesson plans will be reviewed weekly with each grade level to ensure	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	as evidenced by Master Schedule and Weekly Unit Plans.		support via the push-in model	support in ELA and mathematics via a push-in model. All minutes are documented on SEIS and Welligent.	Standards Based Alignment	
1.6	English Learner Students have access to and are instructed in English Language Development as evidenced by Master Schedule and Weekly Unit Plans	100%	ELL students receive daily ELD Instruction. (Master Schedule)	English Language Learner Students receive 35 minutes daily of ELD Instruction. (see master schedule)	100%The target for the 2026/27 School Year is that there will be an increase on the number of students reclassified from 6.8% to 16.8%	10% Growth in ELL Classification

Goal Analysis [2025-26]

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

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

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 10 out of 147 English Language Development Students. A percentage of 6.8% which is approximately a 10% reduction in the percentage of students reclassified as compared to 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.

There is no material difference between Budgeted Expenditures and Estimated Actual Expenditures for the 2026/27 School Year.

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 with a goal of a 10% increase of reclassification of ELL Students for the 2026/27 School Year

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

Actions

Action #	Title	Description	Total Funds	Contributing
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 internet connected devices and provide additional access to account for growth.	$74,200.00	No Yes
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.	$379,119.00	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	$34,500.00	No

Action #	Title	Description	Total Funds	Contributing
		that aim to broaden students' educational experience and challenge them to apply their knowledge and skills.		
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.	$17,500.00	No
1.6	Implementation/instruction in the 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 EL Coordinator will monitor EL and LTEL student progress toward academic performance and Redesignation readiness	$146,250.00	Yes
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.	$407,933.00	No 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 *LTELs [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 LTELS - TBD E.O. - 49.7 DFS Socioeconomically disadvantaged 52.2 DFS	2025/26 Dashboard Distance from the Standard. All students - 51.2 ELL - 50.2 LTELS - TBD E.O. 46.3.7 Socioeconomically disadvantaged 43.9	2026 Dashboard Distance From Standard All Students-45.3 DFS Hispanic-45.3 DFS ELL-58.2 DFS LTELS (TBD) EO-42.8 DFS SWD-128 DFS	All students growth of 4 Hispanic growth of 3.8 ELL growth of 18 LTELS - TBD E.O growth of. 4 SWD growth of 10

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	2025 CA School Dashboard Mathematics Academics Indicator All students 82.2 DFS E.L.L. 116.7 DFS LTELS 31.2 DFS E.O 87 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	All students growth of 10% Hispanic growth of 10 ELL growth of 10 LTELS - TBD RFEP Growth of 10 SWD Growth of 10 Socio Economically disadvantagedGrowth of 10
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 Lvls 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 ELPIL 3.3% maintained ELPIL (Level 4) 36.2% maintained ELPIL (Levels 1, 2L, 2H, 3H 3L) 21.7 decreased 1 ELPIL	2025 Dashboard 41.2% making progress toward English Language Proficiency 38.8% progressed 1 ELPIL 3.3% maintained ELPIL (Level 4) 36.2% maintained ELPIL (Levels 1, 2L, 2H, 3H 3L) 21.7 decreased 1 ELPIL	Increase Students Making Progress toward English Language Proficiency by 10%. Increase students who Progressed at least 1 ELPI level by 15% Reduce students who decrease ELPI levels by 10%	Growth of 2.4% of students making progress toward English language Proficiency Growth 10.4 % of students making progress of ELPI level Growth of 1.9 % of students who maintained their ELPI level
2.4	I-Ready Reading	Spring 2023 Student Scores: All Students	Spring 2025 Student Scores 11% - Mid or Above Grade level	Spring 2026 Student Scores 18.6% - Mid or Above Grade level	All Students 40% Score Mid or Above Grade Level	Growth of 8.6 % mid or above grade level All students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 24%-One Grade Level Below 71%-Two or More Grade Levels Be	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% - On or above Grade level 22% - One Grade Level Below 71% - Two or more Grade Levels Below	12.4% - Early on Grade level 25.1% - One Grade Level Below 17.1% - Two Grade Levels Below 26.9% Three or more Grade levels Below English Language Learners 4.8% - Mid or above grade level 8% - Early on grade level 32.8% - One grade level below 29.6% - Two grade levels below 24.8% - Three or more grade levels below SWD 11.8% - On or above Grade level 23.5% - One Grade Level Below	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 35% Score Mid or Above Grade Level 30% Score Early On Grade level	Growth of 2.8% of English Language Learners from baseline Growth of 6.8% of SWD students from baseline Growth of 21.1% of first graders who scored on or above grade level Growth of 1.8% of Fifth Graders who scored on or above grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 o%-Three or More Grade levels Below Grade 2 19%-Mid or Above Grade level 15%-Early On Grade level 47%-One Grade Level Below 19%-Two 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 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	64.7% - Two or more Grade Levels Below Kindergarten no scores available Grade 1 27.1% - Mid or Above Grade level 12.5% - Early on Grade level 54.2% - One Grade Level Below 6.3% - Two Grade levels Below 0% - Three or more grade levels below Grade 2 14.9% - Mid or Above Grade Level 8.5% - Early on Grade level 31.9% - One Grade Level Below	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 15% Score Two Grade Levels Below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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 5 6%-Mid or Above Grade Level 12%-Early On Grade level	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 Grade 4 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	44.7% - Two Grade levels Below 0% - Three or more Grade levels below Grade 3 7.7% - Mid or Above Grade level 21.2% - Early on Grade Level 26.9% - One Grade level Below 23.1% - Two Grade levels below 21.2% - Three or more Grade Levels Below Grade 4 9.1% - Mid or Above Grade level 7.6% - Early on Grade level 45.5% - one grade level below 15.2% - Two Grade levels Below 22.7% - Three or More 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
		31%-One Grade level Below 22%-Two Grade Levels Below 29%-Three or More Grade levels Below	4% - Mid or Above Grade Level 15% - Early on Grade level 31% - One grade level below 33% - Two Grade levels Below 18% - Three or More Grade Levels Below	Grade 5 7.8% - Mid or Above Grade Level 22.1% - Early on Grade level 20.81% - One grade level below 32.5% - Two Grade levels Below 16.9% - 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	Spring 2025 Student Scores 9% - Mid or Above Grade level 8.1% - Early on Grade level 27.3% - One Grade Level Below 20.7% - Two Grade Levels Below 25.7% Three or more Grade levels Below English Language Learners 5% - mid or above grade level	Spring 2025 Student Scores 10.7% - Mid or Above Grade level 12.9% - Early on Grade level 35.7% - One Grade Level Below 19.3% - Two Grade Levels Below 21.5% Three or more Grade levels Below English Language Learners 1.6% - mid or above grade level	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	Growth of 5.2% of all students who scored on or above grade level Growth of 3.9% of students who scored early on grade level Decline of 21.7% of students who scored one grade level below Increase of 4.3% of students who scored two or more grade levels below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 0%-On or Above Grade Level 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	13% - Early on grade level 68% - one grade level below 15% - two grade levels below 9% - three or more grade levels below 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	6.5% - Early on grade level 46.8% - one grade level below 28.2% - two grade levels below 16.9% - three or more grade levels below SWD 8.6% - Honor above Grade level 42.9% - One Grade Level Below 48,% - 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	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 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	Increase of 5% of kindergartners who scored mid or above grade level Increase of 2% of Grade 1 that scored mid or above grade level Increase of 10.6% of Grade 1 that scored on or above grade level Increase of 1.5% of Grade 2 that scored on or above grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		17%-Two Grade levels Below 0%-Three or More Grade levels Below Grade 2 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	Grade 1 6% - Mid or Above Grade level 1% - Early on Grade level 72% - One Grade Level Below 12% - Two 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	0% Below Three or more grade levels below Grade 1 14.6% - Mid or Above Grade level 6.3% - Early on Grade level 72.9% - One Grade Level Below 6.3% - Two Grade levels Below 0% - Three or more grade levels below Grade 2 8.5% - Mid or Above Grade Level 6.4% - Early on Grade level 44.7% - One Grade Level Below 40.4% - Two Grade levels Below 0% Three or more Grade levels below Grade 3 2% - Mid or Above Grade level 13.7% - Early on Grade Level	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 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	Decline of 3% of Grade 3 that scored on on or above grade level Grade 4 of 3.4 % of Grade 4 that scored on or above grade level Grade 5 Increase of .6% of students that scored on or above grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		49%-One Grade level Below 19%-Two Grade levels Below 20%-Three or More Grade levels Below 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	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 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	52.9% - Two Grade levels Below 15.7% - Three or more Grade Levels Below Grade 4 4.5% - Mid or Above Grade level 18.2% - Early on Grade level 43.9% - Two Grade levels Below 19.7% - Three or More Grade levels below 13.6% - Three or more Grade levels below Grade 5 6.6% - Mid or Above Grade Level 14.5% - Early on Grade level 34.2% - One grade level below 22.4% - Two Grade levels Below 22.4% - Three or More Grade Levels 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 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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 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 [2025-26]

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

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

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.

Teachers prioritized iReady focus areas to align for a two week bootcamp for iReady Assessment # 4 iReady Growth for Assessment 4 was 70% in ELA and 65% in math

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.	$206,741.00	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.	$265,731.00	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.	$253,172.00	No Yes

Action #	Title	Description	Total Funds	Contributing
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.	$60,890.00	No 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.	$396,989.00	No 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	The 2023/24 SIS Attendance Rate:	The 2024/25 SIS Attendance Rate	The 2025/26 SIS Attendance Rate:	Increase Attendance Rate	The current difference from the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Measured by SIS Attendance Documentation	89.37% - All Students 89.37%-SWD 89.37%-ELL Students	89.92% - All students 90.11% - SWD 90.01 - ELL Students	91.3 - All students 92.8 - SWD 92.6 - ELL Students	by 5% for all students including subgroups	baseline for the 2025/26 School year is 1.3%
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	The 2025/26 Chronic Absentee Rate: 27.25% - All Students 19.5% - SWD 28.3% - Hispanic 29.1% ELL 27.5 Socioeconomically disadvantaged	Reduce chronic absenteeism rate for all students including subgroups by 10%	The current difference from the baseline for the 2025/26 School Year for chronic absenteeism decreased 18.6% for all students
3.3	Suspension Rate Data Source: California Dashboard	2023 Dashboard, Percent suspended at least one day: All Students-3.6% Hispanic-2.2% Socioeconomically Disadvantaged-3.6% 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%	For the 2025/26 School Year there were two individual suspensions. One for a total of two days and one for one day. Two students; three total suspension days. 2.1% of total day school year	Reduce suspension rate: All students including subgroups to < 1%	The current difference from the baseline for the 2025/26 School Year for suspensions decreased by 1.5% for all students
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	2024/25 School Year - Percent of the students send out of the classroom for	For the 2025/26 School Year the percent of the students sent out of the room for	Reduce the discipline referrals: all students including subgroups to < 1%	The current difference from the baseline for the 2025/26 School Year for students send out of the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4% of SWD 3% of ELL students	disciplinary reasons. 1.7% of all students 1.4% of SWD 1.69 of ELL Students	disciplinary reasons: 1.3% - All Students 2.1% SWD 1.4% ELL 1.2% Hispanic		classroom decreased by 1.7%
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	2024/25 Survey taken from 163 respondents. Percent feel there is high quality teaching and learning: 89.11% of Parents 74.66% of Teachers 81.01% 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	The current difference from the baseline for the 2025/26 School Year for the survey regarding high quality teaching and learning increased by 5.6% for parents, 20.3% for teachers and 18.5% 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	2024/25- Percent that feel engaged in school: 89.88% of Parents 69.23% of Teachers 71.65% 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	The current difference from the baseline for the 2025/26 School Year for school participation and engagement increased by 10.51% for parents,12.4% for teachers and 14.2% for classified staff.
3.7	Staff Survey Results Students, Parents, Teachers, Classified Staff	2023/24 - Percent Feel the LEA has a Positive Environment: 75.17% of Parents	2024/25 - Percent that feel the LEA has a positive environment	2024/25 - Percent that feel the LEA has a positive environment	Increase Percentage of Parents that Feel the LEA has a	The current difference from the baseline for the 2025/26 School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Environment	62.41% of Teachers 54.81% of Classified Staff	77.25% of Parents 64.81% of Teachers 57.77% of Classified Staff	78.25% of Parents 69.81% of Teachers 62.66% of Classified Staff	Positive Environment: by 13% for Parents by 25% for Teachers by 25% for Classified Staff	Year for positive school environment increased by 3.12% for parents, 7.4% for teachers and 7.8% 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	2024/25 -Percent that feel the LEA has a positive culture 81.7% of Parents 89.2% of Teachers 87.11 % of Classified	Increase Percent that Feel the LEA Has a Positive Culture: Parents to 95% Teachers to 95% Classified Staff to 95%	The current difference from the baseline for the 2025/26 School year for school culture increased by 6.9% for parents, 3.9% for parents, 3.9% for teachers and by 13.4% for classified staff.

Goal Analysis [2025-26]

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

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

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." The school culture was a primary reason for the reduction in chronic absenteeism, reduction in the number of suspensions and a reduction in the percentage of ODR's

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 increased by 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	$58,000.00	No 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.	$90,000.00	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.	$90,000.00	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.	$122,300.00	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

Goal Analysis [2025-26]

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

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

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

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

Goal Analysis [2025-26]

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

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

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,555,175	$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
37.469%	0.000%	$0.00	37.469%

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% The ELL reclassification was 10 out of 147 Students or a 6.8%	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 the students required varied approaches to	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
	meet their needs and increase academic achievement **Scope:** LEA-wide		
2.3	**Action:** Long Term English Language Learner (LTEL) Progress **Need:** Daily requirement of 35 minutes of ELD instruction **Scope:** LEA-wide Schoolwide	70% of enrollment are ELL students	iReady Scores, percentage of students to reclassify, CAASPP Scores and student grades
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:**	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

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, and Low Income students lack the resources to pay for repairs required for the use of their technology. **Scope:** LEA-wide Schoolwide		
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 **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:**	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
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 6.8% of ELL students	Documentation data regarding reclassification.
1.6	**Action:** Implementation/instruction in the the English Language Development Standards **Need:**	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	ELPI Growth, PD Agendas, PD Sign-in Sheets, Unit Plans

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	reclassification process in order to better support students	
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 ELA and mathematics **Scope:** Limited to Unduplicated Student Group(s)	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
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	N/A	1:75
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:24

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,150,510	1,555,175	37.469%	0.000%	37.469%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,799,462.00	$767,122.00	$0.00	$36,741.00	$2,603,325.00	$1,934,447.00	$668,878.00

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	Schoolwide	English Learners	All Schools Specific Schools: Academia ModernaAcademia Moderna TK - 5	Yearlong (ongoing)	$0.00	$74,200.00	$74,200.00	$0.00	$0.00	$0.00	$74,200.00	
1	1.2	Teachers within the LEA are appropriately assigned and fully credentialed	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Academia ModernaTK - Grade 5	Fall and throughout the year	$373,719.00	$5,400.00	$379,119.00	$0.00	$0.00	$0.00	$379,119.00	
1	1.3	Standards Aligned Instructional Materials	All	No			All Schools Specific Schools: Academia ModernaTK - Grade 5	Spring Each year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	10
1	1.4	Broad Course of Study	All	No			All Schools Specific Schools: Academia ModernaTK - Grade 5	Fall and Spring	$0.00	$34,500.00	$34,500.00	$0.00	$0.00	$0.00	$34,500.00	
1	1.5	Implementation and Instruction in the Common Core State Standards	All	No			All Schools Specific Schools: Academia ModernaTK - Grade 5	Throughout the Year	$0.00	$17,500.00	$17,500.00	$0.00	$0.00	$0.00	$17,500.00	

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	1.6	Implementation/instruction in the the English Language Development Standards	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Acadmia ModernaTK - Grade 5	Yearlong	$120,000.00	$26,250.00	$146,250.00	$0.00	$0.00	$0.00	$146,250.00	
1	1.7	Support and Instruction for Students with Disabilities	Students with Disabilities	No Yes	Limited to Unduplicated Student Group(s)		All Schools Specific Schools: Academia ModernaTK - Grade 5	Throughout the Year	$83,255.00	$324,678.00	$0.00	$407,933.00	$0.00	$0.00	$407,933.00	
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 TK - Grade 5	Yearlong	$206,741.00	$0.00	$170,000.00	$0.00	$0.00	$36,741.00	$206,741.00	
2	2.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Academia ModernaTK - Grade 5	Yearlong	$239,481.00	$26,250.00	$265,731.00	$0.00	$0.00	$0.00	$265,731.00	
2	2.3	Long Term English Language Learner (LTEL) Progress	All English Learners ELL Students and SWD Students	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Academia Charter SchoolAcademia Moderna Charter School TK - Grade 5TK - Grade 5	Yearlong	$253,172.00	$0.00	$253,172.00	$0.00	$0.00	$0.00	$253,172.00	
2	2.4	Academic Support and Intervention Programs	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Academia Moderna Charter SchoolAcademia Moderna Charter School TK - Grade	Yearlong	$60,890.00	$0.00	$60,890.00	$0.00	$0.00	$0.00	$60,890.00	

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
							5TK - Grade 5									
2	2.5	21st Century Educational Technology	All English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Academia Moderna Charter SchoolAcademia Moderna Charter School TK - Grade 5TK - Grade 5	Yearlong	$359,189.00	$37,800.00	$37,800.00	$359,189.00	$0.00	$0.00	$396,989.00	
3	3.1	Attendance Rate	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Academia Moderna Charter SchoolAcadmia Moderna Charter School TK - Grade 5TK - grade 5	Yearlong	$58,000.00	$0.00	$58,000.00	$0.00	$0.00	$0.00	$58,000.00	
3	3.2	Discipline Referral & Suspension Rate	All	No			All Schools Specific Schools: Academia Moderna Charter School TK - Grade 5	Yearlong	$90,000.00	$0.00	$90,000.00	$0.00	$0.00	$0.00	$90,000.00	
3	3.3	Schoolwide Culture & Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Academia Moderna Charter SchoolTK - Grade 5	Yearlong	$90,000.00	$0.00	$90,000.00	$0.00	$0.00	$0.00	$90,000.00	
3	3.4	Increase Family Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Academia	Yearlong	$0.00	$122,300.00	$122,300.00	$0.00	$0.00	$0.00	$122,300.00	

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
							Moderna Charter SchoolTK - Grade 5									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,150,510	1,555,175	37.469%	0.000%	37.469%	$1,657,462.00	10.000%	49.934 %	**Total:**	$1,657,462.00
								LEA-wide Total:	$1,437,012.00
								Limited Total:	$399,422.00
								Schoolwide Total:	$365,172.00

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	$74,200.00	
1	**1.2**	Teachers within the LEA are appropriately assigned and fully credentialed	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Academia Moderna	$379,119.00	
1	**1.3**	Standards Aligned Instructional Materials				Specific Schools: Academia Moderna	$0.00	10
1	**1.4**	Broad Course of Study				Specific Schools: Academia Moderna	$34,500.00	
1	**1.5**	Implementation and Instruction in the Common Core State Standards				Specific Schools: Academia Moderna	$17,500.00	
1	**1.6**	Implementation/instruction in the the English Language Development Standards	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Acadmia Moderna	$146,250.00	

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	1.7	Support and Instruction for Students with Disabilities	Yes	Limited to Unduplicated Student Group(s)		All Schools Specific Schools: Academia Moderna	$0.00	
2	2.1	Student Achievement (English/mathematics)	Yes	LEA-wide	English Learners Low Income	All Schools TK - Grade 5	$170,000.00	
2	2.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Academia Moderna	$265,731.00	
2	2.3	Long Term English Language Learner (LTEL) Progress	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Academia Charter School TK - Grade 5	$253,172.00	
2	2.4	Academic Support and Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Academia Moderna Charter School TK - Grade 5	$60,890.00	
2	2.5	21st Century Educational Technology	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Academia Moderna Charter School TK - Grade 5	$37,800.00	
3	3.1	Attendance Rate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Academia Moderna Charter School TK - Grade 5	$58,000.00	
3	3.3	Schoolwide Culture & Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Academia Moderna Charter School	$90,000.00	
3	3.4	Increase Family Engagement	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Academia Moderna Charter	$122,300.00	

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 (%)
						School		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,100,116.00	$2,202,087.00

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 Yes	$279,613.00	97,374
1	**1.2**	Teachers within the LEA are appropriately assigned and fully credentialed	Yes	$228,000.00	196,857
1	**1.3**	Standards Aligned Instructional Materials	No Yes	$0.00	$ 0.00
1	**1.4**	Broad Course of Study	No Yes	$13,000.00	25,120
1	**1.5**	Implementation and Instruction in the Common Core State Standards	No Yes	$11,000.00	11,000
1	**1.6**	Implementation/instruction in the the English Language Development Standards	Yes	$61,000.00	75,881
1	**1.7**	Support and Instruction for Students with Disabilities	Yes	$210,000.00	698,216
2	**2.1**	Student Achievement (English/mathematics)	No Yes	$315,000.00	185,443

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Professional Development	Yes	$204,400.00	129,768
2	**2.3**	Long Term English Language Learner (LTEL) Progress	Yes	$141,600.00	136,640
2	**2.4**	Academic Support and Intervention Programs	Yes	$60,000.00	25,354
2	**2.5**	21st Century Educational Technology	Yes	$180,103.00	346,640
3	**3.1**	Attendance Rate	Yes	$80,000.00	130,319
3	**3.2**	Discipline Referral & Suspension Rate	No	$33,000.00	40,779
3	**3.3**	Schoolwide Culture & Climate	Yes	$36,400.00	40,779
3	**3.4**	Increase Family Engagement	Yes	$247,000.00	61,917

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1263447	$2,067,116.00	$2,161,308.00	($94,192.00)	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	1.1	LEA is maintained in good repair	Yes	$279,613.00	97,374		
1	1.2	Teachers within the LEA are appropriately assigned and fully credentialed	Yes	$228,000.00	196,857		
1	1.3	Standards Aligned Instructional Materials	Yes	$0.00	0.00		
1	1.4	Broad Course of Study	Yes	$13,000.00	25,120		
1	1.5	Implementation and Instruction in the Common Core State Standards	Yes	$11,000.00	11,000		
1	1.6	Implementation/instruction in the the English Language Development Standards	Yes	$61,000.00	75,881		
1	1.7	Support and Instruction for Students with Disabilities	Yes	$210,000.00	698,216		
2	2.1	Student Achievement (English/mathematics)	Yes	$315,000.00	185,443		
2	2.2	Professional Development	Yes	$204,400.00	129,768		
2	2.3	Long Term English Language Learner (LTEL) Progress	Yes	$141,600.00	136,640		
2	2.4	Academic Support and Intervention Programs	Yes	$60,000.00	25,354		
2	2.5	21st Century Educational Technology	Yes	$180,103.00	346,640		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.1**	Attendance Rate	Yes	$80,000.00	130,319		
3	**3.3**	Schoolwide Culture & Climate	Yes	$36,400.00	40,779		
3	**3.4**	Increase Family Engagement	Yes	$247,000.00	61,917		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1463465	1263447	0.00	86.333%	$2,161,308.00	0.000%	147.684%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

- 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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024

CHARTER IMPACT

BOARD FINANCIALS

ALTA PUBLIC SCHOOLS

Moderna

FY27 Budget Presentation 6/17/26

CHARTER IMPACT

TK–12 FUNDING HIGHLIGHTS

COLA, Special Education & Student Support

Comparison of Governor's Budget Proposal vs. May Revision

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

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

KEY TAKEAWAYS

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

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

HIGHLIGHTS

- State COLA - FY27 4.31% | FY28 3.30% | FY29 3.09%
- Enrollment - FY27 365 | FY28 365 | FY29 365
- ADA- FY27 346.75 | FY28 346.75 | FY29 346.75
- ADA % is held at 95% Across all Fiscal Years

HIGHLIGHTS- CONTINUED

FY26-27 APS Moderna

Multi-Year Forecast

Revised 6/13/26

	2026-27	2027-28	2028-29
	Budget	**Forecast**	**Forecast**
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*3.08%*	*2.75%*	*2.68%*
Enrollment	*365.00*	*365.00*	*365.00*
Average Daily Attendance	*346.75*	*346.75*	*346.75*
Revenues			
Total Revenue	**$ 9,015,266**	**$ 9,292,608**	**$ 9,448,955**
Expenses			
Total Expenses	**$ 8,966,998**	**$ 9,266,859**	**$ 9,423,843**
Surplus (Deficit)	**$ 48,268**	**$ 25,749**	**$ 25,113**
Fund Balance, Beginning of Year	$ 5,271,267	$ 5,319,534	$ 5,345,283
Fund Balance, End of Year	**$ 5,319,534**	**$ 5,345,283**	**$ 5,370,396**
	59.3%	***57.7%***	***57.0%***

FY26-27 APS Moderna

LCFF Funding Calculation

v27.1c | 6-4-26

Grade level	2026-27	2027-28	2028-29
COLA	**4.31%**	**3.30%**	**3.09%**
	Enrollment	**Enrollment**	**Enrollment**
TK	34.00	34.00	34.00
K-3	188.00	188.00	188.00
4-6	143.00	143.00	143.00
Total Enrollment	**365.00**	**365.00**	**365.00**
	ADA	**ADA**	**ADA**
TK	32.30	32.30	32.30
K-3	178.60	178.60	178.60
4-6	135.85	135.85	135.85
Total ADA	**346.75**	**346.75**	**346.75**
Total Base Target	**$ 3,731,539**	**$ 3,854,621**	**$ 3,973,678**
*****ADA From New Grade Levels***	-	-	-
Grade Level Add-Ons			
TK Add-On	184,239	190,312	196,190
K-3 CSR Supplement (10.4% of K-3)	234,732	242,324	249,917
High School Supplement (2.6% of 9-12)	-	-	-
Total Add-Ons	$ 234,732	$ 242,324	$ 249,917
Total Target Base Plus Add-Ons	**$ 3,966,271**	**$ 4,096,945**	**$ 4,223,595**
Average Base per ADA	**$ 11,438**	**$ 11,815**	**$ 12,181**
Supplemental Grant			
School Percent FRPM/ELL/FY	94.65%	93.53%	93.70%
School Supplement Per Pupil (20%)	$ 2,165	$ 2,210	$ 2,283
Total Supplemental Grant	**$ 750,815**	**$ 766,375**	**$ 791,502**
Concentration Grant (65% funding)			
District Unduplicated FRPM/ELL/FY	86.20%	86.20%	86.20%
Total Concentration Grant	**$ 804,360**	**$ 830,861**	**$ 856,545**
Total LCFF	**$ 5,705,685**	**$ 5,884,492**	**$ 6,067,830**
Total Funding per ADA	**$ 16,455**	**$ 16,970**	**$ 17,499**

REVENUE

4.31% COLA projected for LCFF and other programs

CHARTER IMPACT

	Annual/Full Year Budget
Revenue	
State Aid-Rev Limit	$ 5,705,685
Federal Revenue	607,989
Other State Revenue	2,581,592
Other Local Revenue	120,000
Total Revenue	**$ 9,015,266**

Special Funding:

- Other State: AMS Prop 28 $135k, ELOP $957k, ASES $148k,
- Federal: 21ST CENTURY $359k
- One-Time Funds: SSDBG $30k (deferring balance), Literacy Coaching $199k (deferring balance)

EXPENSES

CHARTER IMPACT

	Annual/Full Year Budget
Expenses	
Certificated Salaries	$ 2,291,748
Classified Salaries	1,122,667
Benefits	1,697,370
Books and Supplies	388,200
Subagreement Services	536,700
Operations	359,000
Facilities	1,094,466
Professional Services	1,377,448
Depreciation	99,400
Interest	-
Total Expenses	**$ 8,966,998**

- 4% COLA on staffing positions
- 8.5% Management Fee to Central Office
- + Estimated Substantial Increase in Health and Welfare

FUND & CASH BALANCE

CHARTER IMPACT

	Annual/Full Year
	Budget
Total Surplus(Deficit)	**$ 48,268**
Beginning Fund Balance	5,271,267
Ending Fund Balance	**$ 5,319,534**
As a % of Annual Expenses	*59.3%*

- Surplus/(deficit) is budgeted at $48,268
- Fund balance is within state and authorizer requirements
- Fund balance subject to change pending FY26 financial close
- Beginning cash projected $3.9M | Ending cash projected $4.2M
- Strong cash balance for each monthly close

CHARTER IMPACT

THREE-YEAR FORECAST

- Modest surplus projected for all 3-years
- FY28 & FY29 expenses in line w/ student growth and CA CPI Expense COLA

FY26-27 APS Moderna
Multi-Year Forecast
Revised 6/13/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	4.31%	3.30%	3.09%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	3.08%	2.75%	2.68%
Enrollment	365.00	365.00	365.00
Average Daily Attendance	346.75	346.75	346.75
Revenues			
Total Revenue	$ 9,015,266	$ 9,292,608	$ 9,448,955
Expenses			
Total Expenses	$ 8,966,998	$ 9,266,859	$ 9,423,843
Surplus (Deficit)	$ 48,268	$ 25,749	$ 25,113
Fund Balance, Beginning of Year	$ 5,271,267	$ 5,319,534	$ 5,345,283
Fund Balance, End of Year	$ 5,319,534	$ 5,345,283	$ 5,370,396
	59.3%	57.7%	57.0%

Appendix

- Multi-year Projection
- Monthly Cash Flow/Forecast

FY26-27 APS Moderna

Multi-Year Forecast

Revised 6/13/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*3.08%*	*2.75%*	*2.68%*
Enrollment	*365.00*	*365.00*	*365.00*
Average Daily Attendance	*346.75*	*346.75*	*346.75*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 3,331,068	$ 3,479,795	$ 3,634,037
8012 Education Protection Account	911,526	941,606	970,702
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,463,091	1,463,091	1,463,091
	5,705,685	5,884,492	6,067,830
Federal Revenue			
8181 Special Education - Entitlement	53,650	52,925	52,925
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	-	-	-
8290 Title I, Part A - Basic Low Income	174,275	174,275	174,275
8291 Title II, Part A - Teacher Quality	16,198	16,198	16,198
8293 Title III - Limited English	-	-	-
8294 Title V, Part B - PCSG	-	-	-
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	363,866	359,189	359,189
8299 Prior Year Federal Revenue	-	-	-
	607,989	602,587	602,587
Other State Revenue			
8311 State Special Education	493,294	479,978	494,810
8520 Child Nutrition	-	-	-
8545 School Facilities (SB740)	478,723	494,521	493,516
8550 Mandated Cost	7,088	7,526	7,758
8560 State Lottery	94,316	94,316	94,316
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	1,508,171	1,609,188	1,568,139
	2,581,592	2,685,529	2,658,538
Other Local Revenue			
8634 Food Service Sales	-	-	-
8650 Lease and Rental Income	-	-	-
8660 Interest Revenue	80,000	80,000	80,000
8689 Other Fees and Contracts	-	-	-
8690 Other Local Revenue	-	-	-
8698 ASB Fundraising	-	-	-
8699 School Fundraising	40,000	40,000	40,000
	120,000	120,000	120,000

FY26-27 APS Moderna

Multi-Year Forecast

Revised 6/13/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Total Revenue	**$ 9,015,266**	**$ 9,292,608**	**$ 9,448,955**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	1,748,523	1,766,009	1,783,669
1170 Teachers' Substitute Hours	25,000	25,250	25,503
1175 Teachers' Extra Duty/Stipends	18,324	18,507	18,692
1200 Pupil Support Salaries	-	-	-
1300 Administrators' Salaries	499,901	504,900	509,949
1900 Other Certificated Salaries	-	-	-
	2,291,748	2,314,665	2,337,812
Classified Salaries			
2100 Instructional Salaries	430,871	435,180	439,532
2200 Support Salaries	-	-	-
2300 Classified Administrators' Salaries	-	131,300	132,613
2400 Clerical and Office Staff Salaries	216,010	218,171	220,352
2900 Other Classified Salaries	475,785	480,543	485,348
	1,122,667	1,265,193	1,277,845
Benefits			
3101 STRS	437,724	442,101	446,522
3202 PERS	330,704	339,072	330,962
3301 OASDI	77,665	78,442	79,226
3311 Medicare	51,394	51,908	52,427
3401 Health and Welfare	750,000	787,500	826,875
3501 State Unemployment	261	261	261
3601 Workers' Compensation	49,622	50,118	50,619
3901 Other Benefits	-	-	-
	1,697,370	1,749,402	1,786,893
Books and Supplies			
4100 Textbooks and Core Curricula	37,800	38,840	39,880
4200 Books and Other Materials	16,400	16,851	17,303
4302 School Supplies	117,600	120,834	124,072
4305 Software	105,100	107,990	110,884
4310 Office Expense	72,500	74,494	76,490
4311 Business Meals	3,700	3,802	3,904
4312 School Fundraising	-	-	-
4400 Noncapitalized Equipment	35,100	36,065	37,032
4700 Food Services	-	-	-
	388,200	398,876	409,565
Subagreement Services			
5101 Nursing	-	-	-
5102 Special Education	302,800	311,127	319,465
5103 Substitute Teacher	69,300	71,206	73,114

FY26-27 APS Moderna

Multi-Year Forecast

Revised 6/13/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
5104 Transportation	22,400	23,016	23,633
5105 Security	10,300	10,583	10,867
5106 Other Educational Consultants	97,400	100,079	102,761
5107 IB Fees	34,500	34,500	34,500
	536,700	550,511	564,340
Operations and Housekeeping			
5201 Auto and Travel	11,800	12,125	12,449
5300 Dues & Memberships	10,800	11,097	11,394
5400 Insurance	100,000	102,750	105,504
5501 Utilities	71,900	73,877	75,857
5502 Janitorial Services	38,900	39,970	41,041
5516 Miscellaneous Expense	-	-	-
5531 ASB Fundraising Expense	-	-	-
5900 Communications	122,300	125,663	129,031
5901 Postage and Shipping	3,300	3,391	3,482
	359,000	368,873	378,758
Facilities, Repairs and Other Leases			
5601 Rent	790,566	790,566	790,566
5602 Additional Rent	117,700	120,937	124,178
5603 Equipment Leases	108,300	111,278	114,261
5604 Other Leases	3,700	3,802	3,904
5605 Real/Personal Property Taxes	-	-	-
5610 Repairs and Maintenance	74,200	76,241	78,284
	1,094,466	1,102,823	1,111,191
Professional/Consulting Services			
5801 IT	3,500	3,596	3,693
5802 Audit & Taxes	2,200	2,261	2,321
5803 Legal	60,100	61,753	63,408
5804 Professional Development	70,000	71,925	73,853
5805 General Consulting	111,000	114,053	117,109
5806 Special Activities/Field Trips	160,200	164,606	169,017
5807 Bank Charges	400	411	422
5808 Printing	200	206	211
5809 Other taxes and fees	9,100	9,350	9,601
5810 Payroll Service Fee	-	-	-
5811 Management Fee	866,213	890,034	913,887
5812 District Oversight Fee	57,057	58,845	60,678
5813 County Fees	10,200	10,481	10,761
5814 SPED Encroachment	21,878	21,316	21,909
5815 Public Relations/Recruitment	5,400	5,549	5,697
	1,377,448	1,414,383	1,452,567
Depreciation			
6900 Depreciation Expense	99,400	102,134	104,871
	99,400	102,134	104,871

FY26-27 APS Moderna

Multi-Year Forecast

Revised 6/13/26

	2026-27	2027-28	2028-29
	Budget	**Forecast**	**Forecast**
Interest			
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 8,966,998**	**$ 9,266,859**	**$ 9,423,843**
Surplus (Deficit)	**$ 48,268**	**$ 25,749**	**$ 25,113**
Fund Balance, Beginning of Year	$ 5,271,267	$ 5,319,534	$ 5,345,283
Fund Balance, End of Year	**$ 5,319,534**	**$ 5,345,283**	**$ 5,370,396**
	59.3%	***57.7%***	***57.0%***
Cash Flow Adjustments			
Surplus (Deficit)	48,268	25,749	25,113
Cash Flows From Operating Activities			
Depreciation/Amortization	99,400	102,134	104,871
Public Funding Receivables	315,510	156,609	(40,189)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	12,910	65	553
Accrued Expenses	-	-	-
Deferred Revenue	-	(132,000)	(148,380)
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	(110,400)	-	-
Total Change in Cash	365,688	152,556	(58,033)
Cash, Beginning of Year	3,928,057	4,293,745	4,446,301
Cash, End of Year	**$ 4,293,745**	**$ 4,446,301**	**$ 4,388,268**

FY26-27 APS Moderna

Monthly Cash Flow/Forecast FY26-27

Revised 6/13/26

Actuals Through:

ADA = 346.75

CHARTER IMPACT

Code	Description	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 346.75	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	162,048	162,048	291,686	291,686	291,686	291,686	291,686	309,708	309,708	309,708	309,708	309,708	3,331,068	3,331,068	-
8012	Education Protection Account	-	-	227,882	-	-	227,882	-	-	227,882	-	-	-	227,882	911,526	911,526	-
8096	In Lieu of Property Taxes	-	85,411	170,821	113,881	113,881	113,881	113,881	113,881	212,485	106,242	106,242	106,242	106,242	1,463,091	1,463,091	-
		-	247,459	560,751	405,567	405,567	633,449	405,567	405,567	750,074	415,950	415,950	415,950	643,832	5,705,685	5,705,685	-
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	53,650	53,650	53,650	-
8290	Title I, Part A - Basic Low Income	-	-	43,569	-	-	130,706	-	-	-	-	-	-	-	174,275	174,275	-
8291	Title II, Part A - Teacher Quality	-	-	4,050	-	-	12,149	-	-	-	-	-	-	-	16,198	16,198	-
8296	Other Federal Revenue	-	-	-	90,967	13,443	-	90,967	-	-	90,967	-	-	77,524	363,866	363,866	-
		-	-	47,618	90,967	13,443	142,855	90,967	-	-	90,967	-	-	131,174	607,989	607,989	-
Other State Revenue																	
8311	State Special Education	-	24,665	24,665	44,396	44,396	44,396	44,396	44,396	44,396	44,396	44,396	44,396	44,396	493,294	493,294	-
8545	School Facilities (SB740)	-	-	-	-	-	-	239,362	-	-	-	119,681	-	119,681	478,723	478,723	-
8550	Mandated Cost	-	-	-	-	-	7,088	-	-	-	-	-	-	-	7,088	7,088	-
8560	State Lottery	-	-	-	-	-	-	22,941	-	-	22,941	-	-	48,434	94,316	94,316	-
8599	Other State Revenue	-	1,555	1,555	372,067	2,799	2,799	372,067	2,799	2,799	372,067	2,799	2,799	372,067	1,508,171	1,508,171	-
		-	26,220	26,220	416,464	47,195	54,283	678,766	47,195	47,195	439,405	166,876	47,195	584,578	2,581,592	2,581,592	-
Other Local Revenue																	
8660	Interest Revenue	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	-	80,000	80,000	-
8699	School Fundraising	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	-
		10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	120,000	120,000	-
Total Revenue		**10,000**	**283,678**	**644,589**	**922,997**	**476,205**	**840,587**	**1,185,300**	**462,762**	**807,269**	**956,322**	**592,826**	**473,146**	**1,359,584**	**9,015,266**	**9,015,266**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	158,957	158,957	158,957	158,957	158,957	158,957	158,957	158,957	158,957	158,957	158,957	-	1,748,523	1,748,523	-
1170	Teachers' Substitute Hours	-	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	-	25,000	25,000	-
1175	Teachers' Extra Duty/Stipends	-	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	-	18,324	18,324	-
1300	Administrators' Salaries	41,658	41,658	41,658	41,658	41,658	41,658	41,658	41,658	41,658	41,658	41,658	41,658	-	499,901	499,901	-
		41,658	204,554	204,554	204,554	204,554	204,554	204,554	204,554	204,554	204,554	204,554	204,554	-	2,291,748	2,291,748	-
Classified Salaries																	
2100	Instructional Salaries	4,104	40,241	40,241	40,241	40,241	40,241	40,241	40,241	40,241	40,241	40,241	24,360	-	430,871	430,871	-
2400	Clerical and Office Staff Salaries	15,161	18,259	18,259	18,259	18,259	18,259	18,259	18,259	18,259	18,259	18,259	18,259	-	216,010	216,010	-
2900	Other Classified Salaries	-	43,253	43,253	43,253	43,253	43,253	43,253	43,253	43,253	43,253	43,253	43,253	-	475,785	475,785	-
		19,265	101,753	101,753	101,753	101,753	101,753	101,753	101,753	101,753	101,753	101,753	85,872	-	1,122,667	1,122,667	-
Benefits																	
3101	STRS	7,957	39,070	39,070	39,070	39,070	39,070	39,070	39,070	39,070	39,070	39,070	39,070	-	437,724	437,724	-
3202	PERS	5,675	29,973	29,973	29,973	29,973	29,973	29,973	29,973	29,973	29,973	29,973	25,295	-	330,704	330,704	-
3301	OASDI	1,333	7,039	7,039	7,039	7,039	7,039	7,039	7,039	7,039	7,039	7,039	5,941	-	77,665	77,665	-
3311	Medicare	917	4,611	4,611	4,611	4,611	4,611	4,611	4,611	4,611	4,611	4,611	4,372	-	51,394	51,394	-
3401	Health and Welfare	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	-	750,000	750,000	-
3501	State Unemployment	13	13	13	13	13	13	65	52	26	13	13	13	-	261	261	-
3601	Workers' Compensation	885	4,452	4,452	4,452	4,452	4,452	4,452	4,452	4,452	4,452	4,452	4,221	-	49,622	49,622	-
		79,280	147,658	147,658	147,658	147,658	147,658	147,710	147,697	147,671	147,658	147,658	141,411	-	1,697,370	1,697,370	-
Books and Supplies																	
4100	Textbooks and Core Curricula	-	9,450	9,450	9,450	9,450	-	-	-	-	-	-	-	-	37,800	37,800	-
4200	Books and Other Materials	3,280	3,280	3,280	3,280	3,280	-	-	-	-	-	-	-	-	16,400	16,400	-
4302	School Supplies	9,800	9,800	9,800	9,800	9,800	9,800	9,800	9,800	9,800	9,800	9,800	9,800	-	117,600	117,600	-
4305	Software	8,758	8,758	8,758	8,758	8,758	8,758	8,758	8,758	8,758	8,758	8,758	8,758	-	105,100	105,100	-
4310	Office Expense	6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	-	72,500	72,500	-
4311	Business Meals	308	308	308	308	308	308	308	308	308	308	308	308	-	3,700	3,700	-
4400	Noncapitalized Equipment	-	7,020	7,020	7,020	7,020	7,020	-	-	-	-	-	-	-	35,100	35,100	-
		28,188	44,658	44,658	44,658	44,658	31,928	24,908	24,908	24,908	24,908	24,908	24,908	-	388,200	388,200	-
Subagreement Services																	
5102	Special Education	-	27,527	27,527	27,527	27,527	27,527	27,527	27,527	27,527	27,527	27,527	27,527	-	302,800	302,800	-
5103	Substitute Teacher	-	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	-	69,300	69,300	-
5104	Transportation	-	2,036	2,036	2,036	2,036	2,036	2,036	2,036	2,036	2,036	2,036	2,036	-	22,400	22,400	-
5105	Security	-	936	936	936	936	936	936	936	936	936	936	936	-	10,300	10,300	-
5106	Other Educational Consultants	-	-	9,740	9,740	9,740	9,740	9,740	9,740	9,740	9,740	9,740	9,740	-	97,400	97,400	-
5107	IB Fees	-	-	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	-	34,500	34,500	-
		-	36,800	49,990	49,990	49,990	49,990	49,990	49,990	49,990	49,990	49,990	49,990	-	536,700	502,200	-
Operations and Housekeeping																	
5201	Auto and Travel	-	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	-	11,800	11,800	-
5300	Dues & Memberships	900	900	900	900	900	900	900	900	900	900	900	900	-	10,800	10,800	-
5400	Insurance	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	-	100,000	100,000	-
5501	Utilities	5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992	-	71,900	71,900	-
5502	Janitorial Services	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	-	38,900	38,900	-
5900	Communications	10,192	10,192	10,192	10,192	10,192	10,192	10,192	10,192	10,192	10,192	10,192	10,192	-	122,300	122,300	-
5901	Postage and Shipping	-	-	330	330	330	330	330	330	330	330	330	330	-	3,300	3,300	-
		28,658	29,731	30,061	30,061	30,061	30,061	30,061	30,061	30,061	30,061	30,061	30,061	-	359,000	359,000	-
Facilities, Repairs and Other Leases																	
5601	Rent	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	-	790,566	790,566	-
5602	Additional Rent	9,808	9,808	9,808	9,808	9,808	9,808	9,808	9,808	9,808	9,808	9,808	9,808	-	117,700	117,700	-

FY26-27 APS Moderna

Monthly Cash Flow/Forecast FY26-27

Revised 6/13/26

Actuals Through:

CHARTER IMPACT

	ADA = 346.75	**Jul-26**	**Aug-26**	**Sep-26**	**Oct-26**	**Nov-26**	**Dec-26**	**Jan-27**	**Feb-27**	**Mar-27**	**Apr-27**	**May-27**	**Jun-27**	**Year-End Accruals**	**Annual Budget**	**Original Budget Total**	**Favorable / (Unfav.)**
5603	Equipment Leases	9,025	9,025	9,025	9,025	9,025	9,025	9,025	9,025	9,025	9,025	9,025	9,025	-	**108,300**	108,300	-
5604	Other Leases	308	308	308	308	308	308	308	308	308	308	308	308	-	**3,700**	3,700	-
5610	Repairs and Maintenance	6,183	6,183	6,183	6,183	6,183	6,183	6,183	6,183	6,183	6,183	6,183	6,183	-	**74,200**	74,200	-
		91,205	91,205	91,205	91,205	91,205	91,205	91,205	91,205	91,205	91,205	91,205	91,205	-	**1,094,466**	**1,094,466**	**-**
Professional/Consulting Services																	
5801	IT	292	292	292	292	292	292	292	292	292	292	292	292	-	**3,500**	3,500	-
5802	Audit & Taxes	-	-	-	733	733	733	-	-	-	-	-	-	-	**2,200**	2,200	-
5803	Legal	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	-	**60,100**	60,100	-
5804	Professional Development	-	-	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	-	**70,000**	70,000	-
5805	General Consulting	-	-	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	-	**111,000**	111,000	-
5806	Special Activities/Field Trips	-	-	-	-	-	53,400	53,400	53,400	-	-	-	-	-	**160,200**	160,200	-
5807	Bank Charges	-	-	40	40	40	40	40	40	40	40	40	40	-	**400**	400	-
5808	Printing	-	-	20	20	20	20	20	20	20	20	20	20	-	**200**	200	-
5809	Other taxes and fees	-	-	910	910	910	910	910	910	910	910	910	910	-	**9,100**	9,100	-
5811	Management Fee	72,184	72,184	72,184	72,184	72,184	72,184	72,184	72,184	72,184	72,184	72,184	72,184	-	**866,213**	866,213	-
5812	District Oversight Fee	-	2,475	5,608	4,056	4,056	6,334	4,056	4,056	7,501	4,160	4,160	4,160	6,438	**57,057**	57,057	-
5813	County Fees	-	-	-	2,550	-	-	2,550	-	-	2,550	-	-	2,550	**10,200**	10,200	-
5814	SPED Encroachment	-	987	987	1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	3,922	**21,878**	21,878	-
5815	Public Relations/Recruitment	-	-	540	540	540	540	540	540	540	540	540	540	-	**5,400**	5,400	-
		77,484	80,946	103,689	106,209	103,659	159,338	158,876	156,326	106,371	105,580	103,030	103,030	12,910	**1,377,448**	**1,377,448**	**-**
Depreciation																	
6900	Depreciation Expense	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	-	**99,400**	99,400	-
		8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	-	**99,400**	**99,400**	**-**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**374,023**	**745,588**	**781,851**	**784,372**	**781,822**	**824,770**	**817,340**	**814,777**	**764,796**	**763,992**	**761,442**	**739,315**	**12,910**	**8,966,998**	**8,932,498**	**-**
Monthly Surplus (Deficit)		**(364,023)**	**(461,910)**	**(137,262)**	**138,626**	**(305,616)**	**15,816**	**367,960**	**(352,015)**	**42,473**	**192,330**	**(168,616)**	**(266,169)**	**1,346,673**	**48,268**	**82,768**	**-**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(364,023)	(461,910)	(137,262)	138,626	(305,616)	15,816	367,960	(352,015)	42,473	192,330	(168,616)	(266,169)	1,346,673	**48,268**		
Cash flows from operating activities																	
	Depreciation/Amortization	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	8,283	-	**99,400**		
	Public Funding Receivables	605,641	-	595,177	-	114,579	37,972	321,723	-	-	-	-	-	(1,359,584)	**315,510**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	12,910	**12,910**		
	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	(9,200)	(9,200)	(9,200)	(9,200)	(9,200)	(9,200)	(9,200)	(9,200)	(9,200)	(9,200)	(9,200)	(9,200)	-	**(110,400)**		
Total Change in Cash		240,702	(462,826)	456,998	137,709	(191,953)	52,872	688,766	(352,932)	41,556	191,413	(169,532)	(267,086)				
Cash, Beginning of Month		3,928,057	4,168,760	3,705,933	4,162,931	4,300,641	4,108,687	4,161,559	4,850,325	4,497,394	4,538,950	4,730,363	4,560,831				
Cash, End of Month		**4,168,760**	**3,705,933**	**4,162,931**	**4,300,641**	**4,108,687**	**4,161,559**	**4,850,325**	**4,497,394**	**4,538,950**	**4,730,363**	**4,560,831**	**4,293,745**				

FY26-27 APS Moderna

Monthly Cash Flow/Forecast FY27-28

Revised 6/13/26

ADA = 346.75

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 346.75	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	173,990	173,990	313,182	313,182	313,182	313,182	313,182	313,182	313,182	313,182	313,182	313,182	3,479,795	3,331,068	148,727
8012 Education Protection Account	-	-	-	227,882	-	-	227,882	-	-	250,442	-	-	235,402	941,606	911,526	30,080
8096 In Lieu of Property Taxes	-	87,785	175,571	117,047	117,047	117,047	117,047	117,047	204,833	102,416	102,416	102,416	102,416	1,463,091	1,463,091	-
	-	261,775	349,561	658,110	430,229	430,229	658,110	430,229	518,014	666,039	415,598	415,598	650,999	5,884,492	5,705,685	178,807
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	52,925	52,925	53,650	(725)
8290 Title I, Part A - Basic Low Income	-	-	43,569	-	-	43,569	-	-	43,569	-	-	-	43,569	174,275	174,275	-
8291 Title II, Part A - Teacher Quality	-	-	4,050	-	-	4,050	-	-	4,050	-	-	-	4,050	16,198	16,198	-
8296 Other Federal Revenue	-	-	-	89,797	13,270	-	89,797	-	-	89,797	-	-	76,527	359,189	363,866	(4,677)
	-	-	47,618	89,797	13,270	47,618	89,797	-	47,618	89,797	-	-	177,070	602,587	607,989	(5,402)
Other State Revenue																
8311 State Special Education	-	23,999	23,999	43,198	43,198	43,198	43,198	43,198	43,198	43,198	43,198	43,198	43,198	479,978	493,294	(13,316)
8545 School Facilities (SB740)	-	-	-	-	-	-	247,260	-	-	-	123,630	-	123,630	494,521	478,723	
8550 Mandated Cost	-	-	-	-	-	7,526	-	-	-	-	-	-	-	7,526	7,088	437
8560 State Lottery	-	-	-	-	-	-	23,579	-	-	23,579	-	-	47,158	94,316	94,316	-
8599 Other State Revenue	-	-	-	-	1,045,972	-	-	-	-	402,297	-	-	160,919	1,609,188	1,508,171	101,017
	-	23,999	23,999	43,198	1,089,170	50,724	314,038	43,198	43,198	469,074	166,828	43,198	374,905	2,685,529	2,581,592	88,139
Other Local Revenue																
8660 Interest Revenue	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	-	80,000	80,000	-
8699 School Fundraising	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	-
	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	120,000	120,000	-
Total Revenue	**10,000**	**295,774**	**431,178**	**801,106**	**1,542,669**	**538,571**	**1,071,945**	**483,427**	**618,831**	**1,234,911**	**592,426**	**468,796**	**1,202,975**	**9,292,608**	**9,015,266**	**277,342**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	160,546	160,546	160,546	160,546	160,546	160,546	160,546	160,546	160,546	160,546	160,546	-	1,766,009	1,748,523	(17,485)
1170 Teachers' Substitute Hours	-	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	-	25,250	25,000	(250)
1175 Teachers' Extra Duty/Stipends	-	1,682	1,682	1,682	1,682	1,682	1,682	1,682	1,682	1,682	1,682	1,682	-	18,507	18,324	(183)
1300 Administrators' Salaries	42,075	42,075	42,075	42,075	42,075	42,075	42,075	42,075	42,075	42,075	42,075	42,075	-	504,900	499,901	(4,999)
	42,075	206,599	206,599	206,599	206,599	206,599	206,599	206,599	206,599	206,599	206,599	206,599	-	2,314,665	2,291,748	(22,917)
Classified Salaries																
2100 Instructional Salaries	4,145	40,643	40,643	40,643	40,643	40,643	40,643	40,643	40,643	40,643	40,643	24,603	-	435,180	430,871	(4,309)
2300 Classified Administrators' Salaries	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	-	131,300	-	(131,300)
2400 Clerical and Office Staff Salaries	15,312	18,442	18,442	18,442	18,442	18,442	18,442	18,442	18,442	18,442	18,442	18,442	-	218,171	216,010	(2,160)
2900 Other Classified Salaries	-	43,686	43,686	43,686	43,686	43,686	43,686	43,686	43,686	43,686	43,686	43,686	-	480,543	475,785	(4,758)
	30,399	113,712	113,712	113,712	113,712	113,712	113,712	113,712	113,712	113,712	113,712	97,672	-	1,265,193	1,122,667	(142,527)
Benefits																
3101 STRS	8,036	39,460	39,460	39,460	39,460	39,460	39,460	39,460	39,460	39,460	39,460	39,460	-	442,101	437,724	(4,377)
3202 PERS	5,818	30,732	30,732	30,732	30,732	30,732	30,732	30,732	30,732	30,732	30,732	25,935	-	339,072	330,704	(8,368)
3301 OASDI	1,346	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	6,000	-	78,442	77,665	(777)
3311 Medicare	926	4,657	4,657	4,657	4,657	4,657	4,657	4,657	4,657	4,657	4,657	4,415	-	51,908	51,394	(514)
3401 Health and Welfare	65,625	65,625	65,625	65,625	65,625	65,625	65,625	65,625	65,625	65,625	65,625	65,625	-	787,500	750,000	(37,500)
3501 State Unemployment	13	13	13	13	13	13	65	52	26	13	13	13	-	261	261	(0)
3601 Workers' Compensation	894	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,263	-	50,118	49,622	(496)
	82,659	152,093	152,093	152,093	152,093	152,093	152,145	152,132	152,106	152,093	152,093	145,712	-	1,749,402	1,697,370	(52,032)
Books and Supplies																
4100 Textbooks and Core Curricula	-	9,710	9,710	9,710	9,710	-	-	-	-	-	-	-	-	38,840	37,800	(1,040)
4200 Books and Other Materials	3,370	3,370	3,370	3,370	3,370	-	-	-	-	-	-	-	-	16,851	16,400	(451)
4302 School Supplies	10,070	10,070	10,070	10,070	10,070	10,070	10,070	10,070	10,070	10,070	10,070	10,070	-	120,834	117,600	(3,234)
4305 Software	8,999	8,999	8,999	8,999	8,999	8,999	8,999	8,999	8,999	8,999	8,999	8,999	-	107,990	105,100	(2,890)
4310 Office Expense	6,208	6,208	6,208	6,208	6,208	6,208	6,208	6,208	6,208	6,208	6,208	6,208	-	74,494	72,500	(1,994)
4311 Business Meals	317	317	317	317	317	317	317	317	317	317	317	317	-	3,802	3,700	(102)
4400 Noncapitalized Equipment	-	7,213	7,213	7,213	7,213	7,213	-	-	-	-	-	-	-	36,065	35,100	(965)
	28,964	45,886	45,886	45,886	45,886	32,806	25,593	25,593	25,593	25,593	25,593	25,593	-	398,876	388,200	(10,676)
Subagreement Services																
5102 Special Education	-	28,284	28,284	28,284	28,284	28,284	28,284	28,284	28,284	28,284	28,284	28,284	-	311,127	302,800	(8,327)
5103 Substitute Teacher	-	6,473	6,473	6,473	6,473	6,473	6,473	6,473	6,473	6,473	6,473	6,473	-	71,206	69,300	(1,906)
5104 Transportation	-	2,092	2,092	2,092	2,092	2,092	2,092	2,092	2,092	2,092	2,092	2,092	-	23,016	22,400	(616)
5105 Security	-	962	962	962	962	962	962	962	962	962	962	962	-	10,583	10,300	(283)
5106 Other Educational Consultants	-	-	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	-	100,079	97,400	(2,679)
5107 IB Fees	-	-	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	-	34,500	34,500	-
	-	37,812	51,270	51,270	51,270	51,270	51,270	51,270	51,270	51,270	51,270	51,270	-	550,511	502,200	(13,811)
Operations and Housekeeping																
5201 Auto and Travel	-	1,102	1,102	1,102	1,102	1,102	1,102	1,102	1,102	1,102	1,102	1,102	-	12,125	11,800	(325)
5300 Dues & Memberships	925	925	925	925	925	925	925	925	925	925	925	925	-	11,097	10,800	(297)
5400 Insurance	8,563	8,563	8,563	8,563	8,563	8,563	8,563	8,563	8,563	8,563	8,563	8,563	-	102,750	100,000	(2,750)
5501 Utilities	6,156	6,156	6,156	6,156	6,156	6,156	6,156	6,156	6,156	6,156	6,156	6,156	-	73,877	71,900	(1,977)
5502 Janitorial Services	3,331	3,331	3,331	3,331	3,331	3,331	3,331	3,331	3,331	3,331	3,331	3,331	-	39,970	38,900	(1,070)
5900 Communications	10,472	10,472	10,472	10,472	10,472	10,472	10,472	10,472	10,472	10,472	10,472	10,472	-	125,663	122,300	(3,363)
5901 Postage and Shipping	-	-	339	339	339	339	339	339	339	339	339	339	-	3,391	3,300	(91)

FY26-27 APS Moderna

Monthly Cash Flow/Forecast FY27-28

Revised 6/13/26

CHARTER IMPACT

ADA = 346.75	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
	29,446	30,549	30,888	30,888	30,888	30,888	30,888	30,888	30,888	30,888	30,888	30,888	-	368,873	359,000	(9,873)
Facilities, Repairs and Other Leases																
5601 Rent	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	-	790,566	790,566	-
5602 Additional Rent	10,078	10,078	10,078	10,078	10,078	10,078	10,078	10,078	10,078	10,078	10,078	10,078	-	120,937	117,700	(3,237)
5603 Equipment Leases	9,273	9,273	9,273	9,273	9,273	9,273	9,273	9,273	9,273	9,273	9,273	9,273	-	111,278	108,300	(2,978)
5604 Other Leases	317	317	317	317	317	317	317	317	317	317	317	317	-	3,802	3,700	(102)
5610 Repairs and Maintenance	6,353	6,353	6,353	6,353	6,353	6,353	6,353	6,353	6,353	6,353	6,353	6,353	-	76,241	74,200	(2,041)
	91,902	91,902	91,902	91,902	91,902	91,902	91,902	91,902	91,902	91,902	91,902	91,902	-	1,102,823	1,094,466	(8,357)
Professional/Consulting Services																
5801 IT	300	300	300	300	300	300	300	300	300	300	300	300	-	3,596	3,500	(96)
5802 Audit & Taxes	-	-	-	754	754	754	-	-	-	-	-	-	-	2,261	2,200	(61)
5803 Legal	5,146	5,146	5,146	5,146	5,146	5,146	5,146	5,146	5,146	5,146	5,146	5,146	-	61,753	60,100	(1,653)
5804 Professional Development	-	-	7,193	7,193	7,193	7,193	7,193	7,193	7,193	7,193	7,193	7,193	-	71,925	70,000	(1,925)
5805 General Consulting	-	-	11,405	11,405	11,405	11,405	11,405	11,405	11,405	11,405	11,405	11,405	-	114,053	111,000	(3,053)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	54,869	54,869	54,869	-	-	-	164,606	160,200	(4,406)
5807 Bank Charges	-	-	41	41	41	41	41	41	41	41	41	41	-	411	400	(11)
5808 Printing	-	-	21	21	21	21	21	21	21	21	21	21	-	206	200	(6)
5809 Other taxes and fees	-	-	935	935	935	935	935	935	935	935	935	935	-	9,350	9,100	(250)
5811 Management Fee	74,170	74,170	74,170	74,170	74,170	74,170	74,170	74,170	74,170	74,170	74,170	74,170	-	890,034	866,213	(23,821)
5812 District Oversight Fee	-	2,618	3,496	6,581	4,302	4,302	6,581	4,302	5,180	6,660	4,156	4,156	6,510	58,845	57,057	(1,788)
5813 County Fees	-	-	-	2,620	-	-	2,620	-	-	2,620	-	-	2,620	10,481	10,200	(281)
5814 SPED Encroachment	-	960	960	1,728	1,728	1,728	1,728	1,728	1,728	1,728	1,728	1,728	3,845	21,316	21,878	562
5815 Public Relations/Recruitment	-	-	555	555	555	555	555	555	555	555	555	555	-	5,549	5,400	(149)
	79,615	83,193	104,220	111,447	106,548	106,548	110,694	160,663	161,541	165,641	105,648	105,648	12,975	1,414,383	1,377,448	(36,936)
Depreciation																
6900 Depreciation Expense	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	-	102,134	99,400	(2,734)
	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	-	102,134	99,400	(2,734)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	393,571	770,257	805,081	812,308	807,409	794,329	791,314	841,270	842,122	846,209	786,216	763,796	12,975	9,266,859	8,932,498	(299,861)
Monthly Surplus (Deficit)	(383,571)	(474,483)	(373,903)	(11,203)	735,260	(255,758)	280,631	(357,843)	(223,291)	388,701	(193,790)	(295,000)	1,190,000	25,749	82,768	(22,519)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(383,571)	(474,483)	(373,903)	(11,203)	735,260	(255,758)	280,631	(357,843)	(223,291)	388,701	(193,790)	(295,000)	1,190,000	25,749		
Cash flows from operating activities																
Depreciation/Amortization	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	8,511	-	102,134		
Public Funding Receivables	643,832	-	372,067	-	119,681	48,434	175,570	-	-	-	-	-	(1,202,975)	156,609		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(12,910)	-	-	-	-	-	-	-	-	-	-	-	12,975	65		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(132,000)	-	(132,000)		
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	255,862	(465,972)	6,675	(2,691)	863,452	(198,814)	464,712	(349,332)	(214,780)	397,212	(185,279)	(418,489)				
Cash, Beginning of Month	4,293,745	4,549,607	4,083,635	4,090,310	4,087,618	4,951,070	4,752,256	5,216,969	4,867,636	4,652,856	5,050,069	4,864,790				
Cash, End of Month	4,549,607	4,083,635	4,090,310	4,087,618	4,951,070	4,752,256	5,216,969	4,867,636	4,652,856	5,050,069	4,864,790	4,446,301				

FY26-27 APS Moderna

Monthly Cash Flow/Forecast FY28-29

Revised 6/13/26

ADA = 346.75

CHARTER IMPACT

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 346.75	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	181,702	181,702	327,063	327,063	327,063	327,063	327,063	327,063	327,063	327,063	327,063	327,063	**3,634,037**	3,479,795	154,242
8012 Education Protection Account	-	-	-	227,882	-	-	227,882	-	-	250,442	-	-	264,498	**970,702**	941,606	29,096
8096 In Lieu of Property Taxes	-	87,785	175,571	117,047	117,047	117,047	117,047	117,047	204,833	102,416	102,416	102,416	102,416	**1,463,091**	1,463,091	-
	-	269,487	357,273	671,992	444,111	444,111	671,992	444,111	531,896	679,921	429,480	429,480	693,977	**6,067,830**	**5,884,492**	**183,338**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	52,925	**52,925**	52,925	-
8290 Title I, Part A - Basic Low Income	-	-	43,569	-	-	43,569	-	-	43,569	-	-	-	43,569	**174,275**	174,275	-
8291 Title II, Part A - Teacher Quality	-	-	4,050	-	-	4,050	-	-	4,050	-	-	-	4,050	**16,198**	16,198	-
8296 Other Federal Revenue	-	-	-	89,797	13,270	-	89,797	-	-	89,797	-	-	76,527	**359,189**	359,189	-
	-	-	47,618	89,797	13,270	47,618	89,797	-	47,618	89,797	-	-	177,070	**602,587**	**602,587**	**-**
Other State Revenue																
8311 State Special Education	-	24,740	24,740	44,533	44,533	44,533	44,533	44,533	44,533	44,533	44,533	44,533	44,533	**494,810**	479,978	14,831
8545 School Facilities (SB740)	-	-	-	-	-	-	246,758	-	-	-	123,379	-	123,379	**493,516**	494,521	
8550 Mandated Cost	-	-	-	-	-	7,526	-	-	-	-	-	-	233	**7,758**	7,526	233
8560 State Lottery	-	-	-	-	-	-	23,579	-	-	23,579	-	-	47,158	**94,316**	94,316	-
8599 Other State Revenue	-	-	-	-	1,019,290	-	-	-	-	392,035	-	-	156,814	**1,568,139**	1,609,188	(41,049)
	-	24,740	24,740	44,533	1,063,823	52,058	314,870	44,533	44,533	460,147	167,912	44,533	372,116	**2,658,538**	**2,685,529**	(25,985)
Other Local Revenue																
8660 Interest Revenue	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	-	**80,000**	80,000	-
8699 School Fundraising	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	-
	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	**120,000**	**120,000**	-
Total Revenue	**10,000**	**304,228**	**439,632**	**816,322**	**1,531,204**	**553,787**	**1,086,659**	**498,643**	**634,047**	**1,239,865**	**607,391**	**484,013**	**1,243,164**	**9,448,955**	**9,292,608**	**156,348**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	162,152	162,152	162,152	162,152	162,152	162,152	162,152	162,152	162,152	162,152	162,152	-	**1,783,669**	1,766,009	(17,660)
1170 Teachers' Substitute Hours	-	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	-	**25,503**	25,250	(253)
1175 Teachers' Extra Duty/Stipends	-	1,699	1,699	1,699	1,699	1,699	1,699	1,699	1,699	1,699	1,699	1,699	-	**18,692**	18,507	(185)
1300 Administrators' Salaries	42,496	42,496	42,496	42,496	42,496	42,496	42,496	42,496	42,496	42,496	42,496	42,496	-	**509,949**	504,900	(5,049)
	42,496	208,665	208,665	208,665	208,665	208,665	208,665	208,665	208,665	208,665	208,665	208,665	-	**2,337,812**	**2,314,665**	**(23,147)**
Classified Salaries																
2100 Instructional Salaries	4,186	41,050	41,050	41,050	41,050	41,050	41,050	41,050	41,050	41,050	41,050	24,849	-	**439,532**	435,180	(4,352)
2300 Classified Administrators' Salaries	11,051	11,051	11,051	11,051	11,051	11,051	11,051	11,051	11,051	11,051	11,051	11,051	-	**132,613**	131,300	(1,313)
2400 Clerical and Office Staff Salaries	15,465	18,626	18,626	18,626	18,626	18,626	18,626	18,626	18,626	18,626	18,626	18,626	-	**220,352**	218,171	(2,182)
2900 Other Classified Salaries	-	44,123	44,123	44,123	44,123	44,123	44,123	44,123	44,123	44,123	44,123	44,123	-	**485,348**	480,543	(4,805)
	30,703	114,849	114,849	114,849	114,849	114,849	114,849	114,849	114,849	114,849	114,849	98,649	-	**1,277,845**	**1,265,193**	**(12,652)**
Benefits																
3101 STRS	8,117	39,855	39,855	39,855	39,855	39,855	39,855	39,855	39,855	39,855	39,855	39,855	-	**446,522**	442,101	(4,421)
3202 PERS	5,679	29,997	29,997	29,997	29,997	29,997	29,997	29,997	29,997	29,997	29,997	25,315	-	**330,962**	339,072	8,110
3301 OASDI	1,359	7,181	7,181	7,181	7,181	7,181	7,181	7,181	7,181	7,181	7,181	6,060	-	**79,226**	78,442	(784)
3311 Medicare	935	4,703	4,703	4,703	4,703	4,703	4,703	4,703	4,703	4,703	4,703	4,459	-	**52,427**	51,908	(519)
3401 Health and Welfare	68,906	68,906	68,906	68,906	68,906	68,906	68,906	68,906	68,906	68,906	68,906	68,906	-	**826,875**	787,500	(39,375)
3501 State Unemployment	13	13	13	13	13	13	65	52	26	13	13	13	-	**261**	261	(0)
3601 Workers' Compensation	903	4,541	4,541	4,541	4,541	4,541	4,541	4,541	4,541	4,541	4,541	4,306	-	**50,619**	50,118	(501)
	85,913	155,196	155,196	155,196	155,196	155,196	155,248	155,235	155,209	155,196	155,196	148,914	-	**1,786,893**	**1,749,402**	**(37,491)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	9,970	9,970	9,970	9,970	-	-	-	-	-	-	-	-	**39,880**	38,840	(1,041)
4200 Books and Other Materials	3,461	3,461	3,461	3,461	3,461	-	-	-	-	-	-	-	-	**17,303**	16,851	(452)
4302 School Supplies	10,339	10,339	10,339	10,339	10,339	10,339	10,339	10,339	10,339	10,339	10,339	10,339	-	**124,072**	120,834	(3,238)
4305 Software	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	-	**110,884**	107,990	(2,894)
4310 Office Expense	6,374	6,374	6,374	6,374	6,374	6,374	6,374	6,374	6,374	6,374	6,374	6,374	-	**76,490**	74,494	(1,996)
4311 Business Meals	325	325	325	325	325	325	325	325	325	325	325	325	-	**3,904**	3,802	(102)
4400 Noncapitalized Equipment	-	7,406	7,406	7,406	7,406	7,406	-	-	-	-	-	-	-	**37,032**	36,065	(967)
	29,740	47,116	47,116	47,116	47,116	33,686	26,279	26,279	26,279	26,279	26,279	26,279	-	**409,565**	**398,876**	**(10,690)**
Subagreement Services																
5102 Special Education	-	29,042	29,042	29,042	29,042	29,042	29,042	29,042	29,042	29,042	29,042	29,042	-	**319,465**	311,127	(8,338)
5103 Substitute Teacher	-	6,647	6,647	6,647	6,647	6,647	6,647	6,647	6,647	6,647	6,647	6,647	-	**73,114**	71,206	(1,908)
5104 Transportation	-	2,148	2,148	2,148	2,148	2,148	2,148	2,148	2,148	2,148	2,148	2,148	-	**23,633**	23,016	(617)
5105 Security	-	988	988	988	988	988	988	988	988	988	988	988	-	**10,867**	10,583	(284)
5106 Other Educational Consultants	-	-	10,276	10,276	10,276	10,276	10,276	10,276	10,276	10,276	10,276	10,276	-	**102,761**	100,079	(2,682)
5107 IB Fees	-	-	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	-	**34,500**	34,500	-
	-	38,825	52,551	52,551	52,551	52,551	52,551	52,551	52,551	52,551	52,551	52,551	-	**564,340**	**516,011**	**(13,829)**
Operations and Housekeeping																
5201 Auto and Travel	-	1,132	1,132	1,132	1,132	1,132	1,132	1,132	1,132	1,132	1,132	1,132	-	**12,449**	12,125	(325)
5300 Dues & Memberships	950	950	950	950	950	950	950	950	950	950	950	950	-	**11,394**	11,097	(297)
5400 Insurance	8,792	8,792	8,792	8,792	8,792	8,792	8,792	8,792	8,792	8,792	8,792	8,792	-	**105,504**	102,750	(2,754)
5501 Utilities	6,321	6,321	6,321	6,321	6,321	6,321	6,321	6,321	6,321	6,321	6,321	6,321	-	**75,857**	73,877	(1,980)
5502 Janitorial Services	3,420	3,420	3,420	3,420	3,420	3,420	3,420	3,420	3,420	3,420	3,420	3,420	-	**41,041**	39,970	(1,071)
5900 Communications	10,753	10,753	10,753	10,753	10,753	10,753	10,753	10,753	10,753	10,753	10,753	10,753	-	**129,031**	125,663	(3,368)

FY26-27 APS Moderna

CHARTER IMPACT

Monthly Cash Flow/Forecast FY28-29

Revised 6/13/26

ADA = 346.75

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
5901 Postage and Shipping	-	-	348	348	348	348	348	348	348	348	348	348	-	**3,482**	3,391	(91)
	30,236	31,367	31,716	31,716	31,716	31,716	31,716	31,716	31,716	31,716	31,716	31,716	-	**378,758**	**368,873**	**(9,886)**
Facilities, Repairs and Other Leases																
5601 Rent	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	65,880	-	**790,566**	790,566	-
5602 Additional Rent	10,348	10,348	10,348	10,348	10,348	10,348	10,348	10,348	10,348	10,348	10,348	10,348	-	**124,178**	120,937	(3,241)
5603 Equipment Leases	9,522	9,522	9,522	9,522	9,522	9,522	9,522	9,522	9,522	9,522	9,522	9,522	-	**114,261**	111,278	(2,982)
5604 Other Leases	325	325	325	325	325	325	325	325	325	325	325	325	-	**3,904**	3,802	(102)
5610 Repairs and Maintenance	6,524	6,524	6,524	6,524	6,524	6,524	6,524	6,524	6,524	6,524	6,524	6,524	-	**78,284**	76,241	(2,043)
	92,599	92,599	92,599	92,599	92,599	92,599	92,599	92,599	92,599	92,599	92,599	92,599	-	**1,111,191**	**1,102,823**	**(8,368)**
Professional/Consulting Services																
5801 IT	308	308	308	308	308	308	308	308	308	308	308	308	-	**3,693**	3,596	(96)
5802 Audit & Taxes	-	-	-	774	774	774	-	-	-	-	-	-	-	**2,321**	2,261	(61)
5803 Legal	5,284	5,284	5,284	5,284	5,284	5,284	5,284	5,284	5,284	5,284	5,284	5,284	-	**63,408**	61,753	(1,655)
5804 Professional Development	-	-	7,385	7,385	7,385	7,385	7,385	7,385	7,385	7,385	7,385	7,385	-	**73,853**	71,925	(1,928)
5805 General Consulting	-	-	11,711	11,711	11,711	11,711	11,711	11,711	11,711	11,711	11,711	11,711	-	**117,109**	114,053	(3,057)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	56,339	56,339	56,339	-	-	-	**169,017**	164,606	(4,411)
5807 Bank Charges	-	-	42	42	42	42	42	42	42	42	42	42	-	**422**	411	(11)
5808 Printing	-	-	21	21	21	21	21	21	21	21	21	21	-	**211**	206	(6)
5809 Other taxes and fees	-	-	960	960	960	960	960	960	960	960	960	960	-	**9,601**	9,350	(251)
5811 Management Fee	76,157	76,157	76,157	76,157	76,157	76,157	76,157	76,157	76,157	76,157	76,157	76,157	-	**913,887**	890,034	(23,853)
5812 District Oversight Fee	-	2,695	3,573	6,720	4,441	4,441	6,720	4,441	5,319	6,799	4,295	4,295	6,940	**60,678**	58,845	(1,833)
5813 County Fees	-	-	-	2,690	-	-	2,690	-	-	2,690	-	-	2,690	**10,761**	10,481	(281)
5814 SPED Encroachment	-	990	990	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	3,898	**21,909**	21,316	(593)
5815 Public Relations/Recruitment	-	-	570	570	570	570	570	570	570	570	570	570	-	**5,697**	5,549	(149)
	81,749	85,433	107,001	114,403	109,434	109,434	113,630	165,000	165,877	170,048	108,514	108,514	13,528	**1,452,567**	**1,414,383**	**(38,184)**
Depreciation																
6900 Depreciation Expense	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	-	**104,871**	102,134	(2,737)
	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	-	**104,871**	**102,134**	**(2,737)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses	**402,175**	**782,791**	**818,433**	**825,836**	**820,867**	**807,436**	**804,277**	**855,634**	**856,486**	**860,643**	**799,110**	**776,628**	**13,528**	**9,423,843**	**9,232,359**	**(156,984)**
Monthly Surplus (Deficit)	**(392,175)**	**(478,564)**	**(378,801)**	**(9,513)**	**710,337**	**(253,649)**	**282,382**	**(356,991)**	**(222,439)**	**379,222**	**(191,718)**	**(292,615)**	**1,229,635**	**25,113**	**60,249**	**(636)**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(392,175)	(478,564)	(378,801)	(9,513)	710,337	(253,649)	282,382	(356,991)	(222,439)	379,222	(191,718)	(292,615)	1,229,635	**25,113**		
Cash flows from operating activities																
Depreciation/Amortization	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	8,739	-	**104,871**		
Public Funding Receivables	650,999	123,630	47,158	-	-	-	381,187	-	-	-	-	-	(1,243,164)	**(40,189)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(12,975)	-	-	-	-	-	-	-	-	-	-	-	13,528	**553**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(148,380)	-	**(148,380)**		
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	254,589	(346,194)	(322,904)	(774)	719,077	(244,909)	672,308	(348,251)	(213,699)	387,961	(182,979)	(432,256)				
Cash, Beginning of Month	4,446,301	4,700,890	4,354,695	4,031,791	4,031,017	4,750,094	4,505,185	5,177,493	4,829,241	4,615,542	5,003,503	4,820,524				
Cash, End of Month	**4,700,890**	**4,354,695**	**4,031,791**	**4,031,017**	**4,750,094**	**4,505,185**	**5,177,493**	**4,829,241**	**4,615,542**	**5,003,503**	**4,820,524**	**4,388,268**				